

DEPARTMENT “H”

4-H

SUPERINTENDENT: Brenda Medlock

ENTRY DAYS

Monday, Sept 11, 2023 – 2:00 PM – 6:00 PM

Tuesday, Sept 12, 2023 – 8:00 AM – 6:00 PM

(For members only)

If an exhibitor leaves early – NO premium will be paid, and the exhibitor will not be and the exhibitor will NOT be allowed to exhibit the following year.

Premium’s 1st Place - \$5.00; 2nd Place - \$4.00; 3rd Place \$3.00

Cloverbuds will receive participation ribbons

GENERAL RULES

1. Exhibitors in this department is limited to Kay County 4-H members who have been enrolled and actively participating in the program.
2. Each exhibitor will enter and exhibitor entries in sections 300-325 and 328 at the Kay County Free Fair. You may reference <https://4h.okstate.edu/projects/index.html> for project information.
3. **For each class, entries are limited to one per individual. The 4-H member should enter the class that matches his/her grade. THE ATTACHED FORM MUST BE COMPLETED TO ENTER. IF YOUR PROJECTS ARE NOT LISTED IN THE 4-H FAIR BOOK YOU CANNOT ENTER THIS ITEM IN 4-H.**
4. All exhibits must be made and completed by the exhibitor during the last year, and cannot be entered more than one time, expect for classes which are collections that are added to in successive years.
5. 4-H members who enter crops and horticulture must be able to prove that such crops entered in his/her name were produced by the member during the current year.
6. All 1st place exhibits will be taken to Tulsa State Fair. All perishable items will be freshly made and brought back to the OSU Extension Office the day before taking exhibits to Tulsa. If item is too large to be taken to the Tulsa State Fair, it will up to the parent to take item and enter. EXCEPT FOR SECTION 328 CLOVERBUDS.

KAY COUNTY FREE FAIR 4-H EXHIBITOR ENTRY FORM
ENTRIES WILL NOT BE ACCEPT UNLESS THIS FORM IS FILLED OUT

Name: _____ Grade as of 8/1/23: _____

Club: _____ Address: _____

Only one entry per class. **Please enter a brief description of item. This helps us identify your project when it goes to the Tulsa State Fair.**

PLEASE PRINT LEGIBLY! LIST IN ORDER AS APPEARING IN THE FAIR BOOK!

SECTION NUMBER	CLASS	NAME OF EXHIBIT	DESCRIPTION
303	3	Butterfly watercolor	Red, blue and green butterfly

RELEASING OF EXHIBITS

Exhibits will be released between 1:00 PM – 2:30 PM on Sunday, September 17, 2023. **ALL EXHIBITS MUST BE OUT OF THE BUILDING BY 2:30 PM.**

COPY WRITTEN MATERIAL AND REFERENCING SOURCES

All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (*) or a number (if more than one) and the name of the source at the end or bottom of paper, poster, or educational display, following or corresponding number in text. No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications, professional photographers, or from the internet without permission from the original creator. If the 4-H'er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number and the source. If an item (picture, photo, drawing, illustration, etc.) that is not protected is used its source must be cited and referenced by using an asterisk (*) or number and the source information placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number.

EDUCATIONAL DISPLAYS

All educational displays must have stable, free-standing backs with sides attached. This includes Section 301 and educational displays in specific project areas. See class description for size requirements. Educational displays must be 3 dimensional. NOTE: The sizes indicated in specific classes is the maximum table space allowed when sides are extended. DO NOT include valuables, food items that will spoil or potentially harmful products (such as aspirin, cleaning products, chemicals etc.) in any educational display. Neither the Kay County Free Fair nor the 4-H program can accept responsibility for loss of valuables. Potentially harmful products will be discarded. Text of display should be readable from at least 10 feet away.

POSTERS

For display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be signed and dated on the back with permanent marker before laminating. If not marked, the poster may be disqualified. All posters must be flat (no 3-dimensional posters). Text on posters should be readable from at least 10 ft away. **NOTE: Posters in section 300 MUST include the 4-H Clover or mention 4-H. Posters in other sections/classes are encouraged to but are NOT required to include the 4-H Clover or mention 4-H unless requested in section/class description.**

SIGNING AND DATING EXHIBITS

Exhibits should be permanently signed and dated, in an inconspicuous location if material permits. Some exhibits that should be signed and dated are posters, most expressive arts including fine art, ceramics, woodworking and woodcrafts, herbarium cards, seed boards, forestry exhibits, and model rocketry. Judge may permanently mark exhibit with fair and year, if not signed and dated. Effort will be made to mark in an inconspicuous place.

REQUIRED TRADEMARK DESIGNATION FOR USE OF 4-H CLOVER

When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn.

For more information on proper use of the 4-H clover please refer to:

<https://4h.okstate.edu/educators/clover-and-emblem/index.html>.

300	4-H Poster Art Exhibit	Pages 5-6
301	4-H Educational Booth Display	Page 7
302	4-H Photography	Pages 8-11
303	4-H Expressive Arts Exhibits	Pages 12-13
304	4-H Science and Technology Exhibits	Pages 14-19
305	4-H Science and Discovery Projects	Pages 20-21
306	4-H Designs and Construction	Pages 22-35
307	4-H Babysitting/Child Care	Pages 36-37
308	4-H Food Science Exhibits	Pages 38-40
309	4-H Personal Development	Pages 41-43
310	4-H Postmark	Page 44
311	4-H Electric Exhibit	Page 45
312	4-H Rocketry	Page 46
313	4-H Wood Science and Industrial Arts	Pages 47-48
314	4-H Shooting Sports	Pages 49-50
315	Entomology 4-H Insect Exhibits	Pages 51-52
	4-H Honey	Page 53
316	4-H Forestry	Pages 54-55
317	4-H Geology	Pages 56-57
318	4-H Wildlife Projects	Pages 58-63
319	4-H Environmental Stewardship	Pages 64-67
320	4-H Crops	Pages 68-69
321	4-H Forage for Livestock and Wildlife	Page 70
322	4-H Home Gardening	Pages 71-72
323	4-H Home Grounds	Pages 73-74
324	4-H Horticulture Terrariums	Pages 75-77
325	4-H Companion Animals	Pages 78-80
328	4-H Cloverbuds	Pages 81-82

300 4-H POSTER ART EXHIBIT

Beginning – Grades 3-7

Intermediate – Grades 6-8

Advanced – Grades 9-12

Posters must be constructed on poster board, 14” x 22” (1/2 of a poster board). They may be horizontal or vertical. Posters may be produced by any medium – watercolor, ink, crayon, acrylic, charcoal, collage, computer, etc. Posters must be flat. Do not use 3- dimensional pieces on posters.

Posters will be judged on:

1. educational idea portrayed
2. public appeal
3. creative and original ability presented

Copyrighted or trademarked cartoon characters or other designs must not be used due to copyright restrictions. *For display purposes, exhibitors are encouraged to laminate all posters or cover all posters with clear plastic film. Posters must be signed and dated on the back in permanent marker before laminating. If not marked, the judge may disqualify. The text should be readable from at least 10 ft away.*

The 4-H member’s name, grade and county should be on the back of the poster in the upper left-hand corner.

NOTE: POSTERS IN THIS SECTION MUST INCLUDE 4-H CLOVER OR MENTION 4-H. When using the official clover with H’s, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn. For more information on proper use of the 4-H clover please refer to <http://4h.okstate.edu/educators/4-h-name-and-emblem>.

Beginner Division (Grades 3-5)

300-1	Recruit-Beginner	4-H promotional poster designed to recruit 4-H members, volunteers or promote any 4-H event or designed to promote any 4-H project.
300-2	Theme – Beginner	Poster designed to promote 4-H using the national campaign “Find Your Spark in 4-H”.
300-3	Collage – Beginner	Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or the evolution of a particular 4-H project area over the decades.

Intermediate Division (Grades 6-8)

300-4	Recruit-Intermediate	4-H promotional poster designed to recruit 4-H members, volunteers or promote any 4-H event or designed to promote any 4-H project.
300-5	Theme – Intermediate	Poster designed to promote 4-H using the national campaign “Find Your Spark in 4-H”.
300-6	Collage - Intermediate	Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or the evolution of a particular 4-H project area over the decades.

Advanced Division (Grades 9-12)

300-7	Recruit- Advanced	4-H promotional poster designed to recruit 4-H members, volunteers or promote any 4-H event or designed to promote any 4-H project.
300-8	Theme – Advanced	Poster designed to promote 4-H using the national campaign “Find Your Spark in 4-H”.
300-6	Collage – Advanced	Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or the evolution of a particular 4-H project area over the decades.

301 – 4-H EDUCATIONAL BOOTH DISPLAY

Each club is eligible to enter one educational booth per class. This must be an in-depth look at a 4-H project or projects. Space for the booth is 3 feet deep and 4 feet wide (with sides extended for display). Back can be 4 feet high. There will be no solid dividers between booths. Use lightweight materials for ease in transporting. Display must be free-standing. Models, photographs, posters, or other means of display may be used. Display may be prepared by an individual or group.

Criteria for judging will be:

1. effectiveness of the message
2. appropriateness to the theme
3. interest and attractiveness to the public

Display must focus on **ONE** of the following and be suitable for display at a local business during National 4-H week or any other time.

- Promotion of a specific 4-H project, member recruitment, current youth issue, event, etc.
- Community Service
- The national campaign “Find Your Spark in 4-H”.

EXHIBITS IN THIS SECTION MUST PROMINENTLY DISPLAY A 4-H CLOVER AND MENTION 4-H. When using the official clover with the H’s, the tail should curve to the right and the words 18 U.S.C. 707 must appear in the lower right leaflet, except for hand drawn clovers. For more information on proper use of the 4-H clover please refer to <http://4h.okstate.edu/educators/4-h-name-and-emblem>. Do not include valuable, food items that will spoil or potentially harmful products in any educational display. Neither the Kay County Free Fair nor the 4-H program can accept responsibility for loss of valuables. Potentially harmful products will be discarded.

301-1	Educational	Educational Booth Display (other than Community Service or “Find Your Spark in 4-H”). Display may be project area, member recruitment, current youth issue, event, etc.
301-2	Community Service	Community Service Booth Display – Sharing about a community service that 4-H member or county group has done. Should include pictures, examples, and scope of projects. The impact on others will be an added criterion for judging. Project should be the extension of a 4-H project area
301-3	National Theme	Display using the national campaign “Find Your Spark in 4-H”.

302 – 4-H PHOTOGRAPHY

Juniors – Grades 3-7

Seniors – Grades 8-12

These exhibits consist of photos taken by the individual exhibitors. A photo can be entered only one year. Individuals can exhibit in only one Level and may enter only one exhibit per class in that level.

- Level 1 is for members who have beginning skill level.
- Level 2 is for those who have intermediate skill level.
- Level 3 is for those who have advanced skill level.
- All grades within each unit are before September 1 of the current calendar year.

DIGITAL PHOTOS: may be entered. Adjustments to digital photos are limited to color and contrast adjustments, cropping, gray scaling, exposure adjustments, and red eye reduction. (With the exception of classes 302-25 through 302-28).

PRINTS: Black and white or color prints may be exhibited. Prints must be no smaller than 4” x 6” and no larger than 5” x 7” (except when panoramic prints are used) for all classes except classes 302-5, 302-10, 302-14, 302-18, and 302-22 where prints may be up to 8” x 10”. Prints should be printed on photo quality paper (not copy paper). Print quality is taken into consideration by the judge. Photos will be disqualified in a frame.

BOARDS: Prints must be securely attached to the surface of a single black or white (not colored) poster board, foam core, or mat board. **Photos will be disqualified if on regular printing paper or cardstock.** No double matting, use or multiple layers or more than one color. The entire print must be seen and cannot be masked in anyway. Boards must be 14” x 14” for all classes.

TITLE, CAPTIONS AND OTHER REQUIRED INFORMATION: On the front of the board, there must be a title (i.e., My trip to the Zoo) **and** each photo must have a caption giving the viewer more information about the photograph. The back of each board must include the exhibitor’s name, county, number of years in 4-H photography project, camera, type (digital, SLR, smart phone, digital point and shoot or 35mm film) and megapixels (if camera is digital).

PHOTOGRAPHY EXHIBITS

Level 1: Focus on Photography

Junior Classes – Grades 3-7

For members who have beginning skill level

302-1	People, Animals, Plant Life & Scenery	Four photos, one from each of the following categories: people, animals, plant life and scenery
302-2	Activities, Camera Angles, Lighting Choices:	Four photos of people doing different things, showing a variety of activities, camera angles, and lighting choices
302-3	Common Mistakes in Picture Taking:	Four otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.

302-4	Story Telling or Illustrating Event	Series of 4 photos telling a story or illustrating a single event.
302-5	Best Individual	Best individual photo made this year.

Level 1: Focus on Photography
Senior Classes – Grades 8-12
For members who have beginning skill level

302-6	People, Animals, Plant Life & Scenery	Four photos, one from each of the following categories: people, animals, plant life and scenery
302-7	Activities, Camera Angles, Lighting Choices:	Four photos of people doing different things, showing a variety of activities, camera angles, and lighting choices
302-8	Common Mistakes in Picture Taking	Four otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.
302-9	Story Telling or Illustrating Event	Series of 4 photos telling a story or illustrating a single event.
302-10	Best Individual	Best individual photo made this year.

Level 2: Controlling the Image
Junior Classes – Grades 3-7
For members who have intermediate skill level

302-11	Composition	Four photos showing good composition, such as placement of subject, framing, contrast, or perspective. The caption for each photo or the title of the board must explain the ideas being illustrated
302-12	Action	Four action photos showing use of film speed or digital ISO, please include the film speed or digital ISO, shutter speed and aperture (if the camera is adjustable).
302-13	Effects	Four photos showing effect (lighting, media, techniques, and processes). The caption for each photo or the title of the board must explain the ideas being illustrated.
302-14	Best Individual	Best individual photo made this year.

Level 2: Controlling the Image
Senior Classes – Grades 8-12
For members who have intermediate skill level

302-15	Composition	Four photos showing good composition, such as placement of subject, framing, contrast, or perspective. The caption for each photo or the title of the board must explain the ideas being illustrated
302-16	Action	Four action photos showing use of film speed or digital ISO, please include the film speed or digital ISO, shutter speed and aperture (if the camera is adjustable).

302-17	Effects	Four photos showing effect (lighting, media, techniques, and processes). The caption for each photo or the title of the board must explain the ideas being illustrated.
302-18	Best Individual	Best individual photo made this year.

Level 3: Mastering Photography All Grades
For members who have advance skill level.

302-19	Lenses, Lamps, Existing Light, Filters, or Special Effects	Four photos showing members' knowledge of one of the following: different lenses, photo lamps, existing light, filters, or special effects. The caption for each photo or the title of the board must explain the idea(s) being illustrated.
302-20	People	Four outstanding "people" pictures
302-21	Landscape or Nature	Four landscape or nature photos
302-22	Best Individual	Best individual photo taken this year.

Digitally Adjusted Photos

Exhibit must include both the original photo labeled "original photo", the digitally adjusted photo labeled "adjusted photo", with a short summary of what was done (cropping, red-eye removal, color or contrast adjustment, gray scaling, exposure adjustment, etc.). Must be on a single black or white poster board, foam board or mat board 14" x 14".

302-23	Junior (Grades 3-7)
302-24	Senior (Grades 8-12)

Digitally Altered Photos

Digitally altered photograph/photographic illustration taken with a digital camera by the exhibitor. Alterations are beyond common photography techniques of red eye removal, cropping, etc. Exhibit includes a print of the original photograph, labeled "original photo", and the digitally altered image, labeled "photographic illustration". Must be securely attached to a single black or white foam core or poster board 14" x 14". Attach up to ½ page of written explanation of the alterations to the back to the exhibit.

302-25	Junior (Grades 3-7)
302-26	Senior (Grades 8-12)

Digitally Altered Scanned Image

Digitally altered scanned image. Exhibit must include the original image labeled “original image”, and the digitally altered image, labeled “altered image”. Alterations are beyond common photographic techniques of red eye removal, cropping, etc. Must be securely attached to a single black or white foam core or poster board 14” x 14”. Attach up to ½ page of written explanation of the alterations to the back of the exhibit. Trademarked images may NOT be used.

302-27	Junior (Grades 3-7)
302-28	Senior (Grades 8-12)

303 – 4-H EXPRESSIVE ARTS EXHIBITS

Juniors – Grades 3-7

Seniors – Grades 8-12

Exhibits in all classes are limited to items that cannot be exhibited in other sections. Exhibits must be permanently signed and dated in an inconspicuous location if size and material permit. Ceramics should be signed before firing. Paintings, drawings, and other items that are to be hung must have a hanger attached or they may not be displayed.

303-1	Jr. Fine Art	Pencil, Charcoal, Pastel, Chalk, Ink
303-2	Sr. Fine Art	Pencil, Charcoal, Pastel, Chalk, Ink
303-3	Jr. Fine Art	Watercolor
303-4	Sr. Fine Art	Watercolor
303-5	Jr. Fine Art	Oil or Acrylic
303-6	Sr. Fine Art	Oil or Acrylic
303-7	Jr. Ceramics	Glazed (maximum of one piece)
303-8	Sr. Ceramics	Glazed (maximum of one piece)
303-9	Jr. Ceramics	Stained (maximum of one piece)
303-10	Sr. Ceramics	Stained (maximum of one piece)
303-11	Jr. Pottery	Original design made from clay using a process of hand molding or on a potter's wheel
303-12	Sr. Pottery	Original design made from clay using a process of hand molding or on a potter's wheel
303-13	Jr. Print Process Article	Block printing and other printing methods
303-14	Sr. Print Process Article	Block printing and other printing methods
303-15	Jr. Nature Craft	Article made from natural materials including weaving or basket making
303-16	Sr. Nature Craft	Article made from natural materials including weaving or basket making
303-17	Jr. Bead Craft Article	
303-18	Sr. Bead Craft Article	
303-19	Jr. Leathercraft	Kit
303-20	Sr. Leathercraft	Kit
303-21	Jr. Leathercraft	Original Design
303-22	Sr. Leathercraft	Original Design
303-23	Jr. Handcrafted	Wax Candle
303-24	Sr. Handcrafted	Wax Candle
303-25	Jr. Handcrafted	Gel Candle
303-26	Sr. Handcrafted	Gel Candle
303-27	Jr. Puppet	
303-28	Sr. Puppet	
303-29	Jr. Paper Craft	
303-30	Sr. Paper Craft	

303-31	Jr. Plastic Craft	Includes but not limited to Lego™ Art. If Lego™ is entered, it must be glued
303-32	Sr. Plastic Craft	Includes but not limited to Lego™ Art. If Lego™ is entered, it must be glued
303-33	Jr. Duct Tape Craft	
303-34	Sr. Duct Tape Craft	
303-35	Jr. Miscellaneous	Limited to items that cannot be entered in any other class
303-36	Sr. Miscellaneous	Limited to items that cannot be entered in any other class

304 – 4-H SCIENCE & TECHNOLOGY EXHIBITS

Juniors – Grades 3-7

Seniors – Grades 8-12

Every exhibit must be labeled on the back with the following information: Name, Club, County, Grade and Date poster or exhibit was made. Copy written materials such as professional photos, books, publications, or items on the internet should not be used as original. Exhibits displayed as posters must be constructed on poster board 14" x 22" (½ of a poster board). They may be horizontal or vertical.

Posters will be judged on:

1. Educational idea portrayed
2. Public appeal
3. Creative and original ability presented.

Copyrighted or trademarked cartoon characters or designs must not be used due to copyright restrictions. For poster exhibit displays, exhibitors are encouraged to laminate or cover all posters with clear plastic film. Text of posters should be readable from at least 10 ft away. Promotional exhibits in this section must include an official 4-H Clover or mention 4-H. For more information on proper use of the 4-H Clover please refer to <http://4h.okstate.edu/educators/4-h-name-and-emblem>.

Flat Flyer to Promote a Club or County 4-H Educational Program or Activity. One-sided designed by the exhibitor. Computer generated flat flyer (8 ½" x 11" or 8 ½" x 14"). Flat flyers should be attached to an appropriately sized poster board.

304-1	Junior (Grades 3-7)
304-2	Senior (Grades 8-12)

Brochure, Card or Invitation Related to 4-H. (May be double, tri, or four-fold measuring (8 ½" x 11" or 8 ½" x 14" before folding). Attach 2 flat copies of the brochure (one side showing the front and the other side showing the back of the brochure) to an appropriately sized poster board no larger than 14" x 22" – ½ of a poster board. Attach a large envelope to the back of the board and insert a folded copy of the brochure.

304-3	Junior (Grades 3-7)
304-4	Senior (Grades 8-12)

PowerPoint Presentation Related to 4-H (can be PowerPoint, Google Slides, or any other presentation program). Presentation should either promote 4-H or educate about a 4-H project. Presentations should include an official 4-H Clover or mention 4-H. Presentation entry includes a printout of at least 5 slides and script/presentation notes in a folder or notebook. Include presentation file in a labeled 3 ½" diskette or CD (in an envelope). All PowerPoint presentations should be mounted on a freestanding display board not to exceed 36" x 48" when the sides are extended for display. Commercially available "Science Fair Presentation boards" are encouraged.

304-5	Junior (Grades 3-7)
304-6	Senior (Grades 8-12)

Digital Media for a Group or Club Project. Submit a video, (maximum of 3 minutes), designed for social media use on STEM projects. Video can be promotional, informational, music, or a documentary. The video must be a .MP4 format and submitted on a flash drive. Videos must only contain first names of the participants and participants must have a signed media release form on file in our office.

304-7	Group Media
-------	--------------------

STEM Career Poster. 4-H members should research careers in STEM before developing their poster exhibit. Posters should highlight a variety of STEM related careers and following the Technology poster guidelines and criteria.

304-8	Junior (Grades 3-7)	Draw a Scientist
304-9	Senior (Grades 8-12)	Careers in STEM

Global Positioning System (GPS)/Geographic Information Systems (GIS) Exhibits

4-H Youth will learn about Geographic Information Systems (GIS) concepts by collecting data on a location, describing the attributes. Youth will learn about geospatial technology applications and future career opportunities by working with local government agencies and project partners in their own communities. Increased youth involvement in community service and awareness projects that impact local communities by enhancing economic and community development. The 4-H GPS/GIS exhibits will be judged in two age groups. Junior grades 3-7 and Seniors grades 8-12. Every exhibit must be labeled on the back with the following information. Name, Club, County, grade and date, map or exhibit was made. Posters/Maps must be 14" x 22" – ½ of a poster board. Exhibitors are encouraged to laminate all flat exhibits or cover them with clear plastic film. Maps may be affixed to poster board. The map itself doesn't have to be the full 14" x 22". Displays must be free standing and not be larger than 3' x 3' (width x depth) with sides extended for display.

Display Illustrating How GPS Works. Include the user, control, and space segments of the system.

304-10	Junior (Grades 3-7)
--------	----------------------------

Display Illustrating How GPS Has Been Used to Improve Society.

304-11	Senior (Grades 8-12)
--------	-----------------------------

Geocache Box. Exhibit would include geocache box with contents, description, and photograph of the location in which the box will be located (check <https://www.geocaching.com/play>) for instructions on placing and describing).

304-12	Junior (Grades 3-7)
304-13	Senior (Grades 8-12)

Hand Drawn Map. Map can either be informational or directional. Attach one page explanation of the purpose for the map.

304-14	Junior (Grades 3-7)
304-15	Senior (Grades 8-12)

Computer Generated Map. Map can be either informational or directional. Attach one page explanation of the purpose for the map.

304-16	Junior (Grades 3-7)
304-17	Senior (Grades 8-12)

4-H Robotics

The goal of the 4-H robotics is for 4-H members to explore science, technology and engineering through designing and building a functional robot. The robot can be either programmable or remote controlled. The robot can be created by an individual or a group. Exhibits will be judged in two age groups. Juniors grades 3-7 and Seniors grades 8-12. Every exhibit must be labeled on the back with the following information: Name, Club, County, grade and date poster or exhibit was made.

Attach a 3” x 5” index card to each robot/exhibit, explaining: Construction material, how constructed and goal of project, year in project, age of member, whether made from kit, and other pertinent information.

Each exhibit should have a one-page report explaining the function, purpose, and construction of the robot. Displays must be free standing and are limited to 36” x 36” (width x depth) when sides are extended for display.

Programmable or Remote-Controlled Robot

304-18	Junior (Grades 3-7)
304-19	Senior (Grades 8-12)

Display with Photographs and Explanation of a Member Developed Robot Not Available for Exhibit.

304-20	Junior (Grades 3-7)
304-21	Senior (Grades 8-12)

Projects Group Developed by Two or More 4-H Members Working Together. (Include 4-H members’ information involved on index card).

304-22	Programmable or Remote-Controlled Robot
304-23	Display with photographs and explanation of a member developed robot which is not available for exhibit

Engineering Design Challenges:

Criteria: Engineering design challenges are intended to encourage 4-H members to use the Engineering design process to create their own projects. These projects should include an

engineering notebook, journal or description which answer the following questions about their project.

- What is the challenge or task of your project (Example: Throw a marshmallow 6', incorporate technology into clothing, create alternative energy, design, and build a rubber band powered car, etc.)?
- Draw your design
- How did you test your design?
- What were the results?
- How did you change your design to improve it?
- Did you retest it? Did the results improve?
- Describe your final design and does it work?

Engineering Design Challenges will be judged based on creativity, design, function, and record keeping (journal or engineering notebook).

Marshmallow Catapult Challenge Design Task

Design a trebuchet-style swing arm catapult. It may be like a teeter-totter or swing set. The beam (arm) can swing (go up and down). The arm of the catapult must be adjustable from the center to an offset (one side of the beam is longer from center pivot point). Use at least 5 different types of materials or parts (craft sticks, brads, dowels, etc.). Use weights and gravity as the power source. Catapult cannot be any larger than a 3-foot cube (3' x 3' x 3').

Launch a marshmallow at least 6'. A journal or engineering notebook should be included to describe the creation, purpose, and function of the device. Explain how you built and tested your catapult. Chart your marshmallow launches. Reference: National 4-H curriculum, Junk Drawer Robotics, Level 1 <https://shop4-h.org/products/junk-drawer-robotics-curriculum-1-give-robotics-a-hand>.

304-24	Junior (Grades 3-7)
304-25	Senior (Grades 8-12)

Alternate Energy Design Challenge

Design and build a device to utilize wind, solar, or waterpower. Commercially available parts are acceptable, but most of the project must be homemade by the member. Must fit entirely within a 12" cube (12" x 12" x 12"). A journal or notebook should be included to describe the creation, purpose, and function of the device. References for this project include but are not limited to:

Wind Power

- 4-H Power of Wind Curriculum: <https://shop4-h.org/products/power-of-the-wind-curriculum-youth-guide>.

Solar Power

- Solar Powered Housed Activity: <https://shop4-h.org/products/solar-powered-houses-activity-kit>
- Solar Powered Car Activity: <https://shop4-h.org/products/solar-powered-car-activity-kit>

304-26	Junior (Grades 3-7)
--------	----------------------------

304-27	Senior (Grades 8-12)
--------	-----------------------------

Wearable Technology Design Challenge

Design a piece of wearable technology. Commercially available parts are acceptable, but most of the project must be homemade by the member. A journal or notebook should be included to describe the creation, purpose, and function of the device. Recourses for this project may include but are not limited to:

References:

- WearTec Curriculum Series books 1-4: <https://shop4-h.org/products/weartec-1-circuitry-leaders-guide>

304-28	Junior (Grades 3-7)
304-29	Senior (Grades 8-12)

Rubber Band-Powered Vehicle Design Challenge

Design a wheel-driven vehicle, powered only by one rubber band (size #64 approx. ¼” wide by 3 ½” long by 1/32” thick), which will transport a one-pound “load” (box of baking soda approx. size 3 ½” x 4 ½” x 2”) at least 9 feet (on a smooth flat floor) while remaining within the boundaries of a 3’ wide parallel track (marked off with masking tape). Speed is not a criteria.

There are no restrictions on materials, size, weight or number of wheels. However, the only energy source permitted is the elastic energy of one rubber band. Commercially assembled vehicles are NOT permitted. However, commercially manufactured components may be used as parts of the vehicle. The vehicle must be self-starting (i.e., no pushing, external power starts, etc.). Propulsion of the vehicle must be through the wheels (i.e., no propellers, no launching mechanism). Transferring the energy of the rubber band to wheels via gears, fly wheels, etc., is encouraged. No remote-control devices are permitted.

A journal or notebook should be included to describe the creation, purpose, and function of the device. Explain how you built and tested your vehicle and if you made any modifications. Chart or graph collected data and explain how you measured improvements in your engineering notebook or journal.

304-30	Junior (Grades 3-7)
304-31	Senior (Grades 8-12)

The Future of Agriculture Research Challenge Displays

The future of agriculture research displays will illustrate current research and forward/futuristic thinking that is changing the field agriculture and agricultural based careers. 4-H members will research current trends, future thoughts, and ideas for continuing to effectively feed the world. These projects should have a minimum of three scholarly references identifying where and when the information was published.

These projects may:

- Describe the challenging need for increased food production for a growing population.
- Describe a new agricultural production technique or an emerging agricultural technology that will enhance or improve our agricultural and food production systems.
- Illustrate a new vision for the future of agriculture
- Describe new STEM-based careers in agriculture

Research displays should use research-based information and resources to answer questions similar to the following, “What will the future of Agriculture look like?”, “How will agriculturalist feed an ever-growing population?” or “What are future careers in agriculture?”

All research displays should be mounted on a free-standing display board not to exceed 3’ x 4’ when the sides are extended for display. Commercially available “Science Fair Presentation boards” are encouraged. Displays should be readable/understandable from a distance of 10’. A completed research report should be included with the display in a notebook.

304-32	Junior (Grades 3-7)
304-33	Senior (Grades 8-12)

305 – 4-H SCIENCE DISCOVERY EXHIBITS

Juniors – Grades 3-7

Intermediate – Grades 6-8

Seniors – Grades 9-12

The goal of this project and exhibit is to allow 4-H members to:

- Use the scientific method to gain an understanding of how things work and the variables that affect them.
- Take an open and creative approach to problem solving.
- Learn that a successful outcome is based not on personal opinion but on scientific fact.
- Improve written and visual communication skills

4-H members are encouraged to use their 4-H projects as the basis for scientific research and discovery project.

Exhibits should relate to one of the following topics:

- Behavioral and Social Sciences
- Biochemistry, Medicine, and Health Sciences
- Botany and Zoological Sciences
- Computer Science
- Earth and Space Sciences
- Engineering
- Environmental Sciences
- Mathematics
- Physical Sciences

A few resources for finding project ideas are:

The WWW Virtual Library: Science Fairs – <http://physics.usc.edu/~gould/ScienceFairs>.

Information about Oklahoma Science Fairs – <http://osfef.zfairs.com>

Displays must be free standing and limited to 36” x 48” (width x depth) when sides are extended. Commercially available “Science Fair Presentation Boards” are encouraged.

305-1	Beginning Division (grades 3-5)	A display illustrating the project.
305-2	Intermediate Division (grades 6-8)	A display with an accompanying report of approximately 2 typewritten pages.
305-3	Advanced Division (grades 9-12)	A display and a written report about the project that includes an interview with a scientist or someone who works in the area that is being studied (example: a beekeeper that could help with bee projects). Reports should be 3 to 5 pages.
305-4	Team Exhibit (all ages)	Team may include a maximum of 3 members. A display and a written report about the project. It is recommended that it includes an interview with a

		scientist or someone who works in the area that is being studied (example: an engineer could help with engineering projects). Reports should be 3 to 5 pages.
--	--	---

306 – 4-H DESIGNS AND CONSTRUCTION

Grades 3-5

Grades 6-8

Grades 9-12

Fall 2023 – All Design and Construction projects will be REQUIRED to have the Skill Mastery Sheet securely attached to the project. Use a safety pin and attach directly to the exhibit when at all possible. NEVER attach sheet to a hanger! The sheet MUST be completed by the 4-H Member.

The Skill Mastery sheet: <http://4h.okstate.edu/projects/design-and-construction/curriculum-and-patterns.html>, is an education tool to guide project construction work. Click Sample Technique Cards to find instruction for many of the techniques noted in the skill sheet (i.e. facings, zippers, hems, fasteners etc. Instruction Sheets for the projects listed can be found at:

<https://4h.okstate.edu/projects/design-and-construction/project-guide-sheets-html>. **Fair exhibits have been carefully selected and directed for members to investigate and learn specific skills/information and to demonstrate mastery of these skills/information.** The end product/exhibit is being evaluated on the skills “learning/mastered”. The skill sheet serves as the member’s “personal reflection” and communicates to the judge what was learned. Why is this important? Because in 4-H, the reflection and application of what was learned is more important than the end product/exhibit. The skill sheet is to be used as a planning tool. It is important that each 4-H member take responsibility for the life skill of “learning to learn”. This may require members, leaders and educators to look up terms and learn techniques as part of the educational process. Resources, instructions and project guides are posted online. Members are encouraged to seek out other valid resources which teach proper technique and knowledge in the areas of design and construction.

General Skills to be mastered in the project/product in ADC, IDC and HTDC:

Structural Design: Construction technique, size, form, color, and texture suited to the materials and product end use.

Elements of Design: The finished product illustrates the member is learning or “mastering” the basic elements of design-line, shape or form, texture, color, and space.

Principles of Design: The finished product illustrates an awareness and application of the principles of harmony, proportion, balance, rhythm, and emphasis adding dimensions, interest and/or appeal to the finished product.

Surface Design: This is any lines, shapes, colors, textures, or materials applied to the product or item’s design that creates an emotional or personal quality, individuality, and creative expression without disturbing initial/end purpose/how it is used. Design is that “*something*” which makes the item unique to the individual designer.

Reports/Descriptions/Expense/Sheet/etc: Exhibits requiring a report/description/expense sheet of any kind, can be typed or neatly/legible handwritten. Report should be 1 to 2 pages. If typed, it must be double spaced using a minimum of 12-point font. **Report MUST be SECURELY attached to the exhibit.**

APPAREL DESIGN & CONSTRUCTION – (ADC)

Grades 3-5 – Be sure to review section 306 general instructions. Project must have at least 2 of the skills/techniques identified as appropriate for the ADC Level 1 or Level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

306-1	Simple Tops	(Shirt, tank top, t-shirt, vest, poncho, costume, or any other similar simple top). No lined garments. Exhibits in classes 01 and 02 are to be SIMPLE . Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery Sheet: Buttons, Casing, Hem, Seams, Seam Finishes.
306-2	Simple Bottoms	(Shorts, capris, pants, skirts, costume, or any other similar simple bottom). Garments are not to be lined, have pockets or a zipper. Exhibits in classes 01 and 02 are to be SIMPLE . Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery Sheet: Hem, Seams, Seam Finishes, Waistband.
306-3	Simple Lined or Unlined One-piece garment	With one or more: pocket, waistband or facing (top, bottom, robe, jacket, dress, jumpsuit, vest, poncho/shawl costume, or any other similar one piece garment). Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 1 or 2 Mastery Sheet: Facing, Pocket, Waistband, Zipper, Interfacing, Seam Finish. Waistband, Zipper, Interfacing, Seam Finish. Waistband can be a flat front band and elastic back.
306-4	Non-Human Apparel	Doll, pet or livestock garment/costume, or any other similar item
306-5	Simple Sewn Fashion Accessory	(Sewn hat, scarf, bag, wallet, purse, mittens, string-pack or textile-based jewelry, or any other similar sewn fashion accessory
306-6	Knitted/Crocheted Fashion Accessory	knitted/crocheted hat, scarf, bag, wallet, string-pack, or textile-based jewelry, or any other similar knitted/crocheted fashion accessory). Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 1 or Level 2 Mastery Sheet: Crochet, Knitting.
306-7	“Recycled/Upcycled” Apparel/Garment/Fashion Accessory	With before and after (garment/accessory being worn) pictures and a written description of the design and construction process/steps the member undertook and reason(s) for “redesign”. See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.

Grades 6-8 – Review section 306 general instructions. Projects must have at least 2 skills/techniques identified as appropriate for ADC Level 2 or Level 3 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

306-8	Blouse/Shirt with sleeves and closure	Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Buttons and Buttonhole, Fasteners, Sleeves, Zipper. No jackets, coats or vests
306-9	Lined or unlined bottom with zipper and pocket(s)	Exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Interfacing/Underlining, Lining, Pockets, Zippers. Pocket style must be one described on the skill sheet.
306-10	Lined or Unlined Two-Piece Garment	Coordinating top and bottom, jacket/vest with bottom/dress, PJ's, uniform, costume, or any other similar two-piece garment). Exhibit must have 2 or more of the specific skills/techniques listed under any of the following heading in the Level 3 Mastery Sheet: Buttons and Buttonhole, Fasteners, Interfacing/Underlining, Lining, Pockets, Sleeves, Zipper
306-11	Sewn Fashion Accessory	With closure/fastener and seams (Examples: hat/earmuffs, wallet, bag/purse/backpack, costume accessory (such as gloves, apron, bustier), textile-based jewelry, or any similar sewn accessory. See specific skills/techniques listed under the following headings Level 3 Mastery: Button and Buttonholes, Fasteners, Seams, and Seam Finish which may apply.
306-12	Fashion Garment or Accessory	Created by Knitting/Crocheting/Tatting/Felting or similar technique. No accessory is to be constructed from commercial/purchased fabric (woven, knit, felt, etc) Knitted or crocheted exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Crochet and/or Knitting.
306-13	“Recycled/Upcycled” Apparel/Garment/Fashion/Accessory	With before and after (garment/accessory being worn) pictures and a written description of the design and construction process/steps the member undertook and reason(s) for “redesign”. See Frugal Fashion Instruction Sheet and other OK Recycle and Design resources.

Grades 9-12– Review section 306 general instructions. Project must have a least 2 of the skills/techniques for the ADC Level 3 or Level 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

306-14	One-piece lined or unlined garment	Pants, skirt, coat, jacket, dress, jumpsuit, uniform, formalwear, costume, or any other similar garment with 2 or more of the specific skills/techniques listed under any of the following headings in Level 4 Mastery Sheet: Collar/Cuff, Buttons and Buttonholes, Fasteners, Hem, Interfacing/Under lining/Interlining, Lining, Seam, Seam/Finish, Zipper.
306-15	Two-piece lined or unlined ensemble/coordinate	Coat/jacket/vest/shirt/blouse with dress/pants/slacks/skirt/etc., suit, costume, or any other similar two-piece coordinate with 2 or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: Collar/Cuff, Buttons and Buttonholes, Fasteners, Hem, Interfacing/Underlining/Interlining, Lining, Seam, Seam/Finish, Zipper
306-16	Sewn Fashion Accessory	With closure/fastener and seams. (Examples: hat/earmuffs, wallet, bag/purse/backpack, costume accessory (such as gloves, apron, bustier), textile-based jewelry, or any similar sewn accessory. See specific skills/techniques listed under the following headings Level 3 Mastery: Buttons and Buttonholes, Fasteners, Seams, and Seam Finish which may apply.
306-17	Fashion Garment or Accessory	Created by Knitting/Crocheting/Tatting/Felting or similar technique. No accessory is to be constructed from commercial/purchased fabric (woven, knit, felt, etc.). Knitted or crocheted exhibit must have 2 or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: Crochet and/or Knitting.
306-18	Functional Fashion Accessory or Garment designed for Special Needs	<i>“Special Needs”</i> being the <i>individual requirements of a person with a mental, emotional, physical disability or disease</i> . MUST include a description of whom it was made for, why the need, any special adaptations <u>per the individuals request</u> and any other pertinent information supporting the finished product. (Examples of fashion accessories or garment: apron/tidy-top; garment adaption; mastectomy pillow; cancer cap/hat; slippers/shoes; wheelchair – coat, gloves, backpack, cell phone caddy; etc. This exhibit is for fashion accessories and garments worn by the person. See Citizenship through Service Learning and Sewing for Special Needs instructions.
306-19	Recycling/Upcycling Apparel on a Budget	Focus is on the skill/technique mastery applied to the recycling/upcycling of a garment with a budge of \$10. Must include an expense sheet for any supplies/garment purchased. In kind or on hand supplies (thread,

		fabric/trim scraps, buttons, interfacing, etc.) used in the design and construction are also to be listed on the expense sheet. Exhibit must include before and after (garment being worn) pictures and a written description of the design and construction process/steps the member undertook. See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.
--	--	--

All Grades

306-20	Apparel Design Project Portfolio	<p>A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share <u>any</u> project work done in ADC and provide a place to show samples of new techniques or knowledge explored in ADC. It is a notebook with 3 sections</p> <p>Projects/Products,</p> <ol style="list-style-type: none"> 1. Sample Technique Pages 2. Creative Inspirations and Ideas. See Design Portfolio instructions. 3. All Portfolio, regardless of grade, will be judged together.
--------	---	---

INTERIOR DESIGN & CONSTRUCTION – (IDC)

IDC project must be made largely from a textile product unless otherwise stated. A textile is a flexible material made of fiber/thread/yarn. Textiles are formed with various methods including weaving, knitting, crocheting, knotting, or felting. Other words for textiles are cloth and fabric.

Grades 3-5 – Review section 306 general instructions. Project must have at least 2 of the skills/techniques required for the IDC Level 1 or Level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheet are just a few examples of skills/techniques which apply to many of the projects listed in IDC; Buttons, Casing, Gathering, Hem, Seam, Seam Finish, Buttons and Buttonholes, Crochet, Darts, Facing, Fasteners, Interfacing, Knitting, Pleats, and Zipper.

306-21	Home Accent Kitchen	<p>Apron, food caddy/warmer, appliance cover, message center/board, simple curtains, tablecloth, simple table runner, hand/dish towel, potholders, hot pad, lunch bag,</p> <ol style="list-style-type: none"> 1. Placemat 2. Napkins 3. or any other similar item for the kitchen <p><i>All exhibits should illustrate some skill mastery of hand or machine sewing techniques</i></p>
306-22	Home Accent Bedroom	<p>Examples: 2 pillowcases, 2 coordinating pillows, pair of curtains (no commercially produced linens), or any combination of two coordinating pieces (i.e., blanket/quilt with binding, lamp shade, lap desk, rug-latched/woven/braded/etc., painted floor cloth, any other item) for the bedroom.</p>

306-23	Simple Storage Bag without zipper	Laundry, jewelry, cosmetic/toiletry/shaving/pencil, book/electronic cover, or any other similar bag for home/school/office/shop/vehicle/exercise/hobby/barn/etc. No fashion accessory type bags.
306-24	Home Accent Storage	Bucket, caddy, hanging storage unit, under-bed storage, basket liners, storage box, locker storage, scrapbook cover, or any other similar item. No bags
306-25	Seasonal Décor Sewn from Fabric	Table runner, 1 placemat <u>with</u> napkin, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item, sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit “seasonal décor”.
306-26	Recycled/Upcycled Furniture	Painted, stained, refinished, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurposed a piece of furniture. <i>Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing.</i> MUST include before and after (furniture displayed, showing how it was designed to fit a room’s décor) photos, a description of the process – inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycle and Redesign instruction sheet.

Grades 6-8 – Review section 306 general instructions. Project must have at least 2 skills/techniques identified as appropriate for the ADC Level 2 or Level 3 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheets are just a few examples of skills/techniques which apply to many of the IDC projects listed: Buttons and Buttonhole, Casing, Crochet, Darts, Facing, Fasteners, Gathering, Hem, Knitting, Pleats, Seam, Seam Finish, Zipper, Applique, Interfacing/Underlining, Lining, Pockets, Staystitching Trim(s). Top Stitching and Zipper.

306-27	Design Storyboard	For an “Ultimate/Ideal” Room. Include color scheme, wall treatment, floor treatment, floor plan, etc. Exhibit will consist of a multimedia presentation, notebook, or story board (matte or foam core board 20” x 15”) with above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangement, drawings, narration, cost comparison of supplies, arrangements, and budge/cost etc. for project. See Storyboard instruction sheet.
306-28	Home Accent Kitchen	Apron, food caddy/warmer, appliance cover, message center/board, simple curtains, tablecloth, simple table runner, hand/dish towel, potholders, hot pad, lunch bag <ol style="list-style-type: none"> 1. placemat 2. napkins 3. or any other similar item for the kitchen <i>All exhibits should illustrate some skill mastery of hand or machine sewing techniques</i>

306-29	Home Accent Bedroom	Examples: 2 pillowcases, 2 coordinating pillows, pair of curtains (no commercially produced linens), or any combination of two coordinating pieces (i.e., blanket/quilt with binding, lamp shade, lap desk, rug-latched/woven/braded/etc., painted floor cloth, any other item) for the bedroom.
306-30	Storage Bag with some type of closure other than drawstring	Laundry, jewelry, cosmetic/toiletry/shaving/pencil, gym/tool/equipment/sewing bag, book/electronic/computer cover, garment bag, or any other similar bag for home/school/office/shop/vehicle/exercise/hobby/barn/etc. No fashion accessory type bags.
306-31	Home Accent Storage	Bucket caddy, hanging storage unit, under-bed storage, basket liners, storage box, scrapbook cover, or any other similar item
306-32	Seasonal Décor sewn for fabric	Table runner, 2 placements <u>with</u> napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item , sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit “seasonal décor”.
306-33	Recycled/Upcycled Furniture	Painted, stained, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurposed a piece of furniture. <i>Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing.</i> MUST include before and after (furniture displayed, showing how it was designed to fit a room’s décor) photos, a description of the process – inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycled and Redesign instruction sheet.

Grades 9-12 – Review section 306 general instructions. Project must have at least 2 skills/techniques identified as appropriate for ADC Level 3 or Level 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheets are just a few examples of skills/techniques which apply to many of the projects listed: Applique, Buttons and Buttonhole, Bias Tape, Couture Techniques/Historic Technique, Crochet, Darts, Facing, Fasteners, Hem, Interfacing/Underlining, Knitting, Lining, Mitered Corners, Pocket, Seam, Seam Finish, Staystitching, Trim(s), Top Stitching, and Zipper.

306-34	Design Storyboard	For an “Ultimate/Ideal” Room. Include color scheme, wall treatment, floor treatment, floor plan etc. Exhibit will consist of a multimedia presentation, notebook, or story board (matte or foam core board 20” x 15”) with above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangements, drawings, narration, cost comparison of supplies, arrangements, and
--------	--------------------------	---

		budget/cost, etc. for project. See Storyboard instruction sheet.
306-35	Home Accent Living/Family room	Any combination of two-piece coordinates for the living/family room (slipcovers, lined or unlined curtains/drapes/shades, pillows, lap throw/lap quilt, remote caddy, ottoman, lamp shade, fireplace mantel scarf, doily, or any other similar item). No full-size quilts, full size quilts would be exhibited in classes 54 or 55.
306-36	Home Accent/Outdoors/Patio	Camping – any combination of a two-piece coordinate (picnic/BBQ accessories, patio furniture cushions/covers, shades, 1 placemat with napkin (this is a “set” and does not count as a two-piece coordinate), utensil/condiment caddy, insulated carrier, picnic blanket, outdoor sling chair, hammock, sleeping bag, or any other similar item not stated for outdoor/patio/camping.
306-37	Recycled/Upcycled Furniture	Painted, stained, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurposed a piece of furniture. <i>Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing.</i> MUST include before and after (furniture displayed, showing how it was designed to fit a room’s décor) photos, a description of the process – inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycled and Redesign instruction sheet.
306-38	Seasonal Décor sewn from fabric	Table runner, 2 placements <u>with</u> napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item, sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit “seasonal décor”.

All Grades – IDC

306-39	Functional Home Accessory Design for Special “Needs”	<i>“Special Needs” being the individual requirements of a person with a mental, emotional, physical disability or disease.</i> MUST include a description or who it was made for, why the need, any special adaptations per the individuals request and any other pertinent information supporting the finished product. (Examples of housing accessories for special needs: sensory swing/activity station; fidget quilt/blanket/mat; bedding/pillows/lap blanket; weighted/pressure/gravity blanket; bed/chair/walker/caddy; bath or kitchen accessory; bedrail; storage; etc.). See Citizenship through Service Learning and Sewing for Special Needs instructions.
--------	---	--

306-40	Seasonal Décor Non-Fabric/Textile	Wall hanging, centerpiece, decoration, or any other similar item not stated. Exhibit is not to be constructed primarily from fabric or any textile-based product. It can have <u>some</u> textiles (i.e., lace, ribbon, buttons, etc.)
306-41	Interior Design Project Portfolio	A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share <u>any</u> project work done in IDC and provide a place to show samples of new techniques or knowledge explored in IDC. It is a notebook with 3 sections <ol style="list-style-type: none"> 1. Projects/Products, 2. Sample Technique Pages 3. Creative Inspirations and Ideas. See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.

HOBBIES/TEXTILE DESIGN AND CONSTRUCTION – (HTDC)

HTDC projects are made from a textile product created by the exhibitor, unless otherwise stated. A textile is a flexible material made of fiber/thread/yarn. Textiles are formed with various methods including weaving, knitting, crocheting, knotting, or felting. Other words for textiles are cloth and fabric.

Grades 3-6 – Review section 306 general instructions. Project must have at least 2 of the skills/techniques identified as appropriate for the ADC level 1 or level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. See sample technique cards for some of the HTDC techniques.

306-42	Simple Sewn Stuffed Animal, Dog, or Puppet with Both Hand and Machine Stitching Technique	Focused on showing technique mastery/what was learned constructing the finished product.
306-43	Decorative Textile Technique	Skill technique(s) being mastered/learned – screen printing, transfer printing, fabric pens, tie dye, batik, stenciling, block printing or a similar method applied to a textile foundation such as a piece of clothing fashion accessory, home décor purchased or sewn by exhibitor. Any skill/technique listed in classes 44-47 are not to be exhibited in this class. Focus is on: <ol style="list-style-type: none"> 1. mastery of one or more decorative textile technique(s) 2. creativity 3. master of the use of the elements and principles of design.
306-44	Textile Fabric Creation	Skill technique(s) being mastered/learned – weaving (beading or textile), latch-hook, braiding, macrame, knitting, crochet, felting, basket weaving or a

		<p>combination of one of these techniques to create a textile. “Textile” defined as any woven, looped, or felted thread or fiber.</p> <p>Focus is on:</p> <ol style="list-style-type: none"> 1. mastery of one or more defined textile technique(s) used to complete a finished product 2. creativity 3. master of the use of the elements and principles of design <p>Examples: toy/game (rug for doll house, doll, ball, etc.), home décor (doily, table scarf, pillow, coaster, wall hanging, plant hanger, small basket, linen – dish cloth, scrub towel, pillow cover, etc.), clothing/fashion accessory (hat, scarf, purse/bag, jewelry, etc.) or similar small item. Any skill technique listed in classes 43, 45-48 are not to exhibited in this class.</p>
306-45	Needle Art by Hand	<p>Skill technique(s) being mastered/learned – hand embroidery, counted cross-stitch, needle point, crewel embroidery, needle punch or smocking applied to towel, pillowcase, garment, home accessory. Pictures MUST be framed. Base/foundation for needle art can be purchased or sewn by the exhibitor.</p> <p>Focus is on:</p> <ol style="list-style-type: none"> 1. the mastery of one or more “hand” needle art technique(s) 2. creativity 3. master of the use of the elements and principles of design.
306-46	Needle Art by Machine	<p><u>Simple</u> machine embroidery, cross stitch/decorative stitches, or applique applied to small decorative items, home accessories, towel, pillowcase, garment, picture, flag, banner, windsock, etc. Base/foundation for needle art can be purchased or sewn by the exhibitor.</p> <p>Focus on</p> <ol style="list-style-type: none"> 1. the mastery of machine created needle art techniques 2. creativity 3. master of the use of the elements and principles of design. <p>NO full size quilts.</p>
306-47	Machine Pieced or Appliqued Item	<p>Skill technique(s) being mastered/learned is machine piecing and/or applique in the creation of a “textile/fabric”. From the piece, design and construct apparel, fashion accessory, or home décor item.</p> <p>Focus is on:</p> <ol style="list-style-type: none"> 1. the mastery of one or more “machine pieced or appliqued technique(s)” 2. creativity

		<p>3. Master of the use of the element and principles of design.</p> <p>Examples might include picture or wall art, pillow, bag, doll quilt, flag, banner, windsock, etc.</p> <p>NO full size quilts.</p>
306-48	Repurposed Textile Creation	<p>Item made from repurposed textile material/product which can be worn/carried or used in the home. MUST include before and after (a picture worn or displayed, showing how it was designed to fit room décor) photos, a description of the process – inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. appropriate use of repurposed textile 2. quality of end product 3. creativity 4. application of the elements and principles of design. <p>See Recycle and Redesign instruction sheet.</p>

Grades 7-12 Review 306 general instructions. Project must have at least 4 of the skills/techniques identified as appropriate for the ADC Level 3 & 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. See sample techniques cards for some of the HTDC techniques.

306-49	Stuffed Animal, Doll, or Puppet	<p>With a minimum of 2 hand and 2 machine sewing techniques (i.e., embroidered/appliqued/textile painted facial features, hair constructed from yarn/floss/fur, movable parts (arm, mouth, legs, etc.), use of fake fur, or any other similar combination of techniques showing mastery of skill/technique applied to the finished product.</p>
306-50	Decorative Textile Technique	<p>Create a piece of fabric using 2 or more decorative textile techniques described in class 43. From the piece of fabric, design and construct apparel, fashion accessory, or home décor item. Any skill technique listed in classes 51-56 are not to be exhibited in this class.</p> <p>Focus is on:</p> <ol style="list-style-type: none"> 1. mastery of technique 2. the creative and appropriate blending of 2 or more decorative textile techniques 3. fabric/trim fittingly showcased in a finished product 4. master of the use of the elements and principles of design.
306-51	Textile Fabric Creation	<p>Design and construction of an original textile “fabric/trim” using at least 2 techniques described in class 45. Additional techniques might include but are not limited to hand spinning, cotton linter, and tatting. From the textile</p>

		<p>fabric, design and construct apparel, fashion accessory, or home décor item.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. the mastery of 2 or more textile technique(s) used to produce a textile 2. creative and appropriate use of textile in finished product 3. master of the use of the elements and principles of design. <p>Any skill technique listed in classes 50, 52-56 are not to be exhibited in this class.</p>
306-52	Needle Art by Hand	<p>2 or more of these “hand” technique(s). Techniques include but not limited to embroidery (floss, yearn (crewel) or ribbon), cross-stitch, needlepoint, needle punch, smocking, Trapunto quilting, hand quilting, or similar techniques. Base/foundation for needle art can be purchased or sewn by the exhibitor. Exhibit must be a finished product, ready to display/use.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. the mastery of 2 or more “hand” needle art technique(s) 2. creativity 3. a mastery of the use of the elements and principles of design. <p>This class is not intended for pieced quilts which do not fit the criteria described. A piece quilt would be exhibited in class 54 or 55.</p>
306-53	Needle Art by Machine	<p>2 or more of these “machine: techniques; original free motion embroidery/thread painting, “modified” commercial/software-based embroidery design (must describe modification(s) on skill mastery sheet), Trapunto quilting, quilting, applique, or other advanced needle art technique(s) applied to clothing, fashion accessory or home/school/office décor. Base/foundation for needle art can be purchased or sewn by the exhibitor.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. the mastery of 2 or more “machine” created needle art techniques 2. creativity 3. a mastery of the use of the elements and principles of design. <p>This class is not intended for piece quilts which do not fit the criteria described. A piece quilt would be exhibited in class 54 and 55.</p>
306-54	Hand Pieced and/or Hand Applied Item Finished with Hand Quilting	<p>Piecing and/or applique and quilting MUST have been done by hand, not by machine. Examples might include picture or wall art, pillow, bag, doll quilt, table runner, lap robe etc.</p>

		<p>Focus on:</p> <ol style="list-style-type: none"> 1. the mastery of “hand work” 2. creativity 3. the mastery of the use of the elements and principles of design.
306-55	Machine Pieced and/or Machine Appliqued Item Finished with Machine Quilting	<p><u>Quilting must be done by the exhibitor.</u> Examples might include picture or wall art, pillow, bag, quilt, lap robe, table runner, etc.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. the mastery of one or more “machine pieced or appliqued technique(s) 2. creativity 3. mastery of the use of the elements and principles of design.
306-56	Repurposed Textile Creation	<p>Item made from repurposed textile material/product which can be worn, used in the home, at school, in the office, on the job, car/boat/vehicle, etc. MUST include before and after (a picture being worn or displayed, showing how it was designed to fit room décor) photos, a description of the process, inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. appropriate selection of textile 2. appropriate construction techniques for end use 3. creativity 4. the use of the elements and principles of design. <p>See Recycle and Redesign instruction sheet.</p>

All Grades

306-57	Hobbies and Textiles Design Project Portfolio	<p>A portfolio is a great record keeping tool. It will be a valuable source of ideas and future projects, a place to share <u>any</u> project work done in HTDC and provide a place to show samples of new techniques or knowledge explored in HTDC.</p> <p>It is a notebook with 3 sections:</p> <ol style="list-style-type: none"> 1. Projects/Products 2. Sample Technique Pages 3. Creative Inspirations and Ideas. <p>See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.</p>
306-58	Quilts of Valor Community Service	<p>Group or individually constructed quilt, constructed for the express purpose of being presented to a Veteran as part of the Quilts of Valor program. When available, attach the presentation script used in the Awards Ceremony or a copy of the report submitted to Quilts of Valor</p> <p>https://www.govf.org/take-action/report-a-quilt-of-valor-</p>

		award . Pictures of the presentation welcome. Be sure to have the veteran's approval to use their picture for display.
--	--	--

307 – 4-H BABYSITTING/CHILD CARE

Level 1– Grades 3-7

Level 2 – Grades 8-12

Please reference the 4-H Military Partnership guide for Babysitting, updated in 2020 at: <http://4-hmilitarypartnerships.org/resources/educator-resources/youth-babysitting> for more information.

Level 1 (grades 3-7)

307-1	Baby Book	Any practical size, minimum of 5 pages covering at least 9-10 months of development. Includes photographs, drawings, mementos, and comments on developmental milestones. MUST be clear that 4-H'er has contributed child development information to book. Baby books prepared earlier by parents may NOT be entered unless 4-H'er reworks the information. Handwriting should be the youth preparing the exhibit and not the adult. See Unit One, Page 13. Do not confuse with Class 5, Children's Book.
307-2	Puzzles Help Children Learn	Any Size. 2 puzzles developmentally appropriate for children at 2 distinct age and ability levels. Each puzzle must have its own storage container. Puzzles must be sturdy and covered so can be cleaned with damp cloth. Describe the child for whom each puzzle would be appropriate by giving child's age, interest, and ability. Puzzles should be suitable for either boys or girls. Do not indicate that a puzzle is for boys or girls only. See Unit 1, page 12. Commercially made puzzles are not eligible.
307-3	Child Care Poster	Must be 14" x 22" and must be permanently signed and dated on the back prior to lamination. Text on poster should be visible for at least 10' away. Choose one of these topics to develop poster: <ol style="list-style-type: none"> 1. Behavior and Guidance – Include pictures and fact about child development (See Unit One, pages 14-15 and No. 706) 2. Safety Risks and Procedures – include common safety risks that a babysitter needs to be aware of and procedures to address the safety issue (See No 575, pages 4-7 Unit 1, pages 16-17 Unit 2, pages 28-29) 3. 4-H Army Child & Youth Services Babysitting Student Guide, pages 25-44); Ages and Stages of Development (No 575, page 10, 4-H Army Child & Youth Services Babysitting Student Guide pages 49-50).
307-4	Basic First Aid Kit	Create a basic first aid kit form scratch (not a purchased kit) that includes the basic supplies to take care of small accidents such as bumps, scrapes, stings, and sprains.

		Include an emergency contact list in the first aid kit that includes but is not limited to: Emergency numbers for police, fire department, poison control, veterinarian, etc. Include a supply list and the cost to put together. The kit should be in a container with a lid or zipper closure. Make sure there is a label on the kit that identifies it as a “First Aid Kit”. See (4-H Army Child & Youth Services Babysitting Student Guide, pages 37-41).
--	--	---

Level 2 (grades 8-12)

307-5	Children’s Book	Written, illustrated, and constructed by 4-H’er. May be written for a specific child with text relating to that child or for children of certain age range. Indicate appropriate age range. Construction paper, computer printout, cloth or poster board may be used. Illustrations may be drawn, photographs, appliques, magazine pictures or reassembled from other books. See (No 707, Books for Children)
307-6	Surprise Suitcase	Fill suitcase with homemade or store-bought items for children you babysit. Could include books, puzzles, games, play dough, balls, and costumes. Indicate appropriate age child to use each item. Include records of how children responded to materials. Package in suitcase that can be taken to the home. See (No 722, Child Care Kit). May include commercial puzzles. <u>Contents need to be in a suitcase or a container with a lid.</u>
307-7	Create a Game	Create a board game or card game to teach a specific topic to a child. Examples might include but are not limited to: Hygiene practices, exercise and fitness, safety, etc. Game boards must be 14” x 22” and must be permanently signed and dated on the back prior to lamination. Make sure to laminate game boards, cards or any pieces made of paper so that they are durable. Include written instructions of the rules of the game. Note in the instructions the age appropriateness of the game.

308 – 4-H FOOD SCIENCE EXHIBITS

Level 2 – Grades 3-5

Level 3 – Grades 6-8

Level 4 – Grades 9-12

Educational exhibits must fit 3' x 4' (width x depth) space, with sides extended. Exhibits must be free standing with sides attached. Poster must be constructed on poster board any size up to 14"x 22". Posters and displays must be permanently signed and dated on the back prior to lamination. Text on poster should be readable from at least 10' away.

Criteria for evaluating educational displays and posters include:

- Originality of idea – 20 points
- Educational value – 50 points
- Display value – 30 points

All food products must be on a paper plate and in a sealed plastic bag. 4-Her's may use recipes indicated in the food science manuals or any other recipe that fits the exhibit requirements. Cakes must be made from scratch using shortening mixing method (no angel food or chiffon-type). Bread machines may be used for the bread exhibits, but bread must be made from scratch – no mixes. Dried foods should be exhibited in a sealed plastic sandwich bag. Canned foods should be placed in colorless, standard canning jars such as those made by Kerr, Ball, etc., and properly sealed with two-piece lids (no paraffin on jams or jellies). Other types of jars will be rejected. Judges will remove the screw-bands at time of judging. Labels should be neat and plainly written.

FOOD PREPARATION EXHIBITS

Level 2 (Grades 3-5)

308-1	3 Muffins
308-2	3 Rolled Biscuits
308-3	3 Baked Drop Cookies (no shaped cookies such as snickerdoodle or peanut butter)

Level 3 (Grades 6-8)

308-5	One-half loaf of yeast bread (not a sweet dough) made by hand or in a bread machine
308-6	3 yeast cinnamon rolls (no icing)
308-7	3 rolled sugar-type cookies (no icing, no gingerbread recipes)

Level 4 (Grades 9-12)

308-7	One-half loaf or portion of breads from another culture. Include a one-page story on how this bread fits into that culture and its nutritional contribution.
308-8	One-half of one 8" or 9" layer un-iced shorten type cake (no angel food or chiffon)

FOOD PRESERVATION EXHIBITS

(Jar rings should be left on for display. Home canned food entries to be presented in standard jars made for home canning, with a raised pattern or letter, clear, uncolored glass, and two-piece lids).

Level 2 (Grades 3-5)

308-9	One pint or half pint jar of jam or jelly processed in boiling water canner
308-10	2 pieces of fruit leather
308-11	One pint or half pint of salsa/picante sauce

Level 3 (Grades 6-8)

308-12	One pint jar cucumber pickles or vegetable relish
308-13	One pint or quart of any single canned fruit (not pickled)
308-14	Dried fruit (1/2 c of a single dried fruit). Display in a sealed plastic sandwich/freezer bag.

Level 4 (Grades 9-12)

308-15	One pint or quart jar pressure canned vegetables (no tomatoes or pickles)
308-16	One quart or one pint jar of plain canned tomatoes

FOOD SCIENCE & NUTRITION POSTER & EDUCATIONAL DISPLAYS

Posters and Educational Displays must be permanently signed and dated on the back prior to lamination. Text on posters and displays should be readable from at least 10' away. Posters 14" x 22, Educational Displays 3' x 4' (width x depth) and self-standing.

DIVERSITY EXHIBITS

Level 2 (Grades 3-5)

308-17	Educational poster based on breads or cheeses of another country or countries
--------	---

Level 3 & 4 (Grades 6-12)

308-18	Educational poster based on the foods from another culture. Can be based on a cultural celebration.
--------	---

NUTRITION EXHIBITS

Level 2 (Grades 3-5)

308-19	Educational poster based on recipe modifications for healthful eating.
--------	--

Level 3 (Grades 6-8)

308-20	Educational poster based on the nutritional contributions of fruits and vegetables.
--------	---

Level 4 (Grades 9-12)

308-21	Educational poster based on a recipe modification to include: <ul style="list-style-type: none">• Original recipe and what modifications were made• Benefits of the modifications• How did the modifications impact the above factors?• What were other people's responses to the modifications?
--------	---

FOOD OR KITCHEN SAFETY EXHIBITS

Level 2 (Grades 3-5)

308-22	Educational poster based on food or kitchen safety.
--------	---

Level 3 (Grades 6-8)

308-23	Educational poster based on protein food safety.
--------	--

Level 4 (Grades 9-12)

308-24	Educational poster based on outdoor cookery or grilling.
--------	--

OTHER EXHIBITS

Level 2 (Grades 3-5)

308-25	Educational poster illustrating a place setting for a specific occasion or menu.
--------	--

Level 3 (Grades 6-8)

308-26	Educational display based on a breakfast buffet theme. Should include menu, buffet layout, decorations, invitations, and any additional information.
--------	--

Level 4 (Grades 9-12)

308-27	Educational poster based on careers in the food industry.
--------	---

309 – 4-H PERSONAL DEVELOPMENT

Beginner– Grades 3-5

Intermediate – Grades 6-8

Advanced – Grades 9-12

All curriculum for Personal Development are posted on the Oklahoma 4-H website at:

<http://4h.okstate.edu/projects/personal-development/index.html>.

Picture Perfect YOUth Curriculum and Leader Guide: This new curriculum provides specific lessons in each level of the curriculum (beginner, intermediate and advanced) with fair project instructions. On the table of contents of each project manual, lessons with fair projects are noted with a blue-ribbon icon. The score sheet for evaluating fair projects are included in all manuals and leader guide.

Heritage Scrapbook Classes: The Heritage Scrapbook project also has a new curriculum. It is posted on the link provided above. This manual provides specific activities for each grade division (beginner, intermediate, advanced). Specific activities are required for each grade division and other activities are optional. The Heritage Scrapbook should grow each year! All instructions for completing the Heritage Scrapbook are provided in each activity in the Heritage Scrapbook manual. The score sheet for evaluating the Heritage Scrapbook is included in the manual and Picture-Perfect YOUth Leader Guide. Please note that instructions for activities in the Heritage Scrapbook are in BOLD in each lesson. Make sure you refer to the score sheets to double check that all required information is included in the scrapbook for each activity.

Scrapbooking Classes: The 4-H Scrapbooking project has a specific curriculum which teaches youth the basics of scrapbooking. The manual is posted on the website link above. Youth are encouraged to go through these six lessons before beginning a scrapbooking project. The score sheet for evaluating the Scrapbooking classes is provided in the 4-H Scrapbooking manual.

Beginner Level (Grades 3-5)

309-1	My Short-Term Goals Poster	Picture Perfect YOUth Beginner Manual: Let’s Take a Goat Setting Ride, page 7
309-2	Hello to the House Poster	Picture Perfect YOUth Beginner Manual: Who am I? Who are YOU? Page 3
309-3	That’s Write! Poster	Picture Perfect YOUth Beginner Manual: Manners Matter: That’s Write! Page 41. The Thank You note subject for 2023 entry is as follows: Your favorite elementary teacher, Mrs. Jan Brown, sent you a graduation card which included a \$50 check. You plan to save money for college.
309-4	My Hands of Service Display	Picture Perfect YOUth Beginner Manual: Helping Hands in Action Page 625
309-5	Emergency Preparedness Kit	Picture Perfect YOUth Beginner Manual: Safe in My World Page 87
309-6	Heritage Scrapbook	Required activities: 1. My Family Tree

		<ol style="list-style-type: none"> 2. Picture This 3. My Heredity Profile 4. This is Me 5. Optional activities: Preserving my Family Traditions and Customs Digital Scavenger Hunt Can I Interview You?
309-7	Scrapbook	<p>4-6 pages (pages counted just like pages of a book, not plastic sleeves). Scrapbooks should center around a specific theme such as 4-H projects:</p> <ul style="list-style-type: none"> • family vacations • birthday celebrations • a specific family holiday • etc.

Intermediate Level (Grades 6-8)

309-8	Problem Solving Poster	Picture Perfect YOUth Intermediate Manual: Solutions for Problem-Solving page 16
309-9	Media Messages	Myth or Fact? Display-Picture Perfect YOUth Intermediate Manual: The People in Our Lives, page 46
309-10	Leadership Banner Poster	Picture Perfect YOUth Intermediate Manual: Modeling Leadership, page 58
309-11	My Thumbprint of Character Poster	Picture Perfect YOUth Intermediate Manual: I.D. Good Character, page 79
309-12	Cyber Space Safety Board Game	Picture Perfect YOUth Intermediate Manual: Cyber Space: Keep It Safe, page 89
309-13	Heritage Scrapbook	<p>Required activities:</p> <ol style="list-style-type: none"> 1. My Family Tree 2. Picture This 3. My Heredity Profile 4. This is Me 5. My Day in History 6. Letter Writing: <ul style="list-style-type: none"> • A Lost Art • Favorite Family Recipe • Hello. My Name is... 7. Optional Activities: <ol style="list-style-type: none"> 1. Cultural Museums of Oklahoma 2. Digital Scavenger Hunt 3. Can I Interview You?
309-14	Scrapbook	8-10 (pages counted just like pages of a book, not plastic sleeves). Scrapbooks should center around a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc.

Advanced Level (9-12)

309-15	Goal Setting Collage Poster	Picture Perfect YOUTH Advanced Manual: Be SMART About Goals, Page 15
309-16	The Who, What, Why and How of an Interview Creative Writing Poster	Picture Perfect YOUTH Manual: Communicating Well With Others, page 34
309-17	Teambuilding Game Display	Picture Perfect YOUTH Advanced Manual: Teamwork: Towering to Success, page 53.
309-18	My BEST Markable Skills Display	Picture Perfect YOUTH Advanced Manual: Making Your Mark!, page 73
309-19	Vehicle Emergency Kit	Picture Perfect YOUTH Advanced Manual: Designation: Safe, page 81
309-20	Heritage Scrapbook	<p>Required Activities –</p> <ol style="list-style-type: none"> 1. My Family Tree 2. Picture This 3. My Heritage Profile 4. This is Me 5. My Day in History 6. Letter Writing: <ul style="list-style-type: none"> • A Lost Art • Favorite Family Recipe • Hello. My Name is... • My Family Genogram • My Life Timeline • Cultural History Explanation • Family Holidays 7. Optional activities: <ul style="list-style-type: none"> ▪ May Family Poem ▪ Digital Scavenger Hunt ▪ Can I Interview You?
309-21	Scrapbook	12-16 pages (pages counted just like pages of a book, not plastic sleeves). Scrapbooks should center around a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc.

310 – 4-H POSTMARK

Beginner– Grades 3-5

Intermediate – Grades 6-8

Advanced – Grades 9-12

This exhibit consists of postmarks, not stamps. Exhibits may be illustrated. All postmarks must be mounted on either 8 ½” x 11” note paper or photo album page (not to exceed 10” x 17”) of any color in a binder. All entries are limited to 30 pages for the collection, plus an additional page for the objective of the collection. Plastic cover pages are acceptable to protect the mounts. Any class may be illustrated.

The criteria for judging will be:

1. Appearance and neatness
2. Readability
3. Material relates to chosen topic
4. Brief written description telling purpose of objective of your collection.

NOTE: Metered postage marks must not be used in non-metered exhibits and non-metered postage marks in metered classes. Collections from commercial source are not eligible for exhibit (i.e., through a postal society membership). At least 1/3 of the postmarks in any collection must have been added during the current project year. All entries must be clearly marked on the front cover or inside the front cover with the member’s name and county.

Beginning Level (Grades 3-5)

310-1	Postmark for 10 post offices in home county or surrounding area
310-2	30 Oklahoma postmarks
310-3	20 topical (any category)
310-4	25 metered postage marks

Intermediate Level (6-8)

310-5	30 hand cancelled
310-6	10-30 postmarks that tell a story
310-7	30 or more different slogans
310-8	30 topical (any category)
310-9	30 metered postage marks

Advanced Level (Grades 9-12)

310-10	100 or more hand cancelled
310-11	30-75 postmarks that tell a story
310-12	50 or more different slogans
310-13	50 or more topical (any category)
310-14	50 metered postage marks

311 – 4-H ELECTRIC EXHIBIT

Grades 3-7

Grades 8-12

All exhibits must illustrate applications and utilize electrical energy. The exhibit must have been constructed by the exhibitor during the year exhibited and must meet electrical safety standards. All exhibits, except lamps, will be judged on electrical wiring and connections, electrical components, usefulness of exhibit, working condition, complexity and design, appearance originality, workmanship, and safety. Lamps will be judged as described for each class. Exhibits should be permanently signed and dated on the bottom or in another inconspicuous location.

311-1	Electrical Projects (Grades 3-7)	Entries to include electromagnets, motors, buzzers, and direct current circuit boards
311-2	Kit Lamps (Kit Construction) (All Grades)	Electrical wiring and connections, light source, and suitability as a reading lamp will be judged. Lamps can be floor, desk, or wall models.
311-3	Original Lamps (All Grades)	Originality, workmanship, electrical wiring and connections, light source, and suitability as a reading lamp will be judged. Lamps can be floor, desk, or wall models. (NO kits)
311-4	Rewired Lamp (All Grades)	Workmanship, craftsmanship and electrical wiring and connections will be judged. The lamp will not be judged as a reading lamp.
311-5	Electric and Electronic Circuits (Grades 3-7)	The exhibit should be mounted on a board and clearly show all circuits. The exhibit should be operational and demonstrate a useful principle or be functional. The exhibit should include an explanation of the principal being demonstrated.
311-6	Electric and Electronic Circuits (Grades 8-12)	The exhibit should be mounted on a board and clearly show all circuits. The exhibit should be operational and demonstrate a useful principle or be functional. The exhibit should include an explanation of the principal being demonstrated.
311-7	Exhibit demonstration skill or knowledge (Grades 3-7)	Such as wire sizing; proper wiring of an electrical cord plug, wall outlet, wall switch, 3-way switch, etc. The exhibit should include an explanation of the principal being demonstrated.
311-8	Exhibit (Grades 8-12)	Exhibit of wiring diagram for a home, other building, or electric supply system for a community
311-9	Electric Concepts Poster (Grades 3-7)	Poster (14"x 22") exhibit showing a basic electric concept or explaining the proper use of electricity in modern life.
311-10	Electronics/Lighting Selection Poster (Grades 8-12)	Poster (14"x22") exhibit is on information that consumers might use in making a selection of any electronic devices such as computers, games, telephones, lighting fixtures bulbs or other electronic device.

312 – 4-H ROCKETRY

Junior - Grades 3-7

Senior - Grades 8-12

Posters must be 14”x22”. Exhibitors are encouraged to heat laminate all posters or cover them with clear plastic film. Display boards should be limited to a maximum of 2’x3’ and must have a single 1/4” hole drilled at the top center of board to allow for display. **NO LIVE ENGINES WILL BE ALLOWED IN ANY EXHIBIT.** Text on posters and displays should be readable from at least 10’ away. * Homemade rockets could be dangerous to fly. Model rockets, posters and displays should be germanely signed and dated in an inconspicuous location.

Attach a 3”x5” index card to the rocket explaining:

- Construction material, how constructed, and goal of project
- Year in project
- Grade of member
- Whether or not made from kit
- Other pertinent information

Junior Division (Grades 3-7)

312-1	Poster showing the parts of a model rocket, with an explanation of the purpose of each part.
312-2	Poster explaining the function of the model rocket engine
312-3	Poster showing one or more points from model rocketry safety code
312-4	Model Rocket made from a kit. Must be safe and functional for flight.
312-5	Model Rocket designed and built by exhibitor. Must be safe and functional for flight. (These rockets include water rockets, air powered rockets, or any rocket built without a commercial kit).
312-6	Poster or any other topic pertaining to model rocketry project. (Examples: History of Rocketry, NASA Rockets, Commercial Rockets, Recent Rocket Launches, Purpose of Rockets, Rocket design, etc.).

Senior Division (Grades 8-12)

312-7	Poster or display showing the parts of a model rocket, with an explanation of the purpose of each part.
312-8	Poster or display explaining the function of the model rocket engine.
312-9	Poster or display showing one or more point from model rocketry safety code.
312-10	Model Rocket made from a kit. Must be safe and functional for flight.
312-11	Model Rocket designed and built by exhibitor. Must be safe and functional for flight. (These rockets include water rockets, air powered rockets, or any rocket built without a commercial kit).
312-12	Poster or any other topic pertaining to rocketry. (Example: History of Rocketry, NASA Rockets, Commercial Rockets, Recent Rocket Launches, Purpose of Rockets, Rocket designs, etc.).

313 – 4-H WOOD SCIENCE AND INDUSTRIAL ARTS

Junior - Grades 3-7

Senior - Grades 8-12

Beginning Level– Grades 3-5

Intermediate Level – Grades 6-8

Advanced Level – Grades 9-12

The wood science exhibits should demonstrate experience, which emphasizes the development of woodworking skills such as: sawing, sanding, planning, alignment of joints, neat use of fasteners (nails, screws, etc.), and careful application of finishes. Judging will focus on the evidence of these skills. These exhibits will consist of articles made by 4-H Club members the past year. The project is not limited to current project idea sheets. It must be proportional and functional and include the same techniques as the listed classes. Miscellaneous and refinished class items should be similar in size to the exhibits in the classes listed for the grade division. Wood Science exhibits should be permanently sign and dated in an inconspicuous location.

WOOD SCIENCE

313-1	Junior	Wood Carving Article
313-2	Senior	Wood Carving Article
313-3	Junior	Woodcraft – Original design
313-4	Senior	Woodcraft – Original design

Beginning Level (Grades 3-5)

313-5	Wall mounted rack for hot pads, ties, paper towels or other wall mounted item.
313-6	Puzzle or game
313-7	Spice, what-not or other small shelves
313-8	Book ends
313-9	Miscellaneous

Intermediate Level (Grades 6-8)

313-10	Book case or entertainment center (without doors)
313-11	Gun, baseball bat, fishing rod or similar rack
313-12	Refinished item – attach before picture & story with history of item, cost sheet, and description of process used
313-13	Miscellaneous

Advanced Level (Grades 9-12)

313-14	Gun, curio, or display cabinet (with doors)
313-15	Table
313-16	Chest

313-17	Miscellaneous
313-18	Refinished item – attach before picture & story with history of item, cost sheet, and description of process used.

METALWORK

313-19	Junior	Embossed, tooled, etched
313-20	Senior	Embossed, tooled, etched
313-21	Junior	Soldered
313-22	Senior	Soldered
313-23	Junior	Arc Welding
313-24	Senior	Arc Welding
313-25	Junior	Gas Shielded Arc Welding
313-26	Senior	Gas Shielded Arc Welding
313-27	Junior	Free Hand Plasma Cutting
313-28	Senior	Free Hand Plasma Cutting
313-29	Junior	Computer Aided Plasma Cutting
313-30	Senior	Computer Aided Plasma Cutting

314 – 4-H SHOOTING SPORTS

Junior Division - Grades 3-7

Senior Division- Grades 8-12

No live ammunition, actual firearms or parts of firearm that could be reassembled should be included. Any manufactured part of a sporting arm may not be displayed. NO KNIVES, AXES, etc. may be entered. For exhibits other than posters, attach a 3”x 5” note card to the back of the exhibit describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to the Shooting Sports Project. The 4-H member’s name and age must be included (attached to) with the exhibit. Exhibits deemed to be inappropriate will not be displayed. Exhibits suggested but not limited to posters, educational displays, journals, slings, quivers, gun stocks, decoys, and equipment. All exhibits will be judged on the basis of instructions and standards explained in the Oklahoma “501: 4-H Shooting Sports Exhibit Preparation Guidelines Leaders/Members Guide” # 690 (1/2007) which is available on the Oklahoma State 4-H Website in “Literature online” <http://4h.okstate.edu/projects/shooting-sports-curriculum/site-files/docs/information-resources-sports--project-prep-guide-updated-logo.pdf>. Posters must be 14”x22” for display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be permanently signed and dated on the back. Posters may be horizontal or vertical. Text of posters should be readable from 10’ away. Educational displays must be three dimensional should be mounted on a freestanding display board not to exceed 36”x 36” (width x depth) when the sides are extended for display. Commercially available “Science Fair Presentation Boards” are recommended. If you use text, pictures, artwork, or other information not created by you in your exhibit you must cite the source.

Junior Division (Grades 3-7) – an explanation must be attached to and/or included in each exhibit listed below describing the subject and what is being illustrated.

314-1	Archery Safety	Any related item made
314-2	All Other Discipline Safety	Any related item made
314-3	Archery	Any related item made
314-4	Air Pistol	Any related item made
314-5	Air Rifle	Any related item made
314-6	.22 Rifle	Any related item made
314-7	Shotgun	Any related item made
314-8	Hunting and Wildlife	Any related item made (may include tanned hides, dried and mounted wings, cleaned skulls or other wildlife parts preserved by the 4-H member. Full taxidermy style mounts will not be accepted due to limited space).

Senior Division (Grades 8-12) – an explanation must be attached to and/or included in each exhibit listed below describing the subject and what is being illustrated.

314-9	Archery Safety	Any related item made
-------	-----------------------	-----------------------

314-10	All Other Discipline Safety	Any related item made
314-11	Archery	Any related item made
314-12	Air Pistol	Any related item made
314-13	Air Rifle	Any related item made
314-14	.22 Pistol	Any related item made
314-15	.22 Rifle	Any related item made
314-16	Shotgun	Any related item made
314-17	Muzzleloading	Any related item made
314-18	Hunting and Wildlife	Any related item made (may include tanned hides, dried and mounted wings, cleaned skulls or other wildlife parts preserved by the 4-H member. Full taxidermy style mounts will not be accepted due to limited space).

315 – ENTOMOLOGY 4-H INSECT EXHIBITS

The exhibits in entomology are planned to be progressively more difficult. The specific age of exhibitor does not appear in the entomology section for this reason. Refer to 4-H entomology member guides 1-6 for more detail regarding fair exhibits. NOTE: fair book exhibit list overrides member guides. A 4-H member may enter only one insect exhibit in entomology (1st year through 5th year). Exhibits in the 1st through 5th year are allowed a maximum of 5 foreign and/or out-of-state collected insects (no restrictions on self-determined exhibit). All insects must be mounted on standard insect pins which can be purchased from the State 4-H Office. Each insect should be identified by their common name using the correct spelling. A typed master list indicating the scientific order and common name of each specimen should accompany the display. The master document is located at <http://4h.okstate.edu/events-and-activities/oklahoma-state-fairs>. In addition, a pinned mothball should be included to preserve the specimens. Exhibit collections for classes 1-5 are allowed a maximum of 5 foreign and/or out-of-state collected insects. Exhibits in classes 2-5 must be in insect display boxes measuring 19" x 16.5" x 3". This is the size of a Cornell University Drawer.

These boxes can be purchased at <http://www.bioquip.com/search/DispProduct.asp?pid=1012AM> or made using the pattern available at <http://4h.okstate.edu/projects/plant-science-and-entomology/site-files/docs/entomology-pdfs/entomology-display-box.pdf>. Boxes not this size will be DISQUALIFIED. At least 1/3 of the specimens in any collection must have been collected during the current project year.

Specifications for the insect box are available online at: <https://4h.okstate.edu/projects/plant-science-and-entomology/site-files/docs/entomology-pdfs/entomology-display-box.pdf>.

315-1	First Year	The exhibit shall consist of 25 adult insects (representing at least 5 orders) which are displayed in a Folding Insect Storage Box 9"x13"x2.5". This box can be purchased in bulk at http://www.bioquip.com/search/DispProduct.asp?pid=1022F or individually from the State 4-H Office. Cover with plastic wrap.
315-2	Second Year	The exhibit shall consist of 40 adult insects (representing 8 orders) which are displayed in the insect display box as indicated above.
315-3	Third Year	The exhibit shall consist of 50 adult insects (representing 10 orders) which are displayed in the insect display box as indicated above.
315-4	Fourth Year	The exhibit shall consist of 75 adult insects (representing 12 orders) which are displayed in the insect display box as indicated above.
315-5	Fifth Year and Beyond	The exhibit shall consist of 100 adult insects (representing 14 orders) which are displayed in the insect display box as indicated above. There is no limit on the number of years this class may be entered, if the exhibit has additions or major modifications.
315-6	Self-Determined Entomology Exhibit	Designed to allow exhibitors to prepare educational Entomology exhibits. Exhibits should be educational, neat,

		<p>and attractive, and easy to understand. A one-page written report explaining the nature or purpose of the project must accompany the exhibit.</p> <ul style="list-style-type: none">a. Careers in Entomologyb. Biodiversity- the roles insects play in the ecosystem.c. Invasive Speciesd. Integrated Pest Management
--	--	---

4-H HONEY EXHIBIT

Honey should be placed in colorless one-pint honey jars, or standard, colorless one-pint fruit jars, such as those made by Kerr, Ball, Mason, etc. Other types of jars will be rejected. The jar covers should be new, if possible, and screwed on tightly, thus preventing leakage. There should be ¼” – ½” of air space below the lid. Honey should be clear and free from foreign particles. Chunk Honey should be perfectly capped, free from stains, bee-bread, and fingerprints. Edges should be clean-cut, not ragged. One piece only in each jar as wide as jar mouth will permit and 3.5-4” in length. Labels should be neat and plainly written or printed. Label should include Name, Club, Type of Honey and Month/Year Collected.

7	One-pint Comb Honey
8	One pint Extracted Honey

316– 4-H FORESTRY

Grades 3-5

Grades 6-8

Grades 9-12

Forestry boards and exhibits must be signed and dated on the back by the exhibitor. Two holes ½” in diameter and 1” from top should be drilled in the wood board to facilitate displaying exhibit.

TREE LEAF EXHIBITS

NOTE: Exhibits in class 1-3 must conform to all requirements, including labeling and display requirements, outlined in 4-H fact sheet #236. “Collecting and Exhibiting Tree Leaves” (revised 9/2007) <https://4h.okstate.edu/projects/enviornmental-science/site-files/docs/foresty/2022-collecting-and-exhibiting-tree-leaves.pdf>.

316-1	Grades 3-5	Collection of 10 leaves from trees native to Oklahoma (no introduced species). One specimen must be from a native evergreen – pine or juniper. Include a twig and buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on board 22” wide and 28” tall.
316-2	Grades 6-8	Collection of 15 specimens, representing at least 3 of the 5 basic leaf types, from trees native to Oklahoma (no introduced species). 2 specimens must be from a native awl or scale-leaf evergreen – pine or juniper. Non-native species are acceptable only if they have been introduced for planting windbreaks and shelterbelts. Include a twig with buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on board 28” tall and 44” wide. 2 28” x 22” boards hinged in the middle are more portable.
316-3	Grades 9-12	Collection of 20 leaf specimens, representing at least 4 of the 5 basic leaf types, from trees native to Oklahoma. 3 specimens must be from needle, scale, or awl-leaf evergreens. Species of pine not native to Oklahoma are acceptable if they have been introduced for planting windbreaks and shelterbelts. The palmate leaf sample must come from a native Oklahoma species.

WOOD SAMPLE EXHIBIT

Wood sample exhibits should conform to instructions outlined by grade group in Oklahoma 4-H Fact Sheet #238 “Wood Sample Exhibits” (revised 2/2007)

<https://4h.okstate.edu/projects/enviornmental-science/site-files/docs/foresty/2022-collecting-and-exhibit-trees-leaves.pdf>.

316-4	All members should use the guidelines for Class II exhibits	The exhibit shall consist of 8 wood samples (4 hardwoods and 4 softwoods) mounted on plywood ¼” thick x 22” wide x 20” high.
-------	--	--

SELF-DETERMINED EXHIBIT

NOTE: Open to 4-H members of all grades. Exhibit suggestions are listed in 4-H Member Guide “4-H Forestry Self-Determined Exhibits”. Pub. #239 (revised 3/05)

<https://4h.okstate.edu/projects/enviornmental-science/site-files/foresty/2022-forestry-self-determined-project.pdf>. The exhibit shall consist of a poster, model or any one of a great number of other creative efforts by the club member which relates to the science and technology of forestry or is otherwise directly related to forestry. Display not to exceed 36” x 36” (width x depth) or poster not to exceed 14” x 22”.

316-5	Grades 3-7	Self-determined exhibit
316-6	Grades 8-12	Self-determined exhibit

317– 4-H GEOLOGY

Junior– Grades 3-5

Intermediate – Grades 6-8

Senior – Grades 9-12

4-H member may participate in collecting, identifying, and preparing rock-mineral-fossil exhibit. Rock-mineral-fossil or preparing an energy petroleum exhibit. Rock-mineral – fossil exhibitors should securely display their specimens in a box no larger than 24” x 24”. Box can be wood, plastic, or cardboard but have a method of covering rocks, minerals, or fossils. Rock-mineral-fossil exhibitors should securely mount or place in a compartment their specimens in a wooden display case with a glass or rigid plastic cover. Each sample should be mounted and labeled in a neat, orderly manner. Labels should include name, date, location found and mineral use. At least 1/3 of the specimens in any collection must have been added during the current project year.

All Ages

317-1	15 different unpolished rocks, minerals or fossils collected in Oklahoma
317-2	30 different unpolished rocks, minerals, or fossils, including specimens of sedimentary, igneous, and metamorphic.
317-3	Self-Determined Exhibit: Education exhibit depicting some phase of geology, testing of minerals, polished rocks, etc. (Display should not exceed 24”x24”)
317-4	Energy/Petroleum Exhibit: Posters must be on 14”x 22” poster board. Each must be signed and dated on the back in permanent marker prior to laminating. Text on posters and displays should be readable from at least 10’ away. Displays should be self-standing and not bigger than 3’x 4’ (width x depth) when sides are extended.

Junior Division (Grades 3-5)

317-5	Poster on well site safety.
317-6	Energy/Petroleum Display: Subject of the display should be petroleum products; different types of energy and how they work; or different careers in energy.
317-7	Energy/Petroleum Science Experimental Display: (Science Fair type). 4-H members are encouraged to: <ol style="list-style-type: none">use their 4-H Projects as the basis for their scientific research and discoveryuse the scientific method to gain an understanding to how things work and the variables that affect themtake an open and creative approach to problem solvinglearn that a successful outcome is based not on personal opinion but on scientific factuse written and visual communication skills.

Intermediate Division (Grades 6-8)

317-8	Photography Exhibit over a state park or geological region (not limited to Oklahoma). 4 photos mounted on 14”x14” poster board with detailed explanations and information.
-------	--

317-9	<p>Poster on Water Mineral Issue. Subject of poster should be one of the following:</p> <ol style="list-style-type: none"> a. What water hardness and mineral testing can determine. b. Secondary recovery methods. a. c. Dangers of lead in the water.
317-10	<p>Energy or Petroleum Science Experimental Display (Science Fair Type). 4-H members are encouraged to:</p> <ol style="list-style-type: none"> a. use their 4-H projects as the basis for their scientific research and discovery b. use the scientific method to gain an understanding of how things work and the variables that affect them. c. take an open and creative approach to problem solving d. learn that a successful outcome is based not on personal opinion but on scientific fact e. use written and visual communication skills

Senior Division (Grades 9-12)

317-11	<p>Poster of a press release; collected about the energy information and your interpretation; possible the Energy Index or other Topic.</p>
317-12	<p>Energy or Petroleum Display. Subject of the display should be areas of the Oklahoma Energy Index; different drilling techniques and how they work; or careers in the energy industry.</p>
317-13	<p>Energy or Petroleum Science Experimental Display (Science-Fair type). 4-H members are encouraged to:</p> <ol style="list-style-type: none"> a. use their 4-H projects as the basis for their scientific research and discovery b. use the scientific method to gain an understanding of how things work and the variables that affect them. c. take an open and creative approach to problem solving d. learn that a successful outcome is based not on personal opinion but on scientific fact. a. e. use written and visual communication skills.

318– 4-H WILDLIFE PROJECTS

Junior Division - Grades 3-7

Senior Division- Grades 8-12

All exhibits will be judged on the basis of instructions and standards explained in the “4-H Project Wildlife Exhibit Preparation Guidelines” (#720 revised 12/06). This and other publications listed below are available at <https://4h.okstate.edu/projects/enviornment-science/site-files/docs/wildlife-and-fisheries/wildlife-project-exhibit-preparation-guidelines-leaders-guide-720.pdf>

Self Determined Exhibits – to encourage members to develop their own learning projects, a self-determined exhibit class is included in each category. For ideas and guidelines for exhibits, please see 4-H publication #721 “4-H Wildlife Self-Determined Projects (revised 12/06)” and 4-H NREM 624 “Creating a Wildlife Resource Map”. Text on posters should be readable at least 10’ away. Include references for information. At least one reference must be from a source other than the internet. All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (*) or a number (if more than one) and name the actual source at the end or bottom of the paper, poster or educational display following an asterisk or corresponding number in text. No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications or from the internet without permission from the original creator. If 4-H’er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number. If an item (picture, photo, drawing, illustration, etc.) that is not protected is used, its source must be cited and referenced by using as asterisk (*) or number and the source information placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number. All posters, resource maps and displays must be permanently signed and dated on the back. Text on posters and educational displays should be readable from at least 10’ away. All exhibits on boards must have hangers. Eye screws and wire preferred. No saw-toothed hangers.

OKLAHOMA WILDLIFE

Exhibits entered in this section should relate to a specific category of game or non-game animals or birds.

Junior (Grades 3-7)

318-1	A collection of 15 Different Kinds of Plants, Trees, or Shrubs	A. Known to provide food or cover for wildlife, mounted on food and cover cards B. a seed board with 15 different kinds of seeds eaten by wildlife, (See 4-H Lit. #720 updated 12/06). No more than 4 varieties may be cultivated crops. All the specimens have been collected during the current project year. For each plant or seed included list 1 wildlife species that use that plant or seed (on the cover
-------	---	---

		card or board). All plants species must be native to Oklahoma except that up to 4 of the plants (or seeds) may be from cultivated crops.
318-2	Scrapbook of Oklahoma Wildlife	Cutouts, pictures, or drawings of at least 5 mammals, 5 birds and 5 reptiles or amphibians. Give common name and what habitat they can be found in. Common names should be specific (i.e., black rat snake, pygmy rattlesnake, etc.).
318-3	Exhibit of the Tracks of 8 Wild Animals or Birds Commonly Found in Oklahoma	POSTIVIE plaster casts should be mounted on masonite or plywood, not to exceed 12" x 24". Label each track with kind of animal or bird, which county track was found in, what habitat it was found in and what date the track was cast. See 4-H Lit. #473 Animal Tracks for more instructions and details.
318-4	Self-Determined Exhibit	Posters must be 14"x22". Displays must not exceed 3'x4' (width x depth). Possible examples include but not limited to a display dealing with methods of identification of waterfowl, a poster on wildlife, or environmental careers, See Lit #721 "Self -Determined 4-H Wildlife and Fisheries Project Ideas" revised 12/06 for additional examples.

Senior (Grades 8-12)

318-5	A. a collection of 30 plants known to furnish food or cover for wildlife, mounted on food and cover cards or B. a seed board with 30 plants seeds known to furnish food or cover for wildlife	No more than 6 varieties may be cultivated crops. At least half of the specimens must have been collected during the current project year. For each plant or seed include 3 wildlife species that use that plant or seed (on the cover card or board). Species names must be used for both plants and wildlife in addition to the common name. All species must be native to Oklahoma except that up for 6 may be from cultivated crops.
318-6	Evaluation of an Oklahoma Habitat Type	That includes a general description of the habitat plant and animal species (species names must be used for plants and wildlife in addition to the common names) that occur within the habitat; a range map showing the habitat's distribution within Oklahoma; and threats to that habitat. Examples of possible habitats include playa lakes, tallgrass prairie, cross timbers, and shortgrass prairie.
318-7	Self-Determined Exhibit	Posters must be 14"x22". Displays must not exceed 3'x4' (width x depth). Possible examples include but are not limited to: description of a Wildlife Management Area detailing area, location, habitat, management, and wildlife population trends (if known); or a poster with an emphasis on the life cycle, status, range map and habitat of an Oklahoman threatened or endanger species. Species names must be use for plants and wildlife in

		addition to common names. See Lit. #721 Self-Determined 4-H Wildlife and Fisheries Project Ideas” revised 12/06 for additional examples.
--	--	--

4-H FISHERIES

Junior (Grades 3-7)

318-8	Display Board with Two Types Fishing Knots	Display board showing steps in tying 2 kinds of fishing knot used in tying lines or leaders. Use cord instead of fishing line. Mount on board suitable for hanging, not to exceed 12”x 12”.
318-9	Notebook Describing Habits and Appearance of 5 Fish Found in Oklahoma	Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.
318-10	Display of 5 Member Assembled Lures	Together with the materials from which they were assembled, mounted on a board not to exceed 12”x16”. Lures may be spinners, jigs, fliers, plugs or a combination of these. May be entirely homemade or assembled from purchased supplies.
318-11	Self-Determined Fish Project	Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters. Displays not to exceed 36”x48” (width x depth) with sides extended. Posters must be 14”x 22”.

Senior Grades (8-12)

318-12	Notebook Describing Habits and Appearance of 10 Fish Found in Oklahoma	Information on each fish to include photo, drawing, or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.
318-13	Display of 5 Fishing Files Tied by the Exhibitor	The material and shape of the exhibit will be exhibitor’s choice but cannot exceed 12”x12” in size. Attach report to exhibit to indicate the following about each fly on the board; type of fly, type of fish it is used to catch, habitat conditions it is used in and cost to purchase or make.
318-14	Display of 5 Fishing Lures.	Lures may be any type commonly used in sport fishing. The material and shape of the exhibit board will be exhibitor’s choice, but cannot exceed 12”x12”. Attach report to exhibit to indicate the following about each lure on the board: type, of lure, type of fish it is used to catch, habitat conditions it is used in and cost of purchase or make.
318-15	Self-Determined Fish Project	Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters.

	Displays not to exceed 36"x48" (width x depth) with sides extended. Poster must be 14"x22".
--	---

4-H BIRD

The following OK 4-H online, publications, would be excellent resources along with these listed in exhibit text for learning more about birds and birding: 4-H NREM 620 "Bird Watching- A Beginning": 4-H NREM 621 "Using Binoculars", and 4-H NREM 622 "I Think It Is A...." (#622 contains a list of additional resources). These and other publications listed below are available at <https://4h.okstate.edu/projects/enviornmental-science/site-files/docs/wildlife-and-fisheries/wildlife-project-exhibit-preparation-guidelines-leaders-guide-720.pdf>.

Junior (Grades 3-7)

318-16	Display of a Home Constructed Bird Feeder	May be from a kit, must include a 3"x5" index card tacked to the feeder with the following information. 1. what species was it constructed for 2. what habitat and site location (should include height) it will be placed in. Should be functional and not decorative
318-17	Display of a Single Unit Bird House, Home Constructed	May be from a kit with a 3"x5" index card tacked to the house with the following information. 1. what bird species was house constructed for 2. what habitat and site location (should include height) the house will be placed in. Should be functional and not decorative
318-18	Notebook of 15 Pictures of Seen and Identified Birds	Notebook of 15 pictures, drawings or photos of birds seen and identified by member and labeled with common name of each.
318-19	Self-Determined Poster (14"x22")	See "Self-Determined 4-H Wildlife & Fisheries Project Ideas" Oklahoma 4-H Pub #721 (revised 12/06) for ideas. See 4-H Wildlife Project Lit No 720 "Exhibit Preparation Guidelines Leaders/Members' Guide (revised 12/06) for guidelines.
318-20	Observation Report for Bird Feeder Used During Previous Year Report 723	Including photo of feeder at location used (report #723 found on OK Lit. Online under Wildlife & Fisheries). May use feeder constructed or a purchased feeder.
318-21	Observation Report for Bird House Used During Previous Year Report 724.	Including photo of feeder at location used (report #724 found on OK Lit. Online under Wildlife & Fisheries). May use birdhouse constructed or a purchased house.

Senior (Grades 8-12)

318-22	Bird Habitat Improvement Exhibit	Notebook of pictures or drawings explaining how exhibitor is developing or improving a bird habitat. This exhibit may be added to or continued from year to year as the habitat improvements are implemented.
318-23	Notebook of Bird, Feeder or Nest/House Observation Records for More than Current Year	Include picture of house or feeder at location used with some analysis or comparisons in observations for year observed. (Observation reports are on OK Lit. Online under Wildlife Fisheries, “Birds and Nest Observation #722”; Bird Feeding Station #723; and Bird Observation #724”).
318-24	Self-Determined Bird Project	If poster, must be 14”x22”. If display must not exceed 3’x4’ (width x depth). See Self-Determined 4-H Wildlife & Fisheries Project Ideas” Oklahoma 4-H Pub. #721 (revised 12/06) for ideas. See 4-H Wildlife Project Lit No. 720 “Exhibit Preparation Guidelines Leaders/Members Guide” (revised 12/06) for guidelines.

4-H WILDFLOWER STUDY

At least 1/3 of the specimens must have been collected during the current project year. See information on pressing plants in “Leaf Pressing and Collecting Hints” 4-H Publication No. 237 (revised 04/04) to prepare plants for collections and exhibits. Posters should be hand generated and not downloaded from internet or computer. “Wildflower Card” (OK 4-H Lit.#718) can be downloaded from OK 4-H Lit. Online under Wildlife & Fisheries. Please print form on card stock and hole punch. <https://4h.okstate.edu/projects/enviornmental-science/site-files/docs/wildlife-and-fisheries/wildlife-project-exhibit-preparation-guidelines-leaders-guide-720.pdf> .

Junior (Grades 3-7)

318-25	Collection of 18 Oklahoma Wildflowers	Properly pressed and mounted on wildflower card. Label with common name flower family, tell location and date collected. Display in a notebook.
318-26	Drawing or Diagram Showing Parts of a Wildflower Blossom	Not to exceed 8 ½”x11”
318-27	Self-Determined Poster (14”x22”)	See “Self-Determined” 4-H Wildlife & Fisheries Project Ideas “Oklahoma 4-H Pub. #721 (revised 12/06) for ideas and 4-H Wildlife Project Lit No. 720 “Exhibit Preparation Guidelines Leaders/Members Guide” (revised 12/06) for guidelines.
318-28	Display 2 Principle Wildflower Families Showing 4 or More Pressed Flowers	Each family labeled with common name. A brief description of each flower family should be included. Posters must be 14”x 22” or display in a notebook.
318-29	Make a Collection, Mount and Press the	Opposite, alternate and whorled: types of leaves (simple, pinnately compound, palmately compound); leaf margins

	Leaves of Plants Showing Leaf Arrangements	(toothed, smooth, and lobed). Posters must be 14"x22" or display in notebook on card stock or wildflower cards (Lit #718)
--	---	---

Senior (Grades 8-12)

318-30	Collection of 25 Oklahoma Wildflowers Properly Pressed and Mounted on Wildflower Card	Label with common name, scientific name, flower family, location collected, date collected, and habitat collected from. Display in a notebook.
318-31	Make a Collection and Mount for Display at Least 15 Kinds of Wildflower Seed	Must show various adaptations to dispersal by wind, water, birds, and mammals.
318-32	Special Collections	Collection of specimens in some special category, i.e., 1 family, poisonous, dyes, edibles, or specific season such as early spring. Poster must be 14"x 22" or displayed in a notebook on card stock pages or wildflower cards (Lit. #718).
318-33	Self-Determined Exhibit	Posters must be 14"x22". Display must not exceed 3'x4' (depth x height). See "Self-Determined 4-H Wildlife & Fisheries Ideas" Oklahoma 4-H Pub. #721 (revised 12/06) for ideas. See 4-H Wildlife & Project Lit No. 720 "Exhibit Preparation Guidelines Leaders/Member Guide" (revised 12/06) for guidelines.

319– 4-H ENVIRONMENTAL STEWARDSHIP

Junior Division - Grades 3-7

Senior Division- Grades 8-12

All Grades

Exhibits will be judged based on the criteria outlined in the 4-H project fact sheets. Text on posters should be readable at least 10' away. Include references for information. At least one reference must be from a source other than the internet, this is plagiarism. Posters must not be printed directly from internet. Each piece of exhibits containing more than one item must be labeled with exhibitor's name and county. Posters must be signed and dated on the back.

Publication listed in this section can be found at: <https://4h.okstate.edu/projects/enviornmental-science/index.html>.

Junior (Grades 3-7)

319-1	Vermi Composting (Worms)	Compost sample and poster that explains how to compost with worms. Must include report (1 page) for one or more of the following areas: <ol style="list-style-type: none">1. bins for vermi composting2. feeding and care3. moisture requirements4. harvesting compost. Poster must be on 14"x 22" poster board and must include a photograph of your compost bin. One pint of compost (worm castings) in a sandwich-size-zip-lock bag or pint jar with lid must be included.
319-2	Exploring Streams and Lakes Poster	Poster 14"x 22" with photos showing a stream, lake, or pond you have visited. Photos should show things like shorelines or creek banks, appearance of the water, condition of vegetation on the shore or banks, and problem areas such as erosion, trash, or obvious pollution. For more ideas read Lit #19. "Water Quality of Streams and Lakes" related report form is #20. Each photo must have a caption explaining what it shows. Overall, the poster should tell what you think is helping or harming the water or the plants and animals that live there. Changes should be shown over time for posters after initial year. Poster should title include name of water body, if it is has one, and town or county where located.
319-3	Water Critters	Display a collection of pond, lake, or stream critters (invertebrates only – no animals with backbones e.g., fish or frogs) preserved in one to three baby food jars with rubbing alcohol as described in Lit #21 "Aquatic Organism". Securely attach a completed Critter ID bookmark (Lit #29 "Stream and Lake Critter Identification") to the jar using tape and a string around the jar neck. Do not include more than one of each type of critter. Collect only critters found

		on or in the water, not adult flies. Write a short paragraph telling about the value of water critters – read and summarize in your own words Lit. #21 or related materials. Optional: Include 1 single-sided page of labeled photos or drawings of the site or collecting activity.
319-4	Where Does My Water Come From Poster	Poster (14”x 22”) showing or describing the source of your water (lake, aquifer and private well) and/or what is done to it (water treatment plant, in home filtration system) before it gets to your home. See Lit #19 “Water Quality of Stream” for ideas.
319-5	Natural Resources of My County Poster	Poster (14”x 22”) with your photos showing a mixture of local natural resources like prairies, forests, scenic views, water bodies, agriculture, wildlife, or similar things. Each photo must have a caption naming the resource. Overall, the poster should convince the reader that your county is a great place to live. Poster should be at least 1” tall and include name of your county.
319-6	Recycled Item	Useable item made from trash or other craft type item. Original ideas and useful items will be ranked higher. Attach 3”x 5” card listing all the materials used.
319-7	Aquatic Habitat Poster	Poster (14”x 22”) with photos showing a stream, lake, or pond you have visited. Photos should illustrate distinct habitats such as shoreline vegetation, undercut banks, rocky shores, riffles, pool and runs. Each photo must have a caption explaining what it shows. For more ideas read Lit #21. “Aquatic Organism”. Overall, the poster should comment on things you observed that could be helping or harming the critters or their habitat. Changed should be shown over time for projects after the initial year. Poster title should include name of water body, if it has one, and town or county where located.
319-8	Homemade Stream or Lake Sampling Equipment	Display one piece of stream or lake sampling equipment that you have made. Write a 1 page report explaining its purpose and how to use it. Some possibilities include Secchi disks, plankton tows, deep water samplers, and kick nets. See TVA booklet, “Homemade Sampling Equipment” for instructions on how to make equipment. Optional: Include 1 single-sided page of labeled photos or drawings showing equipment in use.

Senior (Grades 8-12)

319-9	What is A Watershed-Poster	Poster (14”x 22”) to describe what watersheds are and how they work. Title must contain the word, “Watershed”. See Lit #24 “Understanding Human Impact on Streams” for ideas.
319-10	Natural Resources of My County Poster	Poster (14”x 22”) with your photos showing a mixture of local natural resources like prairies, forests, soils, scenic views, water bodies, agriculture, wildlife, or similar things.

		It is desirable to show people using the resource. Each photo must have a caption naming the resource and explaining how people use and enjoy it. Overall, the poster should convince the reader that your county is a great place to live. Poster title should be at least 1” tall and include name of your county.
319-11	Stream, Pond, or Lake Poster	Poster (14”x 22”) with photos showing a stream, pond, or lake you have visited. Poster should show things people have done or might do along the shore or in the watershed that can harm this stream, pond, or lake. For ideas read Lit #21 & #24. Poster title must include name of water body, and town or county where located.
319-12	Water Critters	Display a collection of pond, lake, or stream critters (invertebrates only – no animals with backbones e.g., fish or frogs) preserved in baby food jars with rubbing alcohol as described in Lit #21 “Aquatic Organism”. Collect in only one water body. Separate critters from different habitats into different jars, labeled with habitat name. Do not include more than one of each type of critter in each collection jar. Collect only critters found on or in the water, not adult flies. Write a 1-page report on 3 of your critters explaining how they are adapted to their habitat. Read Lit #21 for ideas. Use the Bookmark Critter ID rating form instructions Lit #29 to calculate the water quality rating for your water body and include results in your report.
319-13	Homemade Stream or Lake Sampling Equipment	Display 1 piece of stream or lake sampling equipment that you have made. Write a 1-page report explaining its purpose and how to use it. Some possibilities include Secchi disks, plankton tows, deep water samplers, and kick nets. See TVA booklet “Homemade Sampling Equipment” for instructions on how to make equipment. Optional: Include 1 single-sided page of labeled photos or drawings showing equipment in use.
319-14	Illegal Dumping Poster	Poster (14”x 22”) to discourage illegal dumping and explain how illegal dumps can contaminate water or create other problems.
319-15	Landfill Display	Display showing how landfills work. Display must fit a space that is 3’x 4’ (width x depth) when sides are extended for display.
319-16	Recycled Item	Useable item made from trash other than craft type item. Original ideas and useful items will rank higher. Attach 3”x 5” card listing all materials used.

All Grades

319-17	Group Environmental Project Display	<p>This exhibit is to consist of a display and written report of an environmental project carried out by 4 or more 4-H members under the supervision of a 4-H leader. The project may focus on any area of environmental stewardship in including recycling, education about a local environmental issue, planting trees or other area of interest. Display not to exceed 3'x4' (depth x width).</p> <p>Judging criteria:</p> <ul style="list-style-type: none"> • A brief project description and statement of purpose and objectives. • Creativity and quality of project • A brief summary of project activities, extent to which objectives were achieved, knowledge gained, significance of the project to the environment in the community, and number of people involved and/or impacted by project. • Media campaign. Include copies of newspaper clippings and other publicity related to the project. • Photographs may be included.
319-18	Individual Self-Directed Environmental Stewardship Project	<p>Educational report, display or exhibit on the efforts of the member to project or improve the environment in or near his/her community. Projects may include topics such as protecting water quality, recycling, illegal dumping, and household hazardous wastes, reducing soil erosion on farmland, controlling urban runoff or other topics relevant to the community. Project may include:</p> <ul style="list-style-type: none"> • Hands-on efforts (such as controlling erosion by tree planting or use of buffer strips). • Educational programs conducted in the community, including numbers reached and newspaper clippings (such as minimizing solid waste) • A combination of hands-on and educational.

320– 4-H CROPS

Junior Division - Grades 3-7

Senior Division- Grades 8-12

All Grades

All crop exhibits must be grown by the exhibitor as part of a 4-H project during the year exhibited. Grain may not be returned to the exhibitor except for the following legumes: alfalfa, sweet clover, and vetch. Grain and seed exhibits should be brought and will be exhibited in one-gallon clear jars (plastic or glass) with a lid. Alfalfa and small seeded legumes can substitute ½ gallon clear jars. Exhibits of bolls of cotton, ears of corn, or heads of grain sorghum should be brought and exhibited in a small shallow, wooden, plastic, or cardboard box of appropriate size for the respective exhibit.

4-H COTTON EXHIBIT – (20 Open Bolls)

Exhibit to be shown with petiole attached, bract leaves removed and burr side up.

320-1	Any Variety
-------	-------------

4-H CORN EXHIBIT - (10 ears)

320-2	Corn Ears
-------	-----------

4-H GRAIN SORGHUM EXHIBIT – (10 heads)

Exhibit to be trimmed with 2 ½” of peduncle left on the head.

320-3	Grain Sorghum
-------	---------------

4-H THRESHED GRAIN SORGHUM – (15 Pounds Grain)

320-4	Grain Sorghum
-------	---------------

4-H CANOLA EXHIBIT – (15 pounds grain)

320-5	Canola
-------	--------

4-H SMALL GRAIN EXHIBIT

All exhibits of wheat must be labeled as to specific variety or name of hybrid. Small grain exhibit shall be approximately 1 peck. Please refer to Oklahoma Cooperative Fact Sheet PSS-2168 Maturity Classification of Wheat Varieties <https://extension.okstate.edu/fact-sheets/maturity-classification-of-wheat-varieties.html>

320-6	Very Early or Early Maturity Hard Red Wheat Varieties
320-7	Medium Maturity Hard Red Wheat Varieties
320-8	Late and Very Late Hard Red Wheat varieties
320-9	Hard White Winter Wheat varieties

320-10	Any other wheat variety including Hard White Varieties and Soft Red Varieties
320-11	Oats, any variety
320-12	Rye, any variety
320-13	Barley, any variety

4-H LEGUME SEED EXHIBIT

320-14	Alfalfa (2 quarts)
320-15	Other small, seeded legumes, such as vetch, sweet clover, etc. (2 quarts)
320-16	Soybeans (1 peck)
320-17	Other large, seeded legumes, such as cowpeas, mung beans, winter peas, etc. (1 peck)
320-18	Peanuts, any type/variety (1 peck)

PEANUT INFORMATION EXHIBIT

Any 4-H member interested in learning more about peanuts and the peanut industry may prepare an exhibit. The exhibit shall consist of an educational exhibit that will fit a 3' wide x 4' deep. Must be free-standing with sides attached. A 4-H notebook should be included in the display. The exhibit should provide information about 1 phase of the peanut industry such as history, use, production, processing, or importance. Exhibit should increase the public awareness of the importance and impact of the specific sector of the peanut industry selected. The notebook should include any involvement the exhibitor has had with peanuts, such as teaching others, giving talks or demonstrations, preparing peanut foods, planning programs, producing peanuts, etc. The notebook may be typed or handwritten and should include photos.

Criteria for judging:

30 points – Completeness of education lesson

30 points – Public appeal

40 points – Notebook

320-19	Junior Division (Grades 3-7)
320-20	Senior Division (Grades 8-12)

CROPS IN OUR LIVES POSTER EXHIBIT

Poster must be 14"x22" and must be permanently signed and dated on the back prior to laminating. Text on poster should be readable from at least 10' away.

Choose an agronomic crop and create a poster depicting one of the following topics related to that crop.

- a. History (domestication process, global spread via immigrants, etc.)
- b. Production
- c. Use in different cultures
- d. Use in different processed foods

320-21	Grades 3-5
320-22	Grades 6-8
320-23	Grades 9-12

321– 4-H FORAGE FOR LIVESTOCK & WILDLIFE

All Grades

The exhibitor's name and grade must be on the back of the display board.

References for the displays are:

- Field Guide to Oklahoma Plants, OSU Rangeland and Ecology and Management Publication, contact the Kay County Extension Office or NRCS
- National Range Judging Contest 4-H Manual No. 149
- A Checklist of Prairie, Shrubland and Forest Understory Plants of Oklahoma, OSU Fact Sheet F-2872.
- Bobwhite quail Habitat Evaluation and Management Guide, OSU Circular E-904
- White-tail Deer Habitat Evaluation and Management Guide, OSU Circular E-979

Class 1-4 are an exhibit of 10 native or introduced annual, biennial, or perennial plants mounted on plywood, pegboard, or other suitable material approximately 3'x4'. 2 holes ½" in diameter and 1" from the top should be drilled in the board to facilitate displaying the exhibit. Exhibitor must sign and date board on the back. Plant specimens must have been collected during the current project year. Single plants or bundles should not exceed 1" in diameter. No plant should extend above or below extend above or below the display board. Plants must be labeled with the common name. Judges will use the reference books listed in this section. Label with letters about ½" high. Labels may be placed above, below or across the plants.

321-1	Forages with desirable grazing value for cattle
321-2	Forages with undesirable grazing value for cattle
321-3	Forages with desirable browsing value for wildlife (Must specify which species)
321-4	Forages with undesirable browsing value for wildlife (Must specify which species)

322– 4-H HOME GARDENING

All Grades

322-1	Potatoes, yellow, white, or russet, 3 specimens
322-2	Potatoes, red, 3 specimens
322-3	Okra, 6 pods
322-4	Onions, yellow, 3 specimens
322-5	Onions, white, 3 specimens
322-6	Onions, red, 3 specimens
322-7	Pumpkin, field type (oblong), 1
322-8	Pumpkin, jack-o-lantern (round and flat), 1
322-9	Squash, winter, acorn, 1
322-10	Squash, winter, butternut, 1
322-11	Squash, winter, other
322-12	Eggplant, 2 specimens
322-13	Squash, summer, zucchini, 2 specimens
322-14	Squash, summer, yellow straight neck, 2 specimens
322-15	Squash, summer, yellow crook neck, 2 specimens
322-16	Squash, summer, patty pan (scallop type), 2 specimens
322-17	Sweet potatoes, any variety, 3 specimens
322-18	Pepper, jalapeno, 5 specimens
322-19	Pepper, other hot pepper, 5 specimens
322-20	Pepper, sweet bell pepper, 5 specimens
322-21	Pepper, banana pepper, 5 specimens
322-22	Tomatoes, large type, 5 specimens
322-23	Tomatoes, cherry type (1 ½" or less in diameter), 5 specimens
322-24	Watermelon, oblong type, 1
322-25	Watermelon, round type, 1
322-26	Watermelon, small icebox, 1
322-27	Red apples, plate of 5
322-28	Yellow apples, plate of 5
322-29	Pears, plate of 5

HOME GARDEN FOOD BASKET

This exhibit is a quality section of 5 to 9 species of mature fruits and/or vegetables from the exhibit list above, items not listed can be used but should not be more than 1/3 of the species utilized. Amounts of fruits and vegetables in this exhibit should be such that they can be arranged in a neat and orderly manner and have good eye appeal. There must be enough of each fruit and vegetable for the judge to determine quality. All fruits and vegetables exhibited must be grown by the exhibitor. No specimens in this exhibit may be entered in another class. Any combination of fruits and vegetables may be used, with the exception of cantaloupe. The exhibit must be in a container such as a basket or box. 1/3 of the judging will be on how well the exhibit is prepared and presented. Packing such as paper, straw or cloth may be used but the fruits and vegetables should be the main attraction of the exhibit. No artificial plant materials or specimens can be utilized as part of the exhibit.

322-30	Junior Division (Grades 3-7)
322-31	Senior Division (Grades 8-12)

323– 4-H HOME GROUNDS

Junior – Grades 3-7

Senior – Grades 8-12

Grades 3-5

Grades 6-8

Grades 9-12

All Grades

EXHIBIT UNIT 1 – LANDSCAPING HOME GROUNDS

“Before and After” pictures not to exceed 5” x 7” yard cleanup, plantings or construction of landscape elements mounted securely on one 14”x 22” sheet of poster board shall constitute this exhibit. Number of pictures should be no less than 2 nor greater than 8. Posters must be permanently signed and dated on the back. Neatness and arrangement of pictures is important. A brief explanation of the project should be attached to the exhibit, and each picture must be labeled. The before and after pictures should show a definite change and should be taken from the same place so judges can evaluate the change. An exhibit should not be entered more than once unless it has been substantially revised.

323-1	Junior (Grades 3-7)
323-2	Senior (Grades 8-12)

EXHIBIT UNIT II – HERBARIUM CARD

These exhibits shall consist of dried and pressed specimens of leaves and other specified parts of native or cultivated trees, vines and/or shrubs. Each leaf specimen should be mounted on a separate 8”x10” herbarium card available at <https://4h.okstate.edu/projects/plant-science-and-entomology/site-files/docs/horticulture/herbarium-card.pdf>. Only the information required in your division should be filled out. The cards should be enclosed in a notebook or binder. Each specimen should be covered with a transparent plastic or similar covering to protect it from damage. No leaf should be more than 3 years old and at least 1/3 of the specimens must have been collected during the current year.

323-3	Grades 3-5	A collection of 15 specimens with the following information: 1. common name 2. general class 3. kind of plant
323-4	Grades 6-8	A collection of 25 specimens with a pressed flower, or fruit, or seed included with each specimen. Information on the card to be filled out is: 1. common name 2. general class 3. kind of plant 4. form

		5. color 6. exposure
323-5	Grades 9-12	A collection of 30 specimens with a pressed flower, fruit or seed included with each specimen. Information on the card should be filled out.

EXHIBIT UNIT III – GROUP OR CLUB EXHIBIT

The exhibit to consist of landscape or environmental beautification project report on a project such as a home grounds, school, community center, church, city or roadside park, highway beautification, clean-up campaign, etc. A group is to consist of 3 or more 4-H members under supervision of 4-H leaders. All projects must employ horticulture material for the purpose of conserving natural beauty of an area or improving the aesthetic quality and/or function of an area. Other material such as concrete walks, benches, etc. may be used in addition to the horticulture material.

Judging criteria:

1. A brief project description and statement of purpose and objectives.
2. Creativity demonstrated and quality of the project.
 - Extent to which plan integrates total needs of area, short and long term.
 - Functional use and aesthetic considerations of horticultural materials and techniques.
 - Operational considerations of expenses, encountered, resource personnel contacted and maintenance factors.
 - “Before and After” photographic sequence to illustrate effectiveness of the project
3. A brief summary of project activities, extent to which objectives were achieved knowledge gained, and the particular significance of the project toward the improvement and beautification of your environment.
4. Newspaper clippings and other publicity of the project.

323-6	Group or Club Exhibit
-------	-----------------------

324– 4-H HORTICULTURE TERRARIUMS

Junior– Grades 3-5

Intermediate – Grades 6-8

Senior – Grades 9-12

Terrarium of plant life. Refer to OSU Fact Sheet No. F-6438 or a similar guideline. No specific size of container, materials, plants, or methods.

Criteria for judging:

1. compatibility and arrangement of plants and materials
2. appropriate potting media
3. attractiveness and originality
4. appropriate size of plants for container.

Terrariums should feature either woodland or tropical plants and feature at least 3 different species of plants. Terrariums must be completely covered at all times. **Terrariums containing succulents will be disqualified; succulents belong in dish gardens.**

324-1	Grades 3-5
324-2	Grades 6-8
324-3	Grades 9-12

DISH GARDENS

Dish Garden of plant life. Please see OSU Fact Sheet HLA-6451 for more information at: <https://extension.okstate.edu/fact-sheets/dish-gardens.html>.

Criteria for judging will be:

1. compatibility and arrangements of plants, potting media, and container
2. attractiveness and originality
3. appropriate size of plants for container.

Dish Gardens must be no bigger than 15” in diameter, length, width, or heights and must weigh less than 15 pounds and have at least 80% living plant material. Dish Gardens may feature succulents, carnivorous plants, or foliage plants. A Dish Garden should feature at least 3 different species of plants.

324-4	Grades 3-5
324-5	Grades 6-8
324-6	Grades 9-12

RESIDENTIAL LANDSCAPE DESIGN DRAWING

Develop a landscape design/drawing for the provided residence. Base maps should be printed on 11”x17”. Once printed verify scale 1” = 10’. Design drawings are to be made directly on the provided base maps. Use provided examples of landscape symbols to draw and/or trace on the base map. Use the provided rendered landscape drawings for example of effective designs and color techniques. Reference: <https://agriculture.okstate.edu/departments-programs/hla/research-extension/youth/landscape-design-fair-entry.html>.

COMPETITION GUIDELINES

- Use white 11”x17” paper to horizontal landscape drawings
- Create a column on the right side of sheet for title block, 2” wide from top of drawing to bottom. List the information in INK; scale, symbols of plants, numbers representing trees, shrubs, and plants and how many of each plant were used in the landscape.
Example.
1 – Rose (6)
2 – Oak Trees (4)
3 – Petunia (3 dozen or 36)
- Drawing is top view (plan view)
- Use the scale provided: 1” – 10’
- Hand drawings or CAD drawings will be accepted
- Draw plant symbols at mature plant size
- Use the plant symbols and the material symbols provided
- Drawings must be full color
- Walkways should be 3’ or 5’ wide
- Patio(s) are required on the back of the house
- In the drawings use a line to indicate the planting beds. All small trees, shrubs, and perennials should be inside a planting bed. Large trees could be found in the lawn or inside planting beds.

324-7	Grades 3-5
324-8	Grades 6-8
324-9	Grades 9-12

HORTICULTURE IN OUR LIVES POSTER EXHIBIT

Poster must be 14”x22” and must be permanently signed and dated on the back prior to laminating. Text of posters should be readable from at least 10’ away.

Choose a fruit, vegetable, nut, spice, or beverage (tea, coffee, chocolate) crop, and create a poster depicting one of the following topics related to that crop:

- a. History (domestication process, global spread via immigrants, etc.)
- b. Production
- c. Use in different cultures
- d. Use in different processed foods Class

324-10	Grades 3-5
324-11	Grades 6-8
324-12	Grades 9-12

MODELS

Model Cold Frame or Hoop House – mounted on a piece of painted plywood no larger than 12”x 12”. Must include an explanation of the purpose of the structure, examples of potential uses, correct orientation in the landscape, and materials necessary in its construction.

Explanation should be typed or handwritten on a laminated piece of white paper not larger than 8.5”x 11” and be securely attached to the model.

324-13	Grades 3-5
324-14	Grades 6-8
324-15	Grades 9-12

Model Vegetable Garden – mounted on a piece of painted plywood no larger than 12”x 12”. Must include at least 5 different vegetables, show appropriate orientation (identify “north”), and appropriate spacing of plants. Must include an explanation of the layout of the garden, the spacing requirements of the selected plants, the dates each chosen vegetable would be planted/harvested, and any support structures (trellises, cages, etc.) necessary. The explanation should be typed or handwritten on a laminated piece of white paper no larger than 8.5”x 11” and be securely attached to the model. All pieces of the model must be handmade (no store-bought fences, mini vegetables, etc.).

324-16	Grades 3-5
324-17	Grades 6-8
324-18	Grades 9-12

PECAN INFORMATION EXHIBIT

Any 4-H member interested in learning more about pecans and the pecan industry may prepare an exhibit. The exhibit shall consist of an educational exhibit that will fit a 3’ wide x 4’ deep area. It must be free-standing with sides attached. A notebook should be included in the display. The exhibit should provide information about the pecan industry such as history, importance to state, health benefits & nutrition, uses, production processing, storage requirements or other topics pertaining to pecan. The exhibit should increase the public awareness of the importance and impact of the specific sector of the pecan industry. The notebook should include any involvement the exhibitor has had with teaching others, giving talks or demonstrations, preparing pecan foods, planning programs, producing pecans, field trips, etc. The notebook may be typed or handwritten and should include pictures.

Criteria:

30 points – completeness of educational lesson

30 points – public appeal

40 points – notebook

324-19	Junior	Grades 3-7
324-20	Senior	Grades 8-12

325– 4-H COMPANION ANIMALS

Junior– Grades 3-7

Senior – Grades 8-12

All Grades

All Companion Animal exhibits should focus on one of the following:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

Companion animals refer to animals utilized as household pets, (birds, cats, dogs, fish, rabbits, guinea pigs, etc.), not livestock or wildlife. In cases of animals (i.e., rabbits, turtles, etc.) that can be represented as a companion or a non-companion animal project it will be up to the 4-H member to make sure that their entry represents companionship. The 4- H member’s name, grade and county must be included and attached to exhibit. If you use text, pictures, drawings, artwork, or other information not created by you in your exhibit you must cite and the source. “Copy written material and referencing sources” **on PG 3.**

Companion Animal Poster

Illustrating one of the following:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

Poster must be 14”x 22” for display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be permanently signed and dated on the back. Posters may be horizontal or vertical. Text on posters should be readable from at least 10’ away.

325-1	Junior (Grades 3-7)
325-2	Senior (Grades 8-12)

Companion Animal Display

Illustrating one of the following:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

Space for the booth is 3’ deep and 4’ wide (with sides extended for display). Back can be 4’ high. Display must be free-standing. Models, photographs, posters, or other means for display may be used. Display may be prepared by an individual or group. Exhibit must prominently display a 4-H clover or mention 4-H.

325-3	Junior (Grades 3-7)
325-4	Senior (Grades 8-12)

Companion Animal Photo Story Board

Illustrating one of the following:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

Story board should contain 4 to 6 photos attached to the surface of a white or colored foam core, poster, or mat board no larger than 14"x 22". Each photo should contain a caption. Judging criteria will emphasize contest first and photo composition second. Photos are to be taken by the exhibitor.

324-5	Junior (Grades 3-7)
324-6	Senior (Grades 8-12)

Companion Animal Single Photo Entry

Illustrating one of the following:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

Prints must be no smaller than 3.5"x 5" and not larger than 5"x 7". Digital photos may not be manipulated or altered except for color and contrast adjustments., cropping, exposure adjustments, and red eye reduction. Prints must be securely attached to the surface of a poster board or mat board. No double matting, use of multiple layers or more than one color. The entire print must be seen and cannot be masked in anyway. Board must be no larger than 10"x 10". Captions are optional, but not required. Photos are to be taken by the exhibitor.

324-7	Junior (Grades 3-7)
324-8	Senior (Grades 8-12)

Me and My Pet Journal. A 3-ring binder, 3" or smaller, showing activities you and your pet have been doing this past year.

Emphasis should be given to illustrating one of the following.

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing
4. Service and/or Citizenship

It may include but is not limited to training notes, photos of you and your pet working on a new trick, newspaper clippings of you and your pet participating in service projects, breeding records, animal health records and much more clearly labeled as such. Judging emphasis will be placed on the current year's work.

324-9	All Grades
-------	------------

Other Companion Animal Items Exhibits must have a 3"x 5" note card describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to:

1. Animal Health and/or Nutrition
2. Good Husbandry and/or Grooming
3. Training and/or showing

4. Service and/or Citizenship

Posters, Photo, Displays and Journals are not allowed in this category. Exhibit sizes limited to 4'x 4'x 4' due to space limitations.

324-10	Junior (Grades 3-7)
324-11	Senior (Grades 8-12)

328– 4-H CLOVERBUDS

K-2nd GRADE

Cloverbud participation in the County Fair will consist of non-competitive exhibit of the members' work. Cloverbud exhibits will not be judged. Ribbons will be awarded to all Cloverbud participants. The 4-H member's name, age, date and a brief description of the poster must be on the back of the poster in the upper left- hand corner.

CONSERVATION

328-H1	Bird Feeders	1 bird feeder made from a pie plate, milk carton, coffee can or any other suitable object.
328-H2	Recycling	1 item, made by exhibitor, from recycled material

FOOD

328-H3	Trail Mix	1 cup of trail mix, any variety and exhibited in a resealable plastic bag. Recipe must be included
328-H4	No-Bake Cookies	3 no-bake cookies, any variety, exhibited on a paper plate covered with a resealable plastic bag. Recipe must be included

ENTOMOLOGY

328-H5	Insect Exhibit	Consist of at least 5 adult insects which are displayed in a sturdy box covered with clear plastic wrap to protect the exhibit.
--------	-----------------------	---

PHOTOGRAPHY

328-H6	Favorite Photo	1 favorite photo taken by the exhibitor. Picture must be attached to a poster board, no larger than 8"x10". Pictures must be no smaller than 3 ½" x 3 ½" and no larger than 5"x7".
--------	-----------------------	--

CRAFTS

328-H7	Craft Item	1 craft item made during the past year by the exhibitor.
--------	-------------------	--

POSTER ART

Posters should be constructed on poster board no larger than 14"x22". They may be horizontal or vertical. Posters may be produced by any medium, watercolor, ink, crayon, acrylic, charcoal, collage, etc.

328-H8	Poster must be flat (no 3-dimensional)	Category allows 4-H members to create his/her own poster
--------	---	--