2025 Beltrami County 4-H Premium Guide



Beltrami County Fair August 5-10, 2025

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If you have questions, please call the Beltrami County Extension Office at 218-444-5722 or email mnext-beltrami@umn.edu

Beltrami County FairEntry registration website: http://beltrami-county.fairentry.com

For FairEntry help, go to <u>z.umn.edu/FairEntry-Userguide</u> for more detailed guides and quick how-to videos.

CALENDAR OF EVENTS – 2025

June 1 - Club Flowerbed registration deadline

June 15 - Club Flowerbeds must be planted in order to be judged

July 15 - FairEntry deadline

July 23 - Fashion Revue

July 28 - LQA training MUST be completed

August 10 - State Event Trip Selection @ 5 p.m.

August 12 - State Fair Event Sign up 3:00 - 7:00 p.m.

BELTRAMI COUNTY FAIR: Wednesday, August 6 - Sunday, August 10

STATE FAIR LIVESTOCK ENCAMPMENT: Wednesday, August 20 - Sunday, August 24

STATE FAIR GENERAL ENCAMPMENT: Thursday, August 28 - Saturday, August 30

STATE SHOOT: Friday, September 5 - Sunday, September 7

STATE HORSE SHOW:

Sept. 5-9, 2025 (Friday-Tuesday)

- Simons Arena in Cannon Falls
- The following will be exhibited: All games, pleasures, equitation, horsemanship, trail, training, etc.
- Sept. 13-14, 2025 (Saturday-Sunday)
 - A location in central Minnesota (TBA)
 - The following will be exhibited: Hippology, horse judging, speech and demo, miniature horse and drill team.

STATE DOG SHOW: September 20-21

NORTHEAST LIVESTOCK SHOW: Saturday, September 27 - Sunday, September 28

2024-2025 Beltrami County 4-H Superintendents

Species	Superintendent	Phone #	Email
Beef	John & Shelly Gilbertson	218-556-1675	gilfam@paulbunyan.net
Beef	Linda Binkley	218-760-8014	ldabink@paulbunyan.net
Dairy	Amber Weber	218-766-5841	amber.fast2013@gmail.com
Dairy	Jane Hanks	218-407-1790	janehanks13@gmail.com
Dog	Lori Brama	218-760-6511	lrbrama@gmail.com
Goat	Kristi Norland	218-766-4039	kpick@paulbunyan.net
Horse	Tessa Drevlow	218-556-2048	drevlow@paulbunyan.net
Poultry	Vern Holzhueter	218-766-5562	pinegrov@yahoo.com
Rabbit	Audra & Paul Dahlheimer	320-232-5904	audra91899@hotmail.com
Sheep	Rachael Neft	218-556-0244	tnrcc@paulbunyan.net
Swine	Steve Lapos	218-251-3586	laposfamilyfarm@gmail.com
Swine	Jessica Carter	218-556-6994	jessicajocarter@live.com

Extension Office Staff

4-H Extension Educator: Ashley Rohr, 218-444-5722 or rohrx046@umn.edu

Extension Assistant: Kymm Tingum, 218-444-5722 mnext-beltrami@umn.edu or ktingum@umn.edu



2025 BELTRAMI COUNTY 4-H FAIR SHOW SCHEDULE

THURSDAY, July 24

5:00 p.m. Dog Show – Obedience, Showmanship, Rally (Commercial Building)

THURSDAY, July 31

5:00 p.m. Dog Show – Agility (dog arena)

TUESDAY, August 5

3:00 to 7:00 p.m. Conference Judging of 4-H General Exhibits (Exhibit Hall)

(Check in at 4-H Info Desk)

Livestock Interviews (Livestock Barns)

7:00 p.m. Fashion Revue Show (stage)

WEDNESDAY, August 6

9:00 a.m. Horse Show – Performance (horse Arena)

1:00 p.m. Performing Arts Showcase / Share the Fun (stage)

Public Presentations / Demonstrations Judging (Exhibit Hall)

3:30 p.m. Horse Drill Team Demonstration (horse arena)

5:00 p.m. Pet Show (small animal arena)

6:30 p.m. Llama/Alpaca Show (small animal arena)
6:30 p.m. Dog Agility Demonstration (dog arena)

THURSDAY, August 7

9:00 a.m. Horse Show – Games (horse Arena)

10:30 a.m. Goat Show (large arena)

2:00 p.m. Horse Drill Team Demonstration (horse arena)

3:00 p.m. Swine Show (small arena)

FRIDAY, August 8

8:00 a.m. Poultry Show (small arena)
12:30 p.m. Beef Show (large arena)
3:00 p.m. Rabbit Show (small arena)

SATURDAY, August 9

10:00 a.m. Dairy Show (large arena)
10:00 a.m. Sheep Show (small arena)

3:00 p.m. Horse Drill Team Demonstration (horse arena)4:30 p.m. Market Livestock Auction of Champions (large arena)

SUNDAY, August 10

Noon Premier Showmanship, Fenske Award & Livestock Awards (large arena)

4:00 p.m.5:00 p.m.4-H General Exhibit Awards (stage)State Fair selections must be complete

5:00 p.m. Exhibits Release

[TUESDAY, August 12]

10:00 a.m. to 6:00 p.m. State Event and NE Livestock Registration (Exhibit Hall)

(Bring checkbook, 4-H'er, and parent/guardian)

[WEDNESDAY, August 13]

7:00 p.m. State Fair Meeting (Exhibit Hall) - All Youth & Chaperones must attend

2025 BELTRAMI COUNTY FAIR 4-H PREMIUM LIST GENERAL INFORMATION

Extension Staff: Ashley Rohr

Who can participate in 4-H Exhibition?

- All Beltrami County 4-H'ers enrolled in 4-H Online may enter 4-H exhibits at the Beltrami County Fair.
- To be eligible for State Fair trips and grand and reserve ribbon awards, the February 15 deadline (for market beef and dairy steers), the 4-HOnline enrollment (May 15), animal ID (May 15) and FairEntry Fair Registration (July 15) deadlines must be met.
- 4-H members that miss a deadline can still participate in the County Fair. 4-H'ers that miss the deadlines will still receive regular ribbon awards, earn premiums, and have the opportunity to share their skills and knowledge in County Fair events.
 - o There is a one-time exemption youth can take advantage of if they miss a deadline to still be eligible for purple ribbons, the Auction of Champions, or State trips.
- If youth are joining 4-H for the first time after May 15th, they can participate in County Fair events, but may not enjoy full privileges.

4-H EXHIBIT RULES

Minnesota 4-H has a series of policies to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These statewide policies (z.umn.edu/4h-policies) include but are not limited to:

- Absentee judging of projects (z.umn.edu/4h-absentee-judging)
- <u>Judging experiences for youth with disabilities or injuries</u> (z.umn.edu/4h-judging-experience)
- Cloverbud Policies and other info regarding age, judging procedures, showing animals, etc... (z.umn.edu/4h-policies)
- Code of Conduct (z.umn.edu/4h-policies)
- Grievance Policy (z.umn.edu/4h-policies)
- IAFE Show Ethics (z.umn.edu/IAFE-show-ethics)

EXHIBITS

- 1) Youth will be eligible for all show-related premiums, awards, and participation in the state event when exhibition requirements are met and appropriate permissions are granted by 4-H Program Staff. (Auction participation is a county decision.) Approved early release is an exception to the rule and becomes a 4-H staff, in partnership with the county fair board, decision based on each situation.
- 2) All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on **exhibits** entered must be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
- 3) Note Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
- 4) Poster exhibits may not exceed 22" wide x 28" high. They may be smaller.
- 5) Education/Science Tri-Fold Exhibits for all project areas may not exceed 12" deep x 24" wide x 36" high. (Center back 24" wide x 36" high, right and left wings each 12" wide x 36" high.)

All exhibits will be evaluated by a conference with the judge. Exhibit judging criteria:

i) Exhibit quality 25%
 ii) Educational value 25%
 iii) Knowledge and ability to explain 50%
 Decision of the judge is final and may not be appealed.

- 6) Floor space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation, contact the Extension office.
- 7) All exhibits must be labeled with name, club, and county. Other appropriate information for the project (i.e., vegetable varieties) should be included. If the exhibit has multiple pieces, each part needs to be labeled and should indicate 1 of 4, 2 of 4, etc.
- 8) Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.
- 9) Copyright Law and Infringement:
 - a) Copyright is a form of protection given to authors and creators of original work. Original work includes a person's ideas captured in writing or as an image, photograph, song, audio recording, or visual recording.
 - b) All original work including information found on the web is subject to copyright protection. The author/creator has exclusive rights to reproduce, distribute, display, perform or make derivative works.
 - c) Before using another person's work as part of your 4-H exhibit, be sure that the work is subject to fair use, has a creative commons license or that you have requested and received permission (in writing) to use the original work. If an exhibit infringes on copyright law, a decision may need to be made to remove the exhibit from display at the county or state fair.
- 10) 4-H members who incorporate AI tools or technologies into their projects should clearly cite the use of these resources. This includes, but is not limited to, AI-generated content, AI-driven data analysis, and AI-based project enhancements. Citation Suggestions: provide the name of the AI tool or technology used; explain how the AI was used in the project; include any relevant references or sources as appropriate.

- 11) Community Impact Recognition
 - a) Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
 - b) Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
 - c) Exhibits and presentations may demonstrate the youth's community impact efforts through:
 - i) Direct Service: Involves face-to-face interactions with the people, animals, or environment being served such as distributing meals or cleaning up a park
 - ii) Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit such as fundraising or knitting blankets
 - iii) Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
 - d) Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family
 - e) If you are showing an animal/livestock project and would like to participate you can submit an additional exhibit in the related General Projects category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc).
 - i) Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
 - ii) Ex. A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents or students.
 - f) Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognitions.
- **12)** Beltrami County Fair Registration must be completed by July 15, 2025. Registering for the Beltrami County Fair will be online through FairEntry.com. which is mobile friendly.

TO REGISTER FOR COUNTY FAIR:

- 1. Preferred Method: Complete registration online at <u>FairEntry.com</u> using 4-H Online login information. Forgotten passwords can be reset in 4-HOnline.
- 2. Complete the registration with staff in the Extension / 4-H Office (4-H Online login information still needed). All registrations (online or in office) are DUE to the extension office by July 15. Independent 4-H members must turn these items in to their mentor. Mentors and Club Leaders need to turn them in to the Extension/4-H Office by July 15. Registration forms for Club Exhibits are also due to the Extension/4-H Office by July 15.
- 13) Our goal is to make the Beltrami County Fair a positive learning experience for ALL youth. Sometimes there are considerations and requests that we need to be aware of in order to make this possible. If you have any of these (learning disability, hearing impaired, etc.) please let us know by filling out the Special Considerations form and return the form to the 4-H Local Extension Educator. All information will be kept confidential. Please turn these in at least one week before the county fair: https://z.umn.edu/BELspecialconsiderations Here is the state policy on judging experiences for youth with disabilities or injuries. z.umn.edu/4H-Judging-Abilities
- 14) The premium list includes all of the potential exhibits one can enter in each 4-H project and a class identification for each possible exhibit. Each exhibitor is allowed to enter up to 3 exhibits per project unless otherwise stated. The exhibits must be distinctly different items and not duplicates or slight variations. In Livestock / Animal classes, only one entry is allowed per class.
- 15) If you are awarded a trip to the State Fair, all of the above rules need to be followed. You will also need to label the outside of the package that you have provided to protect it during transportation to the State Fair. Please see the State Fair Rules and Premiums book for further instructions, copies will be available to State Fair trip winners at the County Fair. https://extension.umn.edu/4-h-events/minnesota-4-h-statewide-showcases
- 16) All exhibits will be evaluated by a conference with the judge. Blue, red, and white ribbons will be awarded based on the member's knowledge of the project (50%) and on the merit of the exhibit (50%). **Decision of the judge is final and may not be appealed.**
- 17) Absentee judging may be provided if necessary. Prior arrangements are required. Contact the 4-H office if needed.
- **18**) If a Computer, LCD projector, overhead or other equipment is needed for viewing your project, arrangements need to be made **by July 15**th through the 4-H Office 444-5722.
- 19) Exhibits cannot be removed before 5 p.m. on Sunday of fair week. EXHIBITS REMOVED BEFORE RELEASE TIME WILL FORFEIT THE PREMIUM, THIS INCLUDES ANIMALS.

ANIMAL SCIENCE EXHIBIT RULES

- 1. All beef, dairy, dairy goat, dog, horse, llama-alpaca, meat goat, poultry (doves/pigeons only), rabbit, sheep and swine shown in 4-H livestock shows must have the required State 4-H ID system, ear tag and/or tattoo. Animal ID data must be submitted online, arrive in the Extension office, or be postmarked no later than **May 15**, **2025** (with the exception of Market Beef due **Feb. 18**, **2025**).
- 2. All animals exhibited must be owned solely by the member, member's family or leased by agreement. The family includes the 4-H'ers parents or guardians and siblings living together as a family unit. The definition of family includes an extended family where the animals may be owned by grandparents with the 4-Her's parents actively involved with and working on the farm. Animals owned in partnership with non-family members (as defined above) must be leased and follow guidelines within the lease information.
- 4. 4-H'ers exhibiting livestock at the County Fair are responsible for the care and feeding of animals they exhibit.
- 5. Note Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
- 6. <u>All livestock exhibits, including showmanship, must be pre-registered.</u> Members in animal projects may exhibit one animal per class, unless stated otherwise.
- 7. 4-H'ers must show their own animal in the class. If the 4-H'er has multiple animals in one class, another 4-H member(s) from the same county can show the other animals.
- 8. All 4-H'ers exhibiting livestock at the county fair are eligible to participate in showmanship and must show their own animal.
- 9. No animals may be advertised for sale and no farm, ranch, or sale signs may be displayed or worn in the show ring. The only signs other than 4-H stall cards and champion/reserve champion signs that may be displayed are educationally-based signs with performance or pedigree information and signs with the animal's name. Only decorations that support the 4-H Youth Development Program are allowed.
- 10. <u>Beltrami County Fair Registration must be completed by July 15, 2025</u>. Registering for the Beltrami County Fair will be online through <u>FairEntry.com</u>, which is mobile friendly.

TO REGISTER FOR COUNTY FAIR:

- Preferred Method: Complete registration online at <u>FairEntry.com</u> using 4-H Online login information. Forgotten passwords can be reset in 4-HOnline.
- 2. Complete the registration with staff in the Extension / 4-H Office (4-H Online login information still needed) All registrations (online or in office) are DUE to the extension office by July 15.
 Independent 4-H members must turn these items in to their mentor. Mentors and Club Leaders need to turn them in to the Extension/4-H Office by July 15. Registration forms for Club Exhibits are due to the Extension/4-H Office by July 1.
- 11. Beltrami County Grooming and Fitting Policy: All grooming of livestock at the County Fair, including clipping, trimming and manipulation of the hair/wool (such as blocking on sheep, pulling up hair on beef and working up top lines on dairy) must be clearly done by the exhibitor/members of the immediate family. A livestock resource person could be used by 4-H'ers that are not yet State Fair age eligible (under 6th grade). Those youths in grades 6 8 may use a livestock resource person for their first year in a livestock project. Immediate family members are defined as being parents, step-parents, legal guardians, grandparents, brothers and sisters. A livestock resource is defined as someone who is working with the 4-H'er/4-H family to help them learn management and fitting and grooming skills in their project area. A livestock resource identified person would be allowed to work with the 4-H'er and their family during the fitting and grooming process to guide and teach these skills. The 4-H'er exhibiting the animal should be present and involved in the fitting process at the county fair.
- 12. Any livestock show with classes of less than three animals are subject to be combined for judging.
- 13. See the 4-H Fair schedule for show times, herdsmanship awards and premier showmanship. Ask the barn superintendent or the 4-H office for more information.

STATE FAIR OR STATE SHOW ELIGIBILITY

- 1. Trips for State Fair, State Horse Show, and State Dog Show will be selected from blue ribbon exhibits only (see State Dog Show Rules for exceptions). Exhibit classes eligible for State Fair are marked with an asterisk *.
- 2. Members selected to represent the county at the State Fair and State Horse Show must have completed sixth grade.
- 3. To be eligible for a livestock trip to the State Fair, 4-H'ers must have completed Livestock Quality Assurance Training. State Policy: All youth participating as a State Fair 4-H livestock exhibitor in beef, dairy, dairy goat, llama-alpaca, meat goat, poultry, rabbit, sheep and swine must have completed a livestock quality assurance training. There are two training options 1) a 3 hour in-person workshop (LQA&E), or 2) a 1 hour on-line training (YQCA). Youth completing either quality assurance training option will receive a certificate of completion.
- 4. Exhibitor must complete LQA training by July 28, 2025 in order to be eligible to bring their livestock to the fair on Fair Check- In Day.
- 5. Along with their qualifying state fair exhibit trip(s), 4-H members may participate in activities such as Share-the-Fun, demonstrations, Arts-In, cooking events, animal science educational exhibits or judging teams.
- 6. Competitive events, deadlines, consequences and exemption options (z.umn.edu/4h-policies). Every Minnesota 4-H member is eligible for a "one-time" member exemption. This exemption provides the ability (one-time in a 4-H member's career) for the 4-H member to acknowledge they missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline. Exemptions may be used for county fair pre-entry registration requirements, but may not be used for State Fair trip sign-up deadlines.
- 7. 4-H youth who have been awarded a 4-H State Fair livestock trip through the local 4-H qualifying show must keep their designated trip animal on the county fairgrounds until the official release time to remain eligible for the 4-H State Fair trip. In the event that a youth/family requests an early release to travel/attend a national junior livestock show and education event, prior arrangements for early release must be made with and approved by the local 4-H program staff, in partnership with the county fair board. Proof of national junior show participation (program with youth's name, printed class placing information) must be presented to local 4-H staff upon return to the county to maintain eligibility for the Minnesota State Fair 4-H livestock shows.
- 8. 4-H youth that have been awarded a 4-H State Fair general project trip through the local 4-H qualifying show must keep their designated trip project on the county fairgrounds until the official release time to remain eligible for the 4-H State Fair trip.
- 9. (Details TBD) State event sign up will be **Tuesday, August 12 from 3:00 to 7:00 p.m.** in the exhibit hall. This is an online registration with staff support. **All 4-H'ers need to select their State Event trips no later than Sunday, August 10 at 5:00 p.m.**
- 10. Distribution of Unused Livestock Trips: Minnesota 4-H wants to provide as many 4-H members as possible the opportunity to experience the Minnesota State Fair judging process. To ensure that as many youth as possible have the opportunity to participate in a livestock experience at the Minnesota State Fair, staff and volunteers are asked to follow the outlined process for the distribution of unused livestock quota trips

EXEMPTION FOR MISSED DEADLINE

Minnesota 4-H has implemented a "member exemption rule." The purpose of this exemption is to provide every 4-H member with the ability "one-time" during their 4-H career to acknowledge that they have missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline.

Youth who wish to claim the "one-time" exemption may obtain the appropriate form from the Beltrami County Extension Office. Timeline for the filing of the exemption form is outlined on the Exemption table: https://z.umn.edu/BELconsequences.

GRIEVANCE POLICY

The 4-H grievance process provides a vehicle by which to respond to 4-H member's concerns relating to their 4-H program participation. A grievance may be filed and a local volunteer grievance committee convened to address rule violations and alleged wrongdoing.

Grievance Form: z.umn.edu/Beltrami4H-Grievance

4-H PREMIUMS

What is a "Premium"?

A premium in this context is an amount of money that a 4-H'er receives for each ribbon they earn. The premium amount per ribbon changes depending on the project area. The money for the premium checks comes from the county fair board, which is then reimbursed by state grant money.

After the fair, your 4-H'er will receive a premium check. The check amount should correspond with the grid below to the number and color of each of the ribbons earned at the county fair. If you think there is a mistake, please contact the Beltrami County 4-H office right away.

PREMIUM SCHEDULE

Project Area	Blue	Red	White	Participation
Cloverbuds				\$2.00
Club Exhibits (Banner, Community Pride, Scrapbook, Club Project)	\$10.00	\$8.00	\$6.00	
Club Booth	\$20.00	\$15.00	\$10.00	
General Projects, Livestock Posters, Horseless Horse, Horse Related	\$4.00	\$3.00	\$2.00	
Poultry, Rabbit, Dog, Science of Animals,	\$7.00	\$6.00	\$5.00	
Goat, Horse, Llama-Alpaca, Sheep, Swine	\$10.00	\$9.00	\$8.00	
Beef, Dairy	\$16	\$14.00	\$12.00	
Fashion Revue				\$4.00

MEANING OF RIBBON COLORS

We use award ribbons to recognize the accomplishments of the 4-H members. Ribbons are awarded using the following standards:

- 1. Cloverbuds: receive 'participation' ribbons
- 2. **White:** "I've tried, I've learned, but there is room for improvement and more learning, to reach a standard of skills and knowledge appropriate for my age and my years of experience in the project."
- 3. **Red:** "I've tried, I've learned, and I've achieved a level of skill meeting expectations for my age and years of experience, but still have room to learn and do more."
- 4. **Blue:** "I've tried, I've learned, and have reached most of my goals in this project. I've exceeded the level of achievement expected of me for my age and years of experience, but there still is room to learn and do more."
- 5. **Purple/Champion:** "I've tried, I've learned, and succeeded in reaching a high level of achievement. I know that I can still challenge myself to reach even higher levels of knowledge and skills in my project."

CLUB ACTIVITIES

**Registration for Club Exhibits must be done by Club Leaders using paper registration forms. Club Exhibit registration cannot be done online.

Paper registrations for Club Exhibits are due to the Extension Office by July 1.

Clubs are asked to select a judging time for club projects. Contact the office to schedule a time when members will be present **Two club banners and two community pride exhibits will be selected for the State Fair.**

CLUB ACTIVITY - BANNER

Project Description:

The club promotional banner serves as a tool to promote the local 4-H club and the county 4-H program and give 4-H'ers an opportunity for artistic expression through advertisement.

Exhibit Suggestions:

- Banners should have a theme and reflect/represent opportunities in the 4-H program. It should carry the message quickly and simply to the viewer.
- Banners can be 2-D or 3-D

Requirements:

- Banner must be 3' x 5' and designed to hang vertically.
- It must be completed and equipped with a dowel (minimum size 3' 8") and ready to hang.
- Banner must be of fabric (no paper) and can be one or two-sided. If 2-sided, indicate which side you want to be displayed.
- Club name on 3 x 5 card pinned to back. (Any assembly technique can be used.)

CLUB ACTIVITY – COMMUNITY PRIDE

Project Description:

Share how your club makes their community better by being active citizens and act on the things they believe in.

Two exhibits will be selected for the State Fair.

Exhibit Suggestions:

- Organize an environmental cleanup
- Make or collect and distribute items where needed
- Read to younger kids at the library or school
- Service to nursing home or homeless populations
- Deliver safety education programs such as a bike rodeo or fire safety training

Requirements:

- 1. The exhibit may include a three-sided display, video, or other visual method which visually highlights the entire project or certain parts in a manner which tells the public what positive effects the project had on the community.
- 2. Two club youth who participated in the project may represent the club in conference judging. Youth will explain the purpose of the project, steps in the planning, how the project meets the community needs and the impact it has.

Note: Community Pride participants at State Fair may exhibit another individual project.

& CLUB ACTIVITY - BOOTH

Requirements:

- The booth should depict an area of work or program of current emphasis.
- Booth dimensions are 8' x 4'.
- Club Booth to be set up by 4-H club members between the Thursday and Monday before the fair by 8 p.m.

CLUB ACTIVITY - SCRAPBOOK

Requirements:

Show and explain your club activities and participation in community and county events.



CLUB PROJECT

- Conservation
- Flower Box/Bed (crops or annuals / NO perennials) -Beds must be ready for judging by Tuesday of fair week at 1 p.m.
- Share the Fun Performances Wednesday, of the fair, at 1:00 p.m. at the Shutter Stage.
- Club Secretary Book

& CLUB ACTIVITY - PLASTIC SCULPTURE CHALLENGE

See "Plastic Sculpture Challenge" section within general projects

Note: Plastic Sculptures can be created by individuals or teams

CLOVERBUD PARTICIPATION

Cloverbud Members may bring 3 Animal Science exhibits AND 3 General Exhibits. See page 13-14 for a list of Cloverbud projects.

For the safety of K-2 participants, the following rules apply to cloverbud experiences. Parents/guardians/mentors are responsible for ensuring their "cloverbud" understands and follows the rules. Extension 4-H staff members and designated volunteer(s) are positioned to intervene when rules are not followed and/or if safety becomes a concern for another reason. Definitions used in outlining the rules are noted at the end of the document.

- 1. When using equipment that is potentially dangerous, a responsible person¹ will be with the cloverbud at all times² guiding and monitoring their involvement. Examples of potentially dangerous equipment include sewing machines and power tools.
- 2. Cloverbuds may only participate in wildlife educational opportunities of the 4-H Shooting Sports/Wildlife program. Cloverbuds may not handle any equipment, including firearms and archery equipment.
- 3. Cloverbuds must wear appropriate safety helmets when riding horses or bicycles.
- 4. When cloverbuds and animals (including beef, cats,dairy, dogs, goats, horse, llama alpaca, pets, poultry, rabbit, swine and sheep) are together at a 4-H program or participating at the county fair as a 4-H member, the following rules apply:
 - A responsible person¹ must be with the cloverbud to guide and monitor their involvement at all times², including but not limited to movement within and to and from the trailers, barns, wash racks, and show arena.
 - Families may choose one of two acceptable ways to guide and monitor involvement in non-mounted activities:
 - 1. The responsible person¹ is in control³ of the animal with the cloverbud at their side.
 - 2. The cloverbud is in control³ of the animal with the responsible person¹ at their side to assist or take control of the animal when needed or as directed by staff, volunteers or show managers.
 - When a cloverbud is mounted on a horse, the horse must always have a lead line and be under the control of the responsible person¹.
 - Cloverbuds may safely interact with their animal through participation in a limited number of non-competitive classes at 4-H sponsored practice sessions/clinics, fun shows and county fairs. The purpose is to provide youth an opportunity to experience being in the ring with a judge present and to feel the pride that comes with this experience. Appropriate participation includes:
 - Cloverbuds may participate with beef, dairy, dog, goats, pets, poultry, rabbits, and swine in a Cloverbud Showmanship Class.
 - Cloverbuds may participate with a sheep in two classes: Cloverbud Showmanship or Cloverbud Lamb Lead.
 - Cloverbuds may participate with a llama alpaca in two classes: Cloverbud Costume or Cloverbud Showmanship.
 - Cloverbuds may participate with a horse in three classes: Cloverbud Halter/Showmanship, Cloverbud Western Pleasure or Cloverbud Barrels. If the horse is used in a riding setting, the Cloverbud may sit on the back of the horse with a responsible person¹ in control³ of the horse at all times². Helmets are required for the Cloverbud in any riding setting.

Definitions Used in Outlining the Cloverbud Rules:

- 1. A "responsible person" is defined as a screened adult volunteer, youth leader 6th grade and older, parent or other adult who may appropriately assist with the group.
- 2. "At all times" includes but is not limited to the following: during all portions of project workshops, club events, club meetings, public showcases which includes county fairs, demonstrations, or community event where youth are representing 4-H with an animal or interacting with potentially dangerous equipment.
- 3. "Control" means assuming responsibility for handling and/or leading the animal. The parent/responsible person must determine the cloverbud's ability to control the animal.

CLOVERBUDS

Exhibit Suggestions:

- We encourage cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what would be required of their project when they reach 3rd grade. (e.g. Photography- pictures require a mat and cannot be framed, recipe card with food project)
 - General exhibits could include: 3 cut flowers in a vase, a potted plant, vegetable or fruit art, a nutritious food snack (include a recipe card), a simple item you made for your home like a pillow, placemat, decoration, etc., rock collection, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of. (Think about how your exhibit will be displayed at the fair, review the general project requirements within the specific project area for ideas for displaying or hanging your exhibits, poster or display sizes, etc.)
 - Animal Science posters could include how you care for your animal, animal breeds, fun things your animal can do, what your animal eats, etc.

Requirement:

- Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in
 accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
- Cloverbud general exhibits can be made at home, at a 4-H or non 4-H meeting or event.
- Cloverbud animal science areas include live animals or posters in the following Beef, Dairy, Dairy Goat, Dog, Horse, Llama-Alpaca, Meat
 Goat, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the MN 4-H Cloverbud policy (z.umn.edu/4h-cloverbud-Info)
 that requires a responsible person be with the Cloverbud members at all times during Cloverbud activities when in the presence of an animal.
 This includes pet and livestock projects.
- Review the <u>Cloverbud Information Sheet</u> (z.umn.edu/4h-cloverbud-Info) to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies.

There are no State Fair trips in this division.

Animals (Maximum of 3)

- 1 Cloverbud Beef
- 2 Cloverbud Dairy
- 3 Cloverbud Dog
- 4 Cloverbud Goat
- 5 Cloverbud Horse
- 6 Cloverbud Llama
- 7 Cloverbud Poultry
- 8 Cloverbud Rabbit
- 9 Cloverbud Sheep
- 10 Cloverbud Swine

General Exhibits (Maximum of 3)

- **Any one item made at home.** Some ideas include: 3 cut flowers in a vase, a potted plant, vegetable creature or creation, a nutritious food snack, a simple item you made for your home like a pillow, placemat, etc., rock creature, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of.
- 2 Any one item made by the Cloverbud member at a 4-H Club meeting.
- 3 Cloverbud- Clothing & Textiles
- 4 Cloverbud- Clothing & Textiles- Fashion Revue
- 5 Cloverbud Livestock Demonstration (Registered participants will be contacted with times)
- 6 Cloverbud Demonstration
- 7 Cloverbud Performing Arts (Wednesday, of fair week, at 1 p.m. on the Shutter Stage)
- 8 Cloverbud Pet Show (Wednesday, of fair week, at 5 p.m. in the Small Animal Arena)

Cloverbud Clothing & Textiles (& Fashion Revue):

Judging will take place Wednesday, July 23 @ 1 p.m. (Evangelical Covenant Church, Bemidji)

County Fair Fashion Revue Show-Tuesday, of fair week, @ 7:00 p.m. (Shutter Stage, Beltrami Fairgrounds)

Cloverbud Public Presentations

Demonstrations will take place on Wednesday of fair week at 1:00 p.m. in the 4-H Exhibit Hall

ANIMAL SCIENCE PROJECTS

All classes are State Judging eligible unless otherwise noted by the class name.

SCIENCE OF ANIMALS EDUCATIONAL EXHIBITS

HEALTH/BREEDING/PRODUCTION	ZOONOTICS EXHIBIT	<u>OTHER</u>
EXHIBIT	Beef	Beef
Beef	Dairy	Dairy
Dairy	Dairy Goat	Dairy Goat
Dairy Goat	Meat Goat	Meat Goat
Meat Goat	Poultry	Poultry
Poultry	Rabbits	Rabbits
Rabbits	Sheep	Sheep
Sheep	Swine	Swine
Swine		

Exhibit Suggestions:

- Items constructed (such as feeding systems or show equipment) or science exhibits focusing on one of the four divisions listed above.
- These projects may be enhanced with 3-dimensional displays, posters or notebooks

State Fair trips will be available. Exhibits will be judged during Livestock Encampment and 4-H'ers may exhibit both an animal (if awarded a trip from the county show) and a Science of Animal Educational Exhibit. NOTE: Llama-Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

LIVESTOCK CHECK-IN TIMES:

Wednesday (of fair week) from 12:00 – 8:00 p.m. Thursday (of fair week) from 9:00 a.m. – 12:00 p.m.

*Goats must be checked in on Wednesday.

^{*}Contact your specie superintendent with questions regarding the animal check-in process.

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Superintendent: John Gilbertson Jr. - 218-556-1675; Shelly Gilbertson - 218-556-9901; gilfam@paulbunyan.net

or Linda Binkley - 218-760-8014; ldabink@paulbunyan.net

Birth Dates

Breeding Heifer – Spring Calf January 1 – May 15, 2025

Breeding Heifer – Fall Calf September 1 – December 31, 2024

Breeding Heifer – Summer Yearling May 1 – August 31, **2024**Breeding Heifer – Junior Yearling January 1 – April 30, **2024**

Breeding Heifer – Senior Yearling September 1 - December 31, 2023

Cow/Calf Calves must be born between January 1 - May 15, 2025

Prospect Market Calves January 1 – May 15, 2025

Market Beef January 1 – August 31, 2024

Dairy Steers January 1 – August 31, 2024

BREEDING HEIFER

Beef - Registered Spring Calf Beef - Registered Fall Calf

Beef - Registered Summer Yearling Beef - Registered Junior Yearling Beef - Registered Senior Yearling Beef - Commercial Spring Calf Beef - Commercial Fall Calf

Beef - Commercial Summer Yearling Beef - Commercial Junior Yearling Beef - Commercial Senior Yearling

Requirements:

Beef heifer registration paperwork and/or lease agreements must be on file in the Extension 4-H Office by May 15 of the current year.

COW AND CALF

Beef - Cow and Calf Pair

PROSPECT CALF

Beef - Heifer Calf Beef - Steer Calf

MARKET BEEF

Beef - Market Steer - Natural Beef - Market Steer - Slick Shorn

Beef - Market Heifer

Requirements:

Recommended minimum weight for State Fair is 1,000 pounds; recommended maximum weight is 1,500 pounds.

DAIRY STEER

Beef – Pure Breed Dairy Steer Beef - Crossbred Dairy Steer

Requirements:

- Recommended minimum weight for State Fair is 1,000 pounds; recommended maximum weight is 1,600 pounds. Pure Breed Dairy
 Steers must be 100% dairy breed. The following breeds will be accepted without registration papers: Ayrshire, Brown Swiss, Guernsey,
 Holstein, and Jersey. Milking Shorthorn dairy steers must be registered with the American Milking Shorthorn Society and not carry the
 "S" suffix.
- Dairy Steers showing permanent teeth may be shown, but they can place no higher than a red ribbon and they will not be eligible for State Fair or auction.

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Crossbred Dairy Steers must be at least 50% from the acceptable breeds listed for the Pure Breed Dairy Steer division, with the
balance being from any other beef or dairy breed; however, the steers must show adequate dairy steer characteristics, as
determined by the screening committee. Exhibitors should be prepared to identify the breeds of their crossbred dairy steer.

BEEF SHOWMANSHIP

Beef Showmanship - Ribbon Only

BEEF POSTER

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

BEEF INTERVIEW

Beef Interview

BAIRY

Superintendent: Amber Weber 218-766-5841; amberfast2013@gmail.com

Jane Hanks 2518-407-1790; janehanks13@gmail.com

When you plan to use an animal again, ID's from previous years need to be signed and dated again each year.

Birth Dates:

Spring Calf March 1, **2025** - May 31, **2025**

Winter calf December 1, 2024 – February 28, 2025 Fall calf September 1 – November 30, 2024

Summer yearling June 1 – August 31, **2024**Spring yearling March 1 – May 31, **2024**

Winter yearling December 1, 2023 – February 29, 2024
Fall yearling September 1 – November 30, 2023

Milking Yearling Born Sept 1, 2023 or later that has freshened & in milking form

Junior two year old March 1 – August 31, 2023

Senior two year old September 1, 2022 – February 28, 2023

Three year old cows September 1, 2021 – August 31, 2022

Four year old cows September 1, 2020 – August 31, 2021

Aged cow Born before September 1, 2020

Dry cow of any age

Use the following Classes, with the Divisions (breeds) and birth dates above, to indicate the age of your project animal(s):

HOLSTEIN REGISTERED

Dairy - Spring (Junior) Calf Dairy - Winter Calf Dairy - Fall Calf

Dairy - Summer Jr. Yearling Dairy - Spring Jr. Yearling Dairy - Winter Sr. Yearling Dairy - Fall Sr. Yearling Milking Yearling

Dairy – Two-Year-Old Cow

Dairy - Three-Year-Old and Older Cow

Dairy - Dry Cow

HOLSTEIN COMMERCIAL

Dairy - Spring (Junior) Calf Dairy - Winter Calf

Dairy - Fall Calf

Dairy - Summer Jr. Yearling Dairy - Spring Jr. Yearling Dairy - Winter Sr. Yearling Dairy - Fall Sr. Yearling Milking Yearling

Dairy - Two-Year-Old Cow

Dairy - Three-Year-Old and Older Cow

Dairy - Dry Cow

Requirements:

- Senior Yearlings that have calved must compete in the two-year-old cow class.
- Advanced classes must show a complete butterfat record for 305 days.

DAIRY SHOWMANSHIP

Dairy Showmanship – Ribbon Only

DAIRY POSTER

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

DAIRY INTERVIEW

Dairy Interview

DAIRY GOAT

Superintendent: Kristi Norland – 218-766-4039; kpick@paulbunyan.net

BIRTH DATES:

Junior Kid Doe

April 1 – June 30, 2025

Senior Kid Doe

January 1 – March 31, 2025

Dry Yearling Doe (never kidded)

Milking Yearling Doe

January 1 – December 31, 2024

Milking Two Year Old Doe

January 1 – December 31, 2024

Milking Two Year Old Doe

January 1 – December 31, 2023

Milking Doe - 3 Years and under 5 Years

Milking Doe - 5 Years and older

April 1 – June 30, 2025

January 1 – December 31, 2024

January 1 – December 31, 2023

born in 2021 or 2022

Milking Doe - 5 Years and older

DAIRY GOAT

Dairy Goat Jr. Doe Kid
Dairy Goat Sr. Doe Kid
Dairy Goat - Dry Yearling Doe
Dairy Goat - Milking Yearling Doe
Dairy Goat - Milking 2 Year Old Doe
Dairy Goat - Milking 3 - 4 Year Old Doe
Dairy Goat - Milking 5+ Year Old Doe

NOTE: For safety reasons all dairy goats must be dis-budded/dehorned.

Regrowth of less than ONE INCH allowed.

DAIRY GOAT SHOWMANSHIP

Dairy Goat Showmanship

DAIRY GOAT POSTER

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

DAIRY GOAT INTERVIEW

Dairy Goat Interview

DOG

Superintendent: Lori Brama – 218-760-6511; Irbrama@gmail.com

Note: Dogs are NOT allowed to be kept at the County Fair and only allowed on the grounds for show judging.

- Dog Obedience, Rally, and Showmanship will be judged on Thursday, July 24 at 6:00 p.m. prior to the Fair.
- Dog Agility show will be on Thursday, July 31, at 6:00 p.m.
- Optional Dog Agility Demonstration show on Wednesday of fair week at 6:30 p.m. in the dog arena.

Requirements:

- A dog may be shown in the dog show **OR** the pet show, **not both!**
- 4-H'ers 3rd grade and up are eligible for county and state dog show.
- Dogs must have current vaccinations and proper obedience and/or showmanship equipment.
- If you are not sure which obedience class you should be in, select "Dog Obedience" or "Dog Showmanship" on fair registration and leave code blank. Show coordinator will check with obedience instructors and past show records to determine class.
- Height divisions to be made at State Dog Show.

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- 4-H'ers shall exhibit in the classes corresponding to the level of training they and their dog have received. Additional information, class requirements, and rules/regulations can be found in the Minnesota 4-H Agility, Obedience, Rally and Showmanship rules and guidelines (four separate publications) available on the MN 4-H dog project website (z.umn.edu/mn4hdogproject).
- All dogs must be vaccinated according to the requirements listed on the MN 4-H Dog Project Identification Form and Vaccination Verification Form. Dog ownership ID forms and vaccination record form must be on file at the 4-H Office by May 15th of the current year.

DOG AGILITY

- Dog Pre-Agility
- Dog Agility Beginner
- Dog Agility Elementary
- Dog Agility Intermediate
- Dog Agility Senior
- Dog Agility Advance
- Dog Limited Agility
- Dog Jumpers 1A
- Dog Jumpers 1B
- Dog Jumpers 2
- Dog Jumpers 3
- Dog Limited Jumpers

DOG RALLY

- Dog Rally Foundation
- Dog Rally Beginner
- Dog Rally Novice
- **Dog Rally Graduate Novice**
- Dog Rally Intermediate
- Dog Rally Advanced
- Dog Rally Pre-Excellent
- Dog Rally Excellent
- Dog Rally Pre-Master
- Dog Rally Master
- Dog Rally Veterans

DOG OBEDIENCE

- Dog Obedience Foundation
- Dog Obedience Beginner
- Dog Obedience Graduate Beginner
- Dog Obedience Novice
- Dog Obedience Graduate Novice
- Dog Obedience Pre-Open
- Dog Obedience Open
- Dog Obedience Graduate Open
- Dog Obedience Pre-Utility
- Dog Obedience Utility
- Dog Obedience Veterans
- Dog Obedience Brace
- Dog Obedience 4 Dog Team

DOG SHOWMANSHIP

- Dog Showmanship Novice
- Dog Showmanship Open
- Dog Showmanship Excellent

DOG INTERVIEW

Dog Interview

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OTHER DOG

Basic Care and Grooming - County class ONLY, no regional show options. Open ONLY to beginners in their <u>first</u> year of the project who have trained completely on their own for basic manners (not form obedience exercises). The class will be judged on general condition, appearance, and overall dog manners.

GOAT DAIRY

See "Dairy Goat" section

GOAT MEAT

See "Meat Goat" section

HORSE

Superintendent: Tessa Drevlow – 218-556-2048; drevlow@paulbunyan.net

HORSE HELMET POLICY:

All 4-H'ers participating in any 4-H sponsored mounted activity are required to wear properly fastened ASTM/SEI approved protective headgear. Helmet use is required when mounted. This policy also extends to 4-H volunteers when they are working with 4-H youth in a 4-H volunteer role during mounted activities.

Additional information can be found on the Horse project page (z.umn.edu/4HHorseProject)

- Classes may be combined or split depending on number of entries.
- Horses must be identified on the appropriate 4-H ID form or lease agreement by May 15th of the current year and on file at the 4-H Office.
- A copy of the negative EIA (Coggins) test should be on file at the 4-H office by May 15th.
 AN EIA (Coggins) NEGATIVE TEST WITHIN TWELVE MONTHS OF SHOW IS REQUIRED!!

Use the following grade classes to enter the Horse divisions.

Senior Grade 9+
Intermediate Grade 6-8
Junior Grade 3-5

ENGLISH EQUITATION - Premium Class

Horse - English Equitation – Hunt Seat - Grades 9+ Horse - English Equitation – Hunt Seat - Grades 6-8 Horse - English Equitation – Hunt Seat - Grades 3-5 Horse - English Equitation – Saddle Seat - Grades 9+ Horse - English Equitation – Saddle Seat - Grades 6-8 Horse - English Equitation – Saddle Seat - Grades 3-5

ENGLISH PLEASURE - Ribbon Class Only

Horse - English Pleasure - Hunt Seat - Grades 9+ Horse - English Pleasure - Hunt Seat - Grades 6-8 Horse - English Pleasure - Hunt Seat - Grades 3-5 Horse - English Pleasure - Saddle Seat - Grades 9+ Horse - English Pleasure - Saddle Seat - Grades 6-8 Horse - English Pleasure - Saddle Seat - Grades 3-5

WESTERN HORSEMANSHIP - Premium Class

Horse - Western Horsemanship, All Gaits, Grades 9+ Horse - Western Horsemanship, All Gaits, Grades 6-8 Horse - Western Horsemanship, All Gaits, Grades 3-5

WESTERN PLEASURE - Ribbon Class Only

Horse - Western Pleasure - Stock Type - Grades 9+
Horse - Western Pleasure - Stock Type - Grades 6-8
Horse - Western Pleasure - Stock Type - Grades 3-5
Horse - Western Pleasure - Pleasure Type - Grades 9+
Horse - Western Pleasure - Pleasure Type - Grades 6-8
Horse - Western Pleasure - Pleasure Type - Grades 3-5

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RANCH PLEASURE - Ribbon Class Only

Horse - Ranch Pleasure - Grades 9+

Horse - Ranch Pleasure - Grades 6-8

Horse - Ranch Pleasure - Grades 3-5

HORSE COSTUME

Horse - Costume, Grades 9+

Horse - Costume, Grades 6-8

Horse - Costume, Grades 3-5

TRAIL CLASS - Ribbon Class Only

Horse - Trail Class, Grades 9+

Horse - Trail Class, Grades 6-8

Horse - Trail Class, Grades 3-5

SHOWMANSHIP AT HALTER – Premium Class

Horse - Showmanship Grades 9+

Horse - Showmanship Grades 6-8

Horse - Showmanship Grades 3-5

POLE WEAVING - Premium Class

Horse - Pole Weaving, Grades 9+

Horse - Pole Weaving, Grades 6-8

Horse - Pole Weaving, Grades 3-5

JUMPING FIGURE 8 - Ribbon Class Only

Horse - Jumping Figure 8, Grades 9+

Horse - Jumping Figure 8, Grades 6-8

Horse - Jumping Figure 8, Grades 3-5

KEY RACE – Ribbon Class Only

Horse - Key Race, Grades 9+

Horse - Key Race, Grades 6-8

Horse - Key Race, Grades 3-5

BARREL RACE - Premium Class

Horse - Barrel Race, Grades 9+

Horse - Barrel Race, Grades 6-8

Horse - Barrel Race, Grades 3-5

HORSE INTERVIEW

Horse - Interview. Grades 9+

Horse - Interview, Grades 6-8

Horse - Interview, Grades 3-5

HORSE POSTER

Horse - Poster, Grades 9+

Horse - Poster, Grades 6-8

Horse - Poster, Grades 3-5

EQUESTRIANS WITH DISABILITIES

Assisted: Flat Class-Western or English Equitation, walk, trot with volunteer/mentors as needed (Premium Class)

Assisted: Obstacle Game Class, Key Hole pattern, walk, trot with volunteer/mentors as needed (Premium Class)

Unassisted: Flat Class-Western or English Equitation, walk, trot, unassisted (spotter requested) (Premium Class)

Unassisted: Obstacle Game Class, Key Hole pattern, walk, trot, unassisted (spotter requested) (Premium Class)

HORSE TRAINING

Horse - Training Steps 1 – 6 (Ribbon Class Only)

HORSE ACHIEVEMENT - Ribbon Class Only - Level 6

Requirements:

- 1. Open to any member completing Levels 1-5 of the Achievement Program at County Level.
- 2. See State Horse Show Handbook for further details.

HORSE RELATED (Located in General Projects Division in FairEntry)

Horse- Horse Related, Grades 9+ Horse- Horse Related, Grades 6-8 Horse - Horse Related, Grades 3-5

Requirements:

- Must be enrolled in the Horse project to exhibit in this division
- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has
 made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.

HORSELESS HORSE EXHIBIT (Located in General Projects Division in FairEntry)

Horse - Horseless Horse, Grades 9+ Horse - Horseless Horse, Grades 6-8 Horse – Horseless Horse, Grades 3-5

Requirements:

- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Horseless Horse is limited to exhibitors whose household <u>DOES NOT OWN</u> or lease a horse. Others <u>must</u> enter Horse Related.
- Exhibits are conference judged with the exhibitor present on Tuesday of the fair at the 4-H Building
- This exhibit area is for youth who do not own or lease a horse. Youth should exhibit in this category if they participate in the horseless horse program with a mentor horse. If they do own or lease their own horse, they may exhibit the same style exhibit in the Horse Related area

HORSELESS HORSE SKILLS CLASS

Horse - Horseless Horse Level 1, Grades 6+

Horse - Horseless Horse Level 1, Grades 3-5

Horse - Horseless Horse Level 2, Grades 6+

Horse - Horseless Horse Level 2, Grades 3-5

Horse - Horseless Horse Level 3, Grades 6+

Horse - Horseless Horse Level 3, Grades 3-5

Requirements:

- Youth will complete a level in the horseless horse booklet prior to the show. The booklet will include answering knowledge questions and learning hands-on skills. An example of a knowledge question would be to list 4 breeds of horses and describe their uses. An example of a skill to demonstrate would describe and demonstrate how to properly back a horse on the halter 4 steps.
- The booklet must be signed prior to the show by a Horseless Horse Volunteer, Mentor or 4-H Extension Staff attesting to that the youth has completed the booklet, can complete the skills and is prepared for the judging experience.
- Youth can only test and exhibit one level per year.
- They will use a mentor's horse in the ring. The horse will be used to aid in answering the judges questions and demonstrating skills.
- Youth will demonstrate and interview one-on-one with the judge, on exhibitor at a time.
- The judging will be a combination of demonstrating these skills and answering interview questions from the judge. The judge will select a
 number of skills and knowledge based questions related to the booklet (not all of them).

LLAMA – ALPACA

Superintendent: Sarah Karvakko - 218-766-8947; sarah.karvakko@karvakko.com

<u>Birthdates:</u> 4-H Llama-Alpaca projects must be born prior to January 1, 2025.

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Gender:

- No sexually intact male above 18 months is eligible for exhibition.
- 4-H Llama-Alpaca projects must be born prior to January 1, 2025.
- No companion animals (no buddies and no nursing mother's allowed)

LLAMA-ALPACA - COSTUME

(Exhibitor must be on foot)

LLAMA-ALPACA – OBSTACLE COURSE

LLAMA-ALPACA - PUBLIC RELATIONS

LLAMA-ALPACA -- SHOWMANSHIP -Ribbon Class Only

Llama-Alpaca, Grades 3-5 Llama-Alpaca, Grades 6-8 Llama-Alpaca, Grades 9+

LLAMA-ALPACA FLEECE

LLama -Alpaca Fleece

LLAMA-ALPACA POSTER

LLama -Alpaca Poster - Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements under LLama -Alpaca information.

LLAMA-ALPACA INTERVIEW

Llama-Alpaca Interview

NOTE: 4-H'ers who participate in the Llama - Alpaca Costume Contest at the State Fair will receive a cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.

MEAT GOAT

Superintendent: Kristi Norland – 218-766-4039; kpick@paulbunyan.net

Birth dates:

Market goat

Meat market goat (wether)	Nov 1, 2024 – April 30, 2025
Meat market goat (doe)	Nov 1, 2024 – April 30, 2025
Dairy market goat (wether)	Nov 1, 2024 – April 30, 2025

Wether Dam

Wether dam yearling (never kidded)

Sept 1, 2023 - Aug 31, 2024

Wether dam kid

Sept 1, 2024 - April 30, 2025

Meat goat breeding does

Senior yearling meat breeding doe (never kidded)

Junior yearling meat breeding doe (never kidded)

Fall yearling meat breeding doe (never kidded)

Sept 1, 2023 – Feb 29, 2024

March 1, 2024 – May 31, 2024

June 1, 2024 – Nov 30, 2024

Senior meat breeding doe kid

Dec 1, 2024 – Feb 28, 2025

Junior meat breeding doe kid

Mar 1, 2025 – May 31, 2025

NOTE: Pygmy Goats (all breeds) are classed as Meat Goats

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MARKET GOAT

Meat Market Goat - wether Meat Market Goat - doe Dairy Market Goat - wether

WETHER DAM

Wether dam yearling (never kidded) Wether dam kid

MEAT GOAT BREEDING DOE

Meat Goat - Senior Meat Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat - Junior Meat Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat - Fall Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat - Senior Meat Breeding Doe Kid, registered or grade
Meat Goat - Junior Meat Breeding Doe Kid, registered or grade

Requirements:

- Market animals must be a minimum of 40 pounds; recommended maximum weight of 110 lbs for state fair.
- Market wethers must be disbudded/de-horned. Re-growth must not exceed one inch. Cut (sawed) off horns are not permitted.
- Meat breeding does, wether dams and market does may have horns and they do not need to be capped or blunted.

FANCY MEAT BREED (i.e. Pygmy, Fainting, Kinder) (Not State Eligible)

Junior Breeding Doe Senior Breeding Doe Dry Yearling Breeding Doe

MEAT GOAT SHOWMANSHIP

Meat Goat Showmanship - Ribbon Only

MEAT GOAT POSTER

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

MEAT GOAT INTERVIEW

Meat Goat Interview

POULTRY

Superintendent: Vern Holzhueter – 218-751-2214; pinegrov@yahoo.com

Requirements:

- All poultry must have health certificate except, pigeons doves, and waterfowl and must be identified by a numbered leg band (contact Vern Holzhueter to inquire about leg bands & blood testing.)
 Market birds are NOT LEASABLE.
- Breeding classes will be judged on breed characteristics using the American Standard of Perfection as a guide.
- Members may enter only one exhibit in any single class and cannot enter the same birds in both 4-H and open class
- All exhibits must be of this year's hatch except, pigeon and dove breeding pairs.
- All pens must have all birds of the same breed and variety.
- To avoid over-finished **market chickens**, it is recommended that they be as near to 8–10 weeks of age at show time as possible. Six pounds and under fryer/broiler. 6–10 pounds roaster. Class will be split. Over 10 pounds will receive white ribbon.
- Market ducks, geese, guineas and turkeys should be well filled out in the breast and leg.
- Pigeons and Doves: The same birds cannot be exhibited two years in a row, even by another exhibitor, except a young bird may come
 as a young bird first year and come back the following year as part of a breeding pair.

CHICKENS (Current year's hatch)

Chickens - Market pen of two males or two females (hybrid meat type)

Chickens - Breeding pen of one male & two females (purebred)

Chickens - Bantam Breeding pen of one male & two females

Chickens - Egg production pen of two pullets, White egg layers

Chickens - Egg production pen of two pullets, Brown egg layers

Chickens - Non commercial egg production pen of two pullets, any color egg (not state fair trip eligible)

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DOVES

Doves - Purebred breeding pair (at least one-year-old)

Doves - Note: Breeding pair must have seamless band and be identified by May 15 in 4-HOnline.

DUCKS (current year's hatch)

Ducks - Market pen of two males or two females

Ducks - Breeding pen of one male & two females

Ducks - Bantam Breeding pen of one male & two females

GEESE (current year's hatch)

Geese - Market pen of two males or two females

Geese - Breeding pen of one male & two females

GUINEA (current year's hatch)

Note: ONLY Pearls, Whites and Lavender breeds can be shown:

Guinea - Market pen of two males or two females - same breed

Guinea - Breeding pen of one male & two females - same breed

PIGEONS

Pigeons - Utility, 1 Breeding Pair (must be at least 1 year old)

Pigeons - Utility, 1 Young bird Male or Female, 1 young bird, this year band

Pigeons - Fancy, 1 Breeding Pair (must be at least 1 year old)

Pigeons - Fancy, Young bird Male or Female, 1 young bird, this year band

Pigeons - Flying, 1 Breeding Pair (must be at least 1 year old)

Pigeons - Flying, Young bird Male or Female, 1 young bird, this year band

TURKEYS - Domestic only (current year's hatch)

Turkeys - Domestic Only - Market pen of two males or two females

Turkeys - Domestic Only - Breeding pen of one male & two females

Turkeys must originate from a hatchery or breeding flock that is classified under the National Poultry Improvement Plan (NPIP) as pullorum-typhoid clean, *Mycoplasma gallisepticum* clean and *Mycoplasma synoviae* clean; or be negative to pullorum-typhoid, *Mycoplasma gallisepticum* and *Mycoplasma synoviae* tests within 90 days prior to the opening date of exhibition. Testing is available at the Minnesota Poultry Testing Laboratory, Willmar, Minnesota (320-231-5170).

SHOW and HOBBY (No State Fair Trip)

Pair (one male and one female) of any type of poultry (hatched in current year) not listed in any other division. (Ex. peafowl, pheasants, partridge, quail etc.)

POULTRY SHOWMANSHIP

Poultry Showmanship – Ribbon Only

POULTRY POSTER

Poultry Poster - Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements under Poultry Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.

Poultry Promotional Poster (14" wide X 22" high vertical/portrait)

Poultry Educational Poster (14" wide x 22" high vertical /portrait)

POULTRY INTERVIEW

Poultry interviews

****** RABBIT

Superintendent: Audra & Paul Dahlheimer, 320-232-5904, audra91899@hotmail.com

- The selling of rabbits is <u>prohibited</u> during the fair. No "For Sale" or similar signs can be posted on cages or cage cards. Business cards can be distributed or posted (but in a space for that purpose, not on cages or cage cards.)
- No locks will be allowed on cages.
- 4-H exhibitors cannot enter the same rabbit in both 4-H and open class. Each member may make an entry in all (12) 4-H rabbit classes but cannot enter more than one rabbit in a single DEPT/DIV/CLASS, except the pen of three fryers, which are judged as one exhibit.
- Animal ID's must be on file at the 4-H Office by May 15th of the current year. Doe producing Market fryers MUST be owned and ID'ed by May 15th with the fryers ID'ed by July 15th.

Requirements:

- All breeds recognized by the American Rabbit Breeders Association are eligible. Rabbits will be judged according to ARBA standards.
- Each rabbit must be permanently tattooed in the left ear for identification purposes. Refer to Rabbit Information Sheet for additional details.

SMALL BREEDS

Rabbit - Small Breed Senior Buck over 6 months of age

Rabbit - Small Breed Senior Doe over 6 months of age

Rabbit - Small Breed Junior Buck under 6 months of age

Rabbit - Small Breed Junior Doe under 6 months of age

4 Class (small) rabbit breeds include Dutch, Florida White, Holland Lop, Jersey Wooly, Mini Lop, Mini Rex, Netherland Dwarf, Polish, Rex, American Fuzzy Lop, American Sable, Dwarf Hotot, English Angora, French Angora, Satin Angora, Belgian Hare, Britannia Petite, Standard Chinchilla, English Spot, Harlequin, Havana, Himalayan, Lilac, Lion Head, Rhinelander, Silver, Silver Marten, Thrianta and Tan.

LARGE BREEDS

Rabbit - Large Breed Senior Buck over 8 months of age

Rabbit - Large Breed Senior Doe over 8 months of age

Rabbit - Large Breed Intermediate Buck 6 - 8 months of age

Rabbit - Large Breed Intermediate Doe 6 - 8 months of age

Rabbit - Large Breed Junior Buck under 6 months of age

Rabbit - Large Breed Junior Doe under 6 months of age

6 Class (large) rabbit breeds include New Zealand, Satin, American Giant Angora, Bevern, Californian, Champagne d'Argent, Checkered Giant, American Chinchilla, Giant Chinchilla, Cinnamon, Crème d'Argent, Flemish Giant, French Lop, Hotot, English Lop, Palomino and Silver Fox.

MARKET RABBIT

Rabbit - Single Fryer, 3 ½ to 5 ½ pounds, not over 70 days old

Rabbit - Pen of three fryers, 3 ½ to 5 ½ pounds, not over 70 days old

RABBIT SHOWMANSHIP

Rabbit Showmanship - Ribbon Only

RABBIT POSTER

Rabbit Poster - Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the Rabbit Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.

Rabbit Promotion Poster (14" wide X 22" high vertical/portrait)

Rabbit Educational Poster (14" wide X 22" high vertical/portrait)

RABBIT INTERVIEW

Rabbit Interview

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*** SHEEP**

Superintendent: Rachael Neft – 218-556-0244; tnrcc@paulbunyan.net

Birth dates:

Fall Ewe Lamb Born between September 1 - December 31 of previous year

January Ewe Lamb

February Ewe Lamb

Born in January of current Year

Born in February of current Year

Born in March of current Year

Yearling Ewe Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors

Wether Dam Ewe Lamb Born on or after December 1 of previous year

Wether Dam Yearling Ewe Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors

Market Lamb Born on or after December 1 of previous year

BREEDING EWE

Sheep - Registered Yearling Ewe

Sheep - Registered Fall Ewe Lamb

Sheep - Registered January Ewe Lamb

Sheep - Registered February Ewe Lamb

Sheep - Registered March Ewe Lamb

Sheep - Commercial Yearling Ewe

Sheep - Commercial Fall Ewe Lamb

Sheep - Commercial January Ewe Lamb

Sheep - Commercial February Ewe Lamb

Sheep - Commercial March Ewe Lamb

Sheep - Wether Dam Ewe Lamb

Sheep - Wether Dam Yearling Ewe

MARKET LAMB

Market Wether Dam

Market Wether Male (by weight)

Market Lamb - Hair Breeds

Requirements:

- Recommended minimum weight for State Fair is 105 pounds; recommended maximum weight is 170 pounds.
- Lambs shown in the hair breeds division must be of straight hair sheep breeding. Crossbred hair sheep and wool breeding is not acceptable. See <u>2025 Animal Science Updates</u> (z.umn.edu/4-HAnSciUpdates) for more information.

LAMB LEAD

Lamb Lead

Requirements:

- Lamb lead exhibitors must groom and train a sheep and must wear a garment made from at least 60% wool. Garment is defined as a piece of clothing covering a main part of your body (not socks or accessories).
- Exhibitors will be judged based on project knowledge, poise, their outfit, and their lamb.
 - Classes may be combined depending on number of entrants

NOTE: 4-H'ers who participate in Lamb Lead at the State Fair will receive a \$30 cash award, provided by the Minnesota Livestock Breeders' Association (MLBA). These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.

SHEEP SHOWMANSHIP

Sheep Showmanship - Ribbon Only

SHEEP POSTER

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

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SHEEP INTERVIEW

Sheep Interview

FLEECE

Sheep Fleece

Requirements:

All 4-H'ers receiving a blue ribbon on their fleece may exhibit at the State Fair; no housing will be provided! Fleece needs to be at least 3" in length and no more than 13 months growth. Animals need to have been shorn in the past year.

SWINE

Superintendent: Steve Lapos- 218-251-3586, laposfamilyfarm@gmail.com; Jessica Carter -218-556-6994 jessicajocarter@live.com

Birth dates:

January Gilt Born in January of current year February Gilt Born in February of current year Born in March of current year

Market Barrow Born on or after January 1 of current year. Recommended farrow date in January or February.

Market Gilt Born on or after January 1 of current year. Recommended farrow date in January or February.

BREEDING GILTS

Swine - Registered January Gilt Swine - Registered February Gilt Swine - Registered March Gilt

Swine - Crossbred Breeding Gilts will be shown by weight

MARKET BARROW/MARKET GILT

Swine - Market Barrow Swine - Market Gilt

Requirements:

Recommended minimum weight for State Fair is 220 pounds; maximum State Fair weight is 300. Market barrows and market gilts weighing less than 220 pounds will show in their own class "Super Lightweights" and those 301 pounds and over will show in their own class "Super Heavyweights" and will be eligible for blue, red or white ribbons and are not eligible for champions at State Fair.

SWINE SHOWMANSHIP

Swine Showmanship - Ribbon Only

SWINE INTERVIEW

Swine Interview

GENERAL 4-H EDUCATION PROJECTS

Choose the "General Project" department in FairEntry to register for the following divisions.

ALL projects will be judged Tuesday, August 5 between 2:00 – 7:00 PM unless otherwise noted

If you plan to bring more than one item to be judged in a project area you must register multiple entries online in FairEntry.

(A maximum of <u>3 entries per project area</u>). See General Rules on pages 5 & 6 for additional requirements.

Exhibits may be dropped from registration list on entry day but none can be added.

For more information on the various project areas, visit extension.umn.edu/ways-participate-4-h/projects-and-more

*Not every exhibit class is State Fair eligible. Please consult with 4-H staff about specific eligibility.

***** AEROSPACE

Project Description

Share what you've learned about the latest in aerospace technology including airplanes, rockets, helicopters, drones, balloons, etc. Aerospace includes any objects that fly within the Earth's atmosphere and outer space.

Exhibit Suggestions:

- Build a model (rocket, airplane, satellite) and identify the parts.
- Explain the science of how airplanes fly.
- Explain how the model rocket flies.
- Design or build your own rocket or airplane and explain how it works
- Identify parts of a hot air balloon and how they work.
- Discover and identify the basic parts of a helicopter and how they work.
- Make and demonstrate a hang glider.
- Demonstrate a drone and how it is used.
- Research UFOs and share your findings.
- Compare and contrast different types of kites (flat, box, parafoil, etc).
- Discuss the pros and cons of different types of flight (airplane vs helicopter vs jet, etc).
- Explore careers in this project area and explain why they interest you.

Requirements:

- Models or other project objects can be used during the judging process.
- Flyable models should be ready for flight (do not include fuel or engines); recovery systems should be in place and operative.
- Members should be familiar with safety codes in the 4-H curriculum or that accompany the kit.

AGRONOMY

See "Plant Science" section

BICYCLE

Exhibit Suggestions:

- Exhibit showing built, restored, reconditioned or rebuilt bikes.
- Display showing types of bikes, parts of a bike, maintenance, traffic rules, bicycling hazards, city/county/regional bike or active transportation plans, how to wear a helmet, equipment used to teach others about bike repair or first aid, etc.
- Documentation (such as slideshow, notebook, picture book, poster or film) of a bike rodeo or other bike event you helped with, or research on some other aspect of bicycling that was presented to a class, committee, or service club.



See "Pets" section

**** CHILD & FAMILY DEVELOPMENT**

Proiect Description:

Share what you've learned about being self-reliant and responsible, how to handle emergencies and develop home-alone skills. Child & Family Development includes home safety, age-appropriate toys, nutritious snacks for children and how to create a poem, story or game.

Exhibit Suggestions:

- Toy, game, puzzle, puppets, art/craft materials, etc., made from new or recycled/throw-away material.
- Babysitting kit/travel kit/rainy day kit.
- Original book, story, poem, song, play, cookbook, audio or video tape and narrative, activity book, safety manual for children.
- Scrapbook, photographs, items, reports, video, etc., on family heritage with description of what was learned about self and family.
- A creatively developed program and/or item used for or with a person with differing abilities (i.e. learning difficulties, physically impaired, etc.).
- Display exploring different types of families (nuclear, blended, single parent, childless, foster, etc).
- An educational display explaining foster care/foster families in Minnesota
- Display exploring resources for children alone at home (i.e. activities, games, kits).
- An educational display about youth mental health. Explore strategies to help youth cope with stress, anxiety, etc. with busy bags, sensory bottles/activities, conversation tips, etc.
- Display sharing your experience job shadowing an early childhood education provider, child care provider or another youth worker.
- An educational display with resources available to lower income families (i.e. WIC, Food Shelf, etc).

Requirements:

- Exhibitors should be prepared to discuss, in conference judging, the age and other characteristics of the child for whom
 the exhibit is intended and how the exhibit contributes to the child's growth, development, and well-being.
- If the exhibit is designed to be interactive with children, the item should be used with children before exhibiting and a
 photograph of this activity should accompany the exhibit. Signs of use will not detract from the placing of the exhibit.



CITIZENSHIP

Exhibit Suggestions:

- Highlight of community projects and/or citizenship activities which you or your club completed under your leadership. Include plans
 of action as well as the impact of each.
- An educational display illustrating the description of a service project, which may include: how you identified the need in your community, developed a project to address the need, carried out the project, and reflected on the results.
- An educational display illustrating how you've researched, reflected, and learned more about yourself, your family, and your friends.
- An educational display illustrating how you've researched, reflected on, and learned more about your community, its history, and how to be a good neighbor.
- An educational display illustrating how you've developed a tour of a local community, government or community agency;
 learned how government functions; and learned about police, fire protection, health, sanitation, safety, and tourism in your community.
- A display on different parts of the world, highlighting their cities, culture, history and more.
- A display explaining how you organized and led tours in your towns, communities, courthouse or historic places.
- An educational display on how the government works or the functions of various government agencies.
- A display on community organizations, agencies or service departments like fire departments, police departments, sanitation, tourism, etc.
- Complete a service project and create a display of what you did and why you did it.

<u>CLOTHING & TEXTILES: Constructed Clothing, Upcycled Clothing, Purchased Clothing, AND FASHION REVUE</u> will be **JUDGED** on **Wednesday, July 23 at Evangelical Covenant Church, Bemidji.** Please register your exhibit in FairEntry by end of day, July 15.

CLOTHING AND TEXTILES

Clothing & Textiles exhibits should be finished, clean and pressed for exhibition. Exhibits can be used before showing, but should be cleaned before exhibiting. Garments and sewn non-garments should be appropriate for the skill level and experience of the exhibitor.

CONSTRUCTED CLOTHING

Exhibit Suggestions:

- Include an information tag listing: pattern company name and number or inspirational photo for design, fiber content of fabric
 and care instructions.
- Constructed garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Constructed garment utilizing a fabric or technique new to the exhibitor, such as synthetic suede, active sportswear, micro-fibers, satin, etc.
- Using tailoring techniques to construct a garment
- Wearable art that can be included as part of the constructed garment.
- Educational poster or display on a clothing or textiles subject of your choice. Examples: career in industry, difference in fabric, how fabric is made, evolution of clothing, cost comparison, clothing selection, care of fabric, etc
- Garment mended, repaired or recycled, with color photo of original garment and explanation of steps used.

UPCYCLED CLOTHING

Exhibit Suggestions:

- Significant alterations to a garment. Examples: oversized t-shirt made into a cinched t-shirt dress, alternating the style of the garment, updating an old prom dress to make it current, etc.
- Wearable art that can be added to purchased garment.

Requirements:

- An upcycled garment is one that is constructed from a previously worn garment that has been updated/altered in a way to produce a new garment.
- Colored photo of original garment and colored photo of new garment

PURCHASED CLOTHING

Exhibit Suggestions:

- Additional information that could be included in 8 ½" x 11" binder:
 - Cost per wear
 - Cost comparison (construction vs. purchased)
 - Inventory of wardrobe (not including undergarments)
 - Educational facts about fabric in garment(s)
 - Additional photos showing ways it can be used in existing wardrobe
 - Accessories/shoes worn
 - Any other educational information not listed above
- Purchased garments such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Pre-used garments not altered. Examples: thrift store, garage sale, hand-me-down, etc.

Requirements:

- The purchased garment or outfit must be accompanied by an 8-1/2" x 11" binder with the following information:
 - Colored photo of member wearing the garment. Label photo with name, county, and color of complexion, hair and eyes.
 - Cost of garment and explanation of why garment was purchased
 - Fabric content and care of garment
 - Examples of ways it will be used in existing wardrobe
 - Sale receipt and tags, if available

SEWN NON-GARMENT

*Judged at county fair on Tuesday of Fair week during General Exhibit judging.

Exhibit Suggestions:

- Non-clothing sewn, constructed item. Examples: simple home or clothing accessory item such as a pillow, apron, book bag, belt, placemat, gym bag, sewing kit, etc.
- Non-clothing article using a pattern or your own idea.

Requirements:

Include an information tag listing: pattern company/kit name or source, fiber content of fabric and care instructions.

CLOTHING & TEXTILES- FASHION REVUE

FASHION REVUE - CONSTRUCTED CLOTHING

FASHION REVUE - PURCHASED CLOTHING

FASHION REVUE - UPCYCLED CLOTHING

Fashion Revue Constructed or Purchased or Upcycled Exhibit Suggestions:

- Judging is on the overall completed look which includes the outfit, accessories and overall appearance

Fashion Revue Constructed or Purchased or Upcycled Requirements:

- Participants may model any clothing they have constructed, purchased or upcycled as a part of their 4-H clothing project.
- Garments are required to be modeled during conference judging and fashion show.

Note: At State Fair, clothing exhibitors can use the same garment to participate in both fashion revue and the corresponding clothing & textiles project in the same year. Example: Constructed fashion revue exhibits can be judged in the constructed clothing area (or vice versa).

<u>CLOTHING & TEXTILES: Constructed Clothing, Upcycled Clothing, Purchased Clothing, AND FASHION REVUE</u> will be **JUDGED** on **Wednesday, July 23 at Evangelical Covenant Church, Bemidji.** Please register your exhibit in FairEntry by end of day, July 15.

*Fashion Revue participants will model outfit(s) at the County Fair **Fashion Revue Show**. The Fashion Revue Show will be held on **Tuesday, of fair week, at 7:00 pm** at the Shutter Stage.

CLOVERBUDS

See the Cloverbud section on page 12-13

COMPUTER

See "Technology" section

**** CONSUMER EDUCATION & MONEY MANAGEMENT**

Project Description:

Share what you've learned about being a good consumer as you explore smart shopping, income and expenses, saving money, credit, and needs vs. wants.

Exhibit Suggestions:

- A budget workbook, income/expenses graphs, impact of supply chains on consumers, savings plans, etc.
- Junior exhibitors: a basic comparison of similar products with different pricing.
- Intermediate exhibitors: include additional aspects of products other than just price
- Senior exhibitors: compare numerous components (nutritional value, cost per ounce, fabric content, longevity, etc).

CRAFTS & FINE ARTS

CRAFTS

1* Crafts - Grade 9+

2* Crafts - Grade 6-8

3 Crafts - Grade 3-5

Exhibit Suggestions:

- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring masterful craftsmanship.
- Work directly from a kit, diamond painting, social media influenced/inspired, LEGO kits, model replicas, no sew/tie blankets, ceramic casts, paint by number, etc.



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Requirement:

- Each exhibit will be evaluated on its individual merit as a craft/kit.
- Emphasis is on the creative process and the implementation of design elements and principles. The craft/kit exhibit develops from someone else's ideas and can be easily replicated, modified and repeated by others.
- All projects need to be presented in a finished manner.

FINE ARTS

4* Fine Arts - Grade 9+ 5* Fine Arts - Grade 6-8 6 Fine Arts - Grade 3-5

Exhibit Suggestions:

- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring mastery.
- Original work (no kits) in drawing, painting, sculpture, paint pouring, textiles, pottery, jewelry making, fiber art, quilling, etc

Requirements:

- Each exhibit will be evaluated on its individual merit as an original fine art.
- Emphasis is on the creative process and the implementation of design elements and principles. The fine art exhibit should show proof that it is developed from the 4-H'ers own ideas and imagination.
- All art objects must be appropriately finished. For state fair eligible: exhibits must be ready for hanging, displaying, etc. (i.e. wire or hooks on paintings, bases for 3 dimensional work, etc.)

CREATIVE WRITING

Project Description:

Exhibits could include written short stories, poems, essays, play scripts, speeches, memoirs, social media posts, articles, blog posts, graphic novels, etc.

Exhibit Suggestions:

- Series of original poems.
- An original short story.
- A children's story or a story written specifically for young children, typically includes illustrations
- Series of social media posts or an article educating the public on a topic you are passionate about.
- An original graphic novel including characters' dialogue, plot line and illustrations.
- A display on the different types of poems or your favorite author
- A display on "What is Creative Writing?"

Requirement:

- Creative Writing exhibits should be an original written piece; if the work of others are quoted or included, be sure to include proper citation.
- Display your work in a way that can be viewed by fairgoers (printed in a binder, written on a canvas, hung on a display, etc.)

CROP SCIENCES

CORN

See "Plant Science" section

SMALL GRAINS & LEGUMES

See "Plant Science" section

DEMONSTRATIONS Information located under <u>PUBLIC PRESENTATIONS</u> on page 44. *Note judging and evaluation days.



See "Pets" section

Note: Dog Show Entries can be found on the AnSci Pages



See "Mechanical Science" section

ENGINEERING DESIGN

See more on the Engineering Design project page (extension.umn.edu/4-h-stem-projects/4-h-engineering-design-project)

AQUATIC ROBOTICS

See "Technology" section

ENGINEERING DESIGN

Project Description:

Engineering design projects are the creation, building, or tackling of solutions. Key to these projects is employing the engineering design process to effectively develop solutions.

Exhibit Suggestions:

- Using everyday items to build a simple machine to complete a simple task
- Using everyday items to create a product to solve a real-life situation
- Explore Engineering Design by using LEGO bricks to build and test creative solutions to real-world challenges or buildings
- Engineering a bridge using everyday items to create a bridge to sustain 5 pounds of weight
- Engineering an amusement park ride Use KNEX or other materials to design and build an amusement park ride
- Engineering a catapult/trebuchet use everyday items to create a machine to launch a marshmallow a minimum of 3 feet
- Engineer a wind turbine to solve a problem (for example: using wind energy to lift a bucket)
- Explore careers in this project area and explain why they interest you

Requirements:

 Provide a drawing of your design, including a description of the idea, problem or challenge being solved and an explanation of how the design process was used to develop a solution.

ENGINEERING DESIGN CHALLENGE LEVEL 1 & 2

Engineering Design Challenge Team Member:

Level 1 - Grades 3 – 8 (suggested)

Level 2 - Grades 7 -12 (suggested)

All members of the team must register to participate

An Engineering Design Challenge machine is based on a Rube Goldberg-type machine, an overly complex contraption designed to accomplish a simple task. The best machines use a variety of everyday items to create a series of chain-reaction steps to accomplish a simple task. In the project, youth engineering, physics, humor and storytelling, to create their machine.

Exhibit Suggestions:

- All members of the team must register to participate
- Display, binder, poster, and video illustrating the process of the doing the activity/project

Requirements:

- Please refer to the Engineering Design Challenge Level 1 and 2 Handbooks (z.umn.edu/4hedc) for complete details.
- Team size: 2 to 9 members
- The machine must complete a minimum of 10 steps
- The machine must operate in 2 minutes or less
- Machine size is 36 inches by 36 inches (standard card table)
- Describe how an engineering design process was used to complete the project.
- Provide a journal record illustrating the process of completing the project.
- Teams advancing to the State Fair will need to submit a video prior to attending the State Fair.

Note: The Engineering Design Challenge opportunity will take place at the Minnesota State Fair. Teams will participate in-person and present their machines for judging during their general encampment. Videos of machines running will be needed for the MN State Fair. Youth under 6th grade will receive participation ribbons only. Please refer to the Engineering Design Challenge Level 1 and 2 Handbooks (z.umn.edu/4hedc) for complete details.

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ROBOTICS*

See "Technology" section

ENTOMOLOGY

See "Natural Resources" section

EXPLORING ANIMALS

Project Description:

Intended as an introductory project area for youth who have limited experience with livestock/animal science. This area is a pathway to more in-depth study of the animal.

Exhibit Suggestions:

- An educational exhibit to show or explain something 4-H'er made, did, learned, or may explore consumer issues, breeds or careers.
- Poster, journal, video, 3 ring binder of animal being explored.
- Explore basic care & handling, basic feeding, basic housing, animal welfare & ethics, etc.

Requirements:

- This area is for 4-H'ers who wish to learn more about a given species. Animal ownership is not required.
- Exploring Animals include: Beef, Dairy, Dairy Goat, Meat Goat, Llama/Alpaca, Poultry, Rabbit, Sheep or Swine.
- Youth interested in cats, dogs, horses or other domesticated pets (guinea pigs, snakes, rats, etc) should see appropriate sections of the
 premium boo 4-H'ers enrolled in Exploring Animals, Beef, Dairy, Goat, Lama, Poultry, Rabbit, Sheep or Swine may exhibit in this
 category.

*** EXPLORING THE ENVIRONMENT/ENVIRONMENTAL SCIENCE**

See "Natural Resources" section

FISHING SPORTS

Exhibit Suggestions:

- Fish identification. Describe the habitat and food needs of selected fish; develop a panel display explaining the life history of a fish; create a model or exhibit identifying the parts of a fish.
- Fishing Knots: Identify how and where each knot is used; fishing equipment which is made or repaired such as lures, fishing rods and
 reels, ice fishing rig, or other fishing equipment
- Safety practices and techniques that are related to fishing (& ice fishing) or boating
- Examples of how water quality affects the fish ecosystem
- Create a display or diagram of Aquatic habitats, invasive species
- Tactics to fish for various species of fish, techniques and equipment used
- Cultural aspects of fishing
- Regional differences across the US/world. (Types of fish, environments, ways to fish, considerations)
- Research commercial fishing for food industry
- Explore careers in this project area and explain why they interest you
- Local Department of Natural Resources fishing regulations

Requirements:

- If any lures or pieces are part of a display, ensure that pieces are secured and hooks are not going to be a safety concern (enclosed).
- Do not include live fish as part of the exhibit.

FLOWER GARDENING

See "Horticulture" section

FOODS AND NUTRITION

FOODS

Exhibit Suggestions:

- Food items such as:
 - Bars & Cookies (no commercial mixes)
 - Breads (no commercial mixes)
 - Cakes (no commercial mixes)
 - Pastries (no commercial mixes)
 - Gluten Free Baked Goods
 - Homemade Meal
 - Other Homemade Food
 - Fun with Convenience Foods
 - o Recipe Adaptation to Improve Nutrition
 - Cake/Cupcake & Cookie Decorating
- Food science experiment
- Exhibit showing food and/or kitchen safety.
- Investigate food allergen of your choice
- Display about careers in the food industry



- Exhibit may be food items and/or displays.
- Exhibitors should be prepared to discuss with the judge: recipes, references, information sources, methods, etc., as appropriate to that
 exhibit.
- Exhibits containing perishable foods, which may be discarded, must include a colored photograph of the food. Print the photo and recipe on an 8 ½" x 11" paper.

Note: If food safety is a concern, judges reserve the right not to taste and/or judge foods items.

NUTRITION

Exhibit Suggestions:

- One serving of nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include 8½ x 11 poster showing nutritional value, recipe, and a photo of the food.
- Study of nutrients needed for yourself or someone else, using the dietary guidelines and MyPlate.
- Make a food or fitness plan for yourself or someone else and show how it relates to nutritional and energy needs. (Example: an athlete on a volleyball team, a teen who doesn't have a lot of time).
- Adapt a recipe(s) to show healthier ingredient choices.
- Study of how physical fitness and/or food choices are related to disease (such as: cancer, heart disease, osteoporosis, diabetes, etc.).
- Study of labels from similar food items, comparing important nutrient content like fat, fiber, and sugar.
- Explore nutrition-related careers

FOOD PRESERVATION

- Suggested exhibits include one (1) jar or one (1) bag of product:
 - Vegetables or fruits
 - Jams, jellies, preserves, low-sugar spreads (no frozen)
 - Pickled products (fermented or added acid, including pickles, sauerkraut, relishes, salsa).
 - Meats, poultry and/or fish. (Fish must be in pint jars.) Must be processed in a pressure canner.
 - Note: Preserved fish count toward the limit that can be in your possession.
 - Dried vegetables or dried fruits.
 - Dried herbs.
 - Beef or venison jerky.
- Learn about cottage food producer requirements in Minnesota
- Display about different methods of freezing foods
- Explore commercially available freezer bags to see which produces the best quality
- Display about preserving foods that you've hunted and/or caught
- Research different methods for harvesting and preserving butchered meat
- Make a poster about making freezer jams/jellies



- Research illnesses you can get from improper food preservation
- Teach others about safe canning methods
- Display about canning equipment and its purpose
- Learn about preserving foods in a pressure canner
- Compare current food preservation techniques with those used in the past

Requirements:

- Consult the authorities (University of Minnesota Extension/other state Extension publications, USDA, National Center for Home Food Preservation) and follow the recommendations for the year (or closest to) for all recipes, procedures, and processing times. Recipes from pectin packages, etc. are acceptable.
- All food preservation exhibits must be labeled or have a note card that includes county, name, grade, product, style of pack, processing
 method (boiling water bath or pressure canner), date, processing time, date processed and source of recipe. Pressure canned items
 indicate dial or weighted gauge and how many pounds of pressure used.
- Jars must be heat-tempered clear glass canning jars, not commercial glass jars (i.e. glass mayonnaise jars).
- All jars must be sealed. Jellies and jams must be covered with lids.
- Use pint jars for fruit, vegetables, and fish; one-half pint jars for jams and jellies; 2- 1 pint jars or one quart jar for pickled products.
- No artificial food coloring should be added to entries.
- Dried foods may be stored in glass jars, self-sealing plastic bags or airtight plastic bags. The quantity of dried foods should be: fruits and vegetables 1/2 cup or more of each, herbs 1/4 cup of each in whole leaf form, 3 strips of meat (i.e. venison or beef jerky).
- Foods must be preserved within the past year.

FOOD REVUE (judged prior to county fair)

Exhibit suggestions:

 Exhibitors may bring to the county showcase experience: one item of food from the menu; a place setting which includes dishes, silverware, linens and centerpiece for the course in which food is served.

Requirements:

- The display must be no larger than 30" square.
- Food Revue will be judged on food and nutritional knowledge, menu design/theme, table setting design, and cost information.
- Must include binder, which includes: Cover page, menu, cost, nutritional information, picture of place setting, picture of food, and one or more pictures of you in action preparing your meal. May also include a small poster of the menu, photo of exhibit, etc.
- Note: the judge may or may not taste the food.

FOREST RESOURCES

See "Natural Resources" Section



See "Vegetable, Fruit and Herb Gardening" section

FRUIT. VEGETABLE & HERB GARDENING

See "Vegetable, Fruit and Herb Gardening" section



See "Natural Resources" section

GLOBAL CONNECTIONS

Project Description:

Lessons on Global Citizenship are as close by as your local grocery store, library, highway or high school and can be as far away as places like Oslo, Nairobi or Hong Kong! Share what you've learned about exploring countries and learning about their government, history, people and popular cultures or further explore your own culture and traditions. This includes ways you have made a difference in your community and your world with a Global Connections project.

- Make a poster exploring your own culture. What are the important elements of your culture and how is it different from other cultures?
- Make a display of coins, stamps or postcards from other countries. How are they used? What is the meaning of the images on them?
- Record an oral history interview with someone from another culture living in your community.
- Service learning: Teach English to non-native English speaking people. What did you learn from doing this?



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- Make a collection of foreign recipes and prepare them for others. Consider Hmong or Somali cuisine, or another that of another Minnesota group.
- Prepare an exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.
- Prepare a display illustrating what you have learned about a country's or U.S. region's geography, economy, agriculture, people, language, housing, culture, music, crafts, clothing, holidays or other aspects.
- Pick a country to study, then look up which one of the fifty U.S. states has a similar population to that country. Create a presentation documenting the similarities and differences between the identified country and the state based on the following topics:
 - Climate and weather
 - Culture and traditions
 - o Food and cuisine
 - Language

HEALTH & WELLNESS

Exhibit Suggestions:

- Research and report on a health issue of your choice.
- Report on a community service project that you conducted or volunteered with that relates to a health issue or addresses
 a community need.
 - Include objectives, audience, timetable, program description, materials, community support and evaluation.
 - Examples might include food distribution centers, homeless shelters, vaccine clinics, blood drives, community run/walk events such as a 5K.
 - Share the results of a service project you conducted in your community to address a health-related need.
 - Make a personal connection with an organization or group working to address health disparities or health inequities in your community (for example, availability and access to safe and affordable housing).
- Conduct a community health assessment for your county, tribe, city or school. What are they doing well to support people's wellbeing?
 What challenges have arisen? What solutions are they offering to support the community? What will you do now that you have this information?
- Research resources that are available to you in your community. Does this provide information useful to you or your peer group? What did you learn and do with the information?
- Organize a peer support group, conference, a seminar, a workshop, or a chemical-free party. What is your goal in creating this group?
- Promote health through campaigns, activities, and events centered on specific health issues.
 - Create a health day/week at school or arrange a health topic at your 4-H club meeting.
 - o In collaboration with others (school, peers, etc.) develop an "anti-bullying" campaign to address Social Media Health.
- Create a Day in the Life Timeline to identify how you spend your day -
 - Where can you set goals to include more healthy practices such as mindfulness, fitness, movement, more fruits or vegetables, etc.?
 - Share some ways you incorporate self-care and/or mindfulness practices into your daily routines.
 - O How do you manage schedules/Stress Management?
 - What steps do you take to ensure you are nourishing your body throughout the day?
- Create a video or musical production addressing a cause that's connected to health and wellness.
- Design a model of the human skeleton and label the bones or learn about other organs and systems of the human body
- How does fitness, motion, or athletics fit into a healthy lifestyle for you
- Careers in the health science industry

HOME ENVIRONMENT

- Finished or refinished item, or reupholstered furniture with before and after photos.
- Repaired, restored, remodeled or upcycled item for the home.
- An article remade or reclaimed for the home with a link to the past, including history of use.
- Description, diagrams/photos, samples and cost of a redecorating or remodeling plan showing before and after.
- Item creation for the home for appeal or for practical use.
- Home organization and functionality (i.e. make a spice rack).
- Environmentally friendly home improvements; assess energy efficiency.

Requirements:

- Members exhibiting in this project should be prepared to discuss how their exhibit applies to the home, how and where it is used or displayed, and all details of how it was made or selected.
 - They should know about the subject matter of the specific exhibit, the materials used, how and why it was done, costs involved, and alternatives considered
- A photograph and details showing its place in the home environment must accompany exhibits that are items for the home.
- Pictures and wall hangings that are exhibited should be finished.
- Purchased kits are allowed to be used.

HORTICULTURE

FLOWER GARDENING

Exhibit Suggestions:

- When exhibiting cut flowers, we suggest:
 - o three stems of one variety of annual flowers, or
 - o one stem of a hardy perennial, or
 - one stem of summer flowering bulbs, or
 - one blossom of a tea rose, or
 - one stem of a hardy shrub rose.
- Flower bouquet or arrangement on any theme.
- Display of dried flowers with a card explaining the drying method.
- My Flower Garden Exhibit on poster board, not to exceed 22 x 28". Include a plan of the garden drawn to scale, the correct variety
 name and pictures (or photographs) of the flowers grown. Be prepared to discuss the process from soil preparation to blooming.
- Educational Exhibit showing the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows).
- A display using a 4-H project kit showing how plants or veggies absorb color and change their leaf color.

Requirements:

- Label each container according to kind or variety.
- Outdoor living flowers and plants are to be exhibited in this area (including Outdoor Fairy Gardens)
- Live plant material will be accepted if it can be maintained in a fresh condition with ease.

INDOOR GARDENING

Exhibit Suggestions:

- Two or more varieties of house plants with common and botanical names.
- Terrarium or dish garden: consider the terrarium material of general terrarium plants of native and woodland plants of Minnesota.
- Educational exhibit showing plant propagation, plant history, forcing bulbs, the life cycle of a flowering plant, etc.

- Indoor living flowers and plants are to be exhibited in this area (including Indoor Fairy Gardens)
- Potted Plants:
 - Flowering plants should be in bloom.
 - Foliage plants should be in vigorous condition.
 - Plants should be grown in the exhibited container for at least one month prior to the fair.
- Plants In Hanging Containers:
 - Container for the plant should not be more than 10" in depth or diameter.
 - Maximum total length of hanger and plant should not exceed 4'
 - Evaluation will include appropriateness of plant for a hanging container, condition, arrangement, hanger to container to plant relationship, and plants being well established.
- Terrariums:
 - The terrarium may not exceed 24" in any dimension.
 - Terrarium should be planted four to six weeks ahead of exhibiting.
 - Members must be able to identify all plant materials in their terrariums and know why they were selected for use (quality, container and design).



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- Fairy Garden:
 - Must include at least two types of live plants.
 - Gardens can be in an indoor container or outdoor display, with clear labeling of plant species.
 - Exhibits may include a brief written description (maximum 100 words) explaining the theme or story of the garden.
 - Plants should be grown in the exhibit container for at least one month before the fair.

LANDSCAPE DESIGN

Exhibit Suggestions:

- A 3D model of a landscaping design (24x36 inches)
- A binder detailing the exhibit with photos, design, budget, key explaining certain pieces in the design, etc...
- A colored design of the layout with colors. Adding explanation of why certain colored plants and what they add to the design.
- Using a computer and designing landscaping, garden areas or new treeline development.
- A display about turf management of golf courses vs baseball fields and why certain types of grasses are used.
- Types of turf grasses for home use.
- Creating a landscape project for a nursing home, hospital or other places with people in care. Using plants or bird feeders for patient comfort.
- Discussion options of either annual or perennial plants used.
- Pollinator gardens

Requirements:

- Include a design (paper or 3D model)
- Itemization of supplies, plants, trees, grasses, rocks, bricks, pavers, gates/fences, structures, and other materials used in the design
- A budget
- If multi-year, describe the yearly benchmarks.
- Identify software or computer programs used.
- Mentions elements of landscape design such as: Balance, Focalization, Simplicity, Rhythm and Line, Proportion, and Unity.

INDOOR GARDENING

See "Horticulture" section

INDUSTRIAL TECHNOLOGY

METAL WORK

Exhibit Suggestions:

- Metal work is the creation of metal structures by cutting, bending and assembling processes. It is a value-added process involving the
 creation of machines, parts, and structures from various raw materials. Could also include a display on properties, uses, or processing of
 metals
- It is encouraged that youth provide a binder or supporting documentation about the work on the project pictures of the process, statement of materials purchased or tools utilized etc.

WOODWORKING

Exhibit Suggestions:

- Woodworking is the skill of making items from wood (or wood substitute/alternative product), and could include cabinet making
 (cabinetry and furniture), wood carving, joinery, carpentry, woodturning or other wood manipulation techniques. Could also include a
 display on properties, uses, or processing of wood or wood alternatives.
- It is encouraged that youth provide a binder or supporting documentation about the work on the project pictures of the process, statement of materials purchased or tools utilized etc.

Requirements:

Please contact 4-H staff if your project is an oversized exhibit.

LAWN AND LANDSCAPE DESIGN

See "Horticulture" section

MECHANICAL SCIENCE

Project Description:

Includes (but not limited to) automotive, implement, heavy equipment, recreation vehicle, small engine, tractor, electric, type of projects. Includes past projects of Electric, Small Engines and Tractor.

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Exhibit Suggestions:

- An exhibit focusing on any mechanical science area such as (but not limited to) automotive, implement, heavy equipment, machine, recreation vehicle, small engine, tractor, electric:
- An educational display of some aspect of a machine or a piece of equipment use, operation, modification, repair, care, reconditioning, etc
- An educational display on the history, purpose, technology or design of a machine or a piece of equipment.
- Engine that has been reconditioned or repaired.
- A device constructed by a member utilizing a powersource.
- Restoration of an engine, vehicle, tractor, machine or implement (body work and/or mechanical)
- Modification of an engine, vehicle, tractor, machine or implement
- If bringing an engine, vehicle, tractor, machine or implement as a project, consider including a binder or display outlining your project process from research to project completion.
- Diagram of wiring in your home/farm showing switch locations, fuse boxes, wire size, capacities, fuse sizes, total bulk wattage, appliance
 wattage, number of circuits, and type of wiring installation.
- Explore careers in this project area and explain why they interest you

Requirements:

- Motorized projects must adhere to safe building and operating design.
- Check space and transportation requirements for large exhibits with your local Extension Educator. Large exhibits may be displayed outdoors
- Fuel must be removed from exhibits for display (fuel can be added for judging purposes, but then removed after judging for safety purposes).
- A colored wiring diagram or schematic must accompany all electric and electronic exhibits. Safety must be reviewed when working with electricity.

****NATURAL RESOURCES**

Note: To include Entomology, Exploring the Environment/Environmental Science, Forest Resources, Geology & Water/Wetlands projects

ENTOMOLOGY

Exhibit Suggestions:

- Projects can include but is not limited to life history displays (e.g. insect life cycle, honey production process, etc), scientific investigation (e.g. insect habitats or effects of environment factors on insects), insects in current events (e.g. pollinators, butterfly tagging, invasive species, protected or declining species), insects in our ecosystem (food source, roles in food production, behaviors, health or disease, etc)
- Live projects (e.g. bee or ant colony)
- Utilize the scientific method to learn about insects. Remember to introduce the subject, describing the process (materials and method),
 predicting an outcome, stating the results, and discussing any conclusions. Get involved and share what you learned through citizen
 science projects.
- Collections- cases can be purchased through a variety of vendors or homemade.
 - Specialty insect collection can include but is not limited to a collection of a single order (e.g. Coleoptera or Lepidoptera), a
 collection of immature insects, a collection of insects from a particular habitat (e.g. aquatic, forest, or prairie) or a collection of
 economic pests of a specific crop (e.g. insects attacking corn).
 - General collection- starter collection should have 10-20 insects, goal is to get to 50 species of adult insects representing at least 8 orders. Each year add or replace insects. A full 50 species case would be approximately 19" x 16.5" x 3" to 24" x 18" x 3".

- Emphasis of the project must relate to an aspect of entomology. Project must demonstrate specific knowledge of insects. Be prepared to discuss references and sources (e.g. books, magazines, internet, interviews with an expert etc.)
- Displays or booklets on entomology topics should include references and sources. Pictures, drawings, charts, tables, or other figures
 may be used to support understanding.
- Live projects (e.g. bee or ant colony) will be accepted if the project can be self-sustaining for up to 14 days without special care. A
 written report or journal should accompany the project. Pictures, drawings, charts, tables, or other figures may be used.
- Collection shall be contained in one see through enclosed case. Arrange so that the case may be displayed in a horizontal position. Place the project label on the lower right corner of the top.
 - Specimens must be collected by the exhibitor. Purchased insects are not acceptable.
 - Specimens must be properly pinned with insect pins. Small insects may need to be placed on cardboard points.
 - Specimens must be properly labeled.

- The location, date, and collector must be included on the labels. County and state (and country, when applicable) are minimum location information that should be included. It is valuable to include the nearest town or township where the specimen was collected, the type of habitat it was collected from (e.g. on elm tree; on lake shore; indoors.), and the common name of the insect.
- All labels should be visible so they can be read. Use a permanent ink marker, pencil or print labels from a computer.

EXPLORING THE ENVIRONMENT/ENVIRONMENTAL SCIENCE

Project Description:

Share what you've learned about the relationships and interactions of plants, animals, humans, and their ecosystems through the specific challenges they face and/or solutions they offer.

Exhibit Suggestions:

- Display or create a video about environmental challenges, such as climate change, pollution, erosion, etc., describing the causes and
 their sources, its effect on people and other living things, and potential solutions. This could include news clippings and other media
 about an environmental issue that you care about.
- Phenology journal used to keep track of environmental changes throughout a season.
- Display showcasing your participation in an event such as a BioBlitz or naturalist program, or other citizen science project to collect data and/or raise awareness.
- Complete a community map or assessment, to observe environmental needs and community assets.
- Vlog detailing hiking, camping, paddling, backyard, and other explorations/adventures
- A display or journal of Minnesota plants, insects, animals, birds or fish. Include pictures or drawings and information on habits, foods, and shelter needs.
- Collection of wildflowers growing near where you live or a place you visit.
- Experiments related to local environmental engineering and/or technology applications: such as urban design, pocket prairies, roadside
 management, eco-friendly buildings, etc.
- Pros and cons regarding a specific piece of environmental policy and/or management.
- Choose one living thing in the forest, field or stream and make a display to describe its ecosystem and/or the flow of energy throughout the ecosystem.
- Investigate an invasive, threatened, or extinct species in your area. Where do invasive species come from and is it considered invasive
 in its native area? What threatens them and what can be done about it? Why do species go extinct and as that happened in the area
 where you live?

Requirement:

Follow local or state policies for collecting, removing and/or transporting plants and other organisms

FOREST RESOURCES

Exhibit Suggestions:

- Identify the parts of a tree and what they do with a poster or collection of leaves, seeds, needles, etc.
- Display showing tree growth; annual ring cross-sections; make a seed collection.
- Prepare a report with drawings about your favorite tree—include name of tree, drawings or pictures of tree, facts and uses of the tree, and other appropriate information.
- Display showing layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; nutrient road maps.
- Display on forest ecosystem health such as succession; tree and forest measurements; fire's effect on the forest; how trees grow; forest types; harvesting methods; pathology of the forest, invasive species, human impacts on the forest.
- Photographic display or report on forest products or industries, including maple syrup production; wood products; Christmas trees or others (recreation, wildlife, etc.).
- Display on woodland management such as policies created by the U.S. Forest Service or specialized design including shelterbelts/windbreaks and urban forestry.
- A video or display about the human health benefits from trees, and what role trees play in global ecology.
- Organize or take part in a mass tree planting and calculate the amount of carbon that will be offset
- Explore the history of forestry through the lens of indigenous practices or the effects of treaties. How have these relationships impacted
 people and landscapes?

- Please follow local or state policies for collecting, removing and/or transporting plants and other organisms
- Specimens should be mounted on cardboard or other sturdy material.

GEOLOGY

Exhibit Suggestions:

- Display of rocks, minerals, gemstones, a rock plate; can be displayed in an egg carton for younger youth, or in a display case as youth
 progresses in the project; include in the display, labels of specimen name and location collected.
- Rocks, minerals, or fossils from within Minnesota or on a definite theme such as metamorphism, weathering, quartz minerals, ores, or a
 theme of your own choosing.
- Polished rock specimen; include an unpolished specimen of each rock type for comparison.
- Educational exhibit showing the "science how's and why's" dealing with the principles of geology and natural earth sciences.
- Exhibit explaining the three main rock types (Igneous, Metamorphic, Sedimentary) include examples of each.
- Model of a geologic earth structure or feature such as volcano, mountain range, plate tectonics, earthquake, cave, glacier.
- Timeline of geological time scale.

WATER RESOURCES

Exhibit Suggestions:

- Demonstrate water's unique chemical/physical properties, such as how heat and salt affect water density or how a wetland ecosystem changes throughout the seasons
- Project showing how water is necessary for life, such as a display on water/wetland ecosystem services like filtration or nutrient cycles from plants
- Share how water connects earth systems like a poster displaying your local water cycle or watershed
- Research your local water body's thermoclines or nutrient cycles
- Display on how water is used by people, such as:
- A record tracking your family's water footprint at home, or
- A model showing stormwater runoff, or
- A map showcasing water accessibility or insecurity in a specific region of the world
- Exhibit detailing water/wetland resource management measures like erosion control practices, and terraces, or a map of local, regional, state, or global water bodies and water quality.

Requirements:

Follow local or state policies for collecting, removing and/or transporting plants and other organisms

**** NEEDLE ARTS**

Exhibit suggestions:

- Any item made by the member using the techniques of knitting, crocheting, embroidery and crewel, counted cross stitch, needlepoint, hardanger, weaving, appliqué, latchhook, tatting, hand embellishments, felting, hand embroidery.
- Consumer Product Analysis: Comparison and evaluation of materials, supplies, or accessories used for a needle arts technique.
- Poster or display showing how needlework product is or could be priced, advertised and marketed.
- Poster or display comparing different techniques of a particular needle art (ex. different felting techniques, different stitches).
- Poster or display showing how to care for your project supplies (ex. storing, organizing, cleaning).
- Historical/Cultural Study: Story, poster, or display about a needle arts heirloom from your family or local history museum. Exhibit must
 include information about how item should be preserved.

- This project area is for projects created using a hand needle, hook, shuttle or loom.
- Each exhibit must include a consumer information tag, if appropriate, with the following information: pattern name and source, fiber content, and care instructions.
- Exhibitor should be prepared to discuss techniques, fiber content, care instructions, and cost. Exhibitor is encouraged to bring
 instructions, pattern, or other educational sources used.
- Projects must be finished and ready to display. If an item is framed, a wall hanging, or to be displayed on a wall, it should be finished and ready to hang.
- Project kits are acceptable in this project area. The project must meet all other requirements.

PERFORMING ARTS

Performance Description Form due to County Office by Fair Registration Deadline. Form available at https://z.umn.edu/BEL2025Performingarts, or call the office.

Requirements:

- Exhibit can be either a performance or an exhibit that shows a member's involvement or interest in the performing arts.
- Entries in Performing Arts are distinct from Share-the-Fun in the intention behind the entry. Performing Arts entries will be judged based on the criteria identified below and on an individual basis, even in group performances.
- An exhibitor may submit entries in both performance and non-performance based classes (e.g. a member may perform a puppet show
 that they wrote as a performance based exhibit and submit the script as a non-performance based exhibit

PERFORMANCE BASED

Exhibit Suggestions:

Perform a short story, show scene, music selection, dance, monologue, poetry, etc.

Performing Arts exhibits will be judged on Wednesday, of fair week, at 1:00 p.m. on the Shutter Stage

Requirements:

- A performance in music, dance, drama, etc.
- A performance cannot last longer than 5 minutes.
- Performances may be given as a solo, duet, or a small group.
- Performances may include a non-judged accompanist
- Acts must be appropriate for any age audience
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, performing and reflecting on their project work.
- The technique and artistry of the performance will be considered.

NON-PERFORMANCE BASED

Exhibit Suggestions:

- An educational display on some aspect of music, drama, dance, or performing.
- A journal or scrapbook (with written statements) of current performing arts experiences.
- A written piece such as poetry, sheet music, or other physical artifact intended for performance created by member.

Requirements:

- An exhibit such as a poster or display that shows a member's involvement or interest in the performing arts.
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, creating and reflecting on their project work.
- The workmanship, general appearance and technique used to develop the exhibit will be considered.

PETS

For more information, see the 4-H Pets project page.

Note: To include Dog, Cats & Pets projects

CATS

Exhibit Suggestions:

Educational display explaining cat care, health, nutritional needs, etc.



Exhibit Suggestions:

Educational display explaining dog diseases, breeding, training, caring for dogs at humane society, information about therapy dogs, etc.

PETS

Exhibit Suggestions:

Educational display explaining pet care, health, nutritional needs, etc.

<u>PET SHOW</u> – (Wednesday, of fair week at 5 p.m. in the Small Animal Arena)



PHOTOGRAPHY

Requirements for BOTH Elements of Photography and Photo Manipulation:

- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year
- The exhibitor's name, club, county and exhibit class should be clearly printed on the back of the exhibit.
- Unaltered 4"x6" photos must be attached to the back of any exhibit
- For safety, picture frames or glass are not allowed
- Exhibits with multiple photos should use 4"x6" prints multiple photos should be displayed on a board (see below for board information)
- Enlarged photos should be 5"x7" or 8"x10"
- Photos should be mounted on a mat board, foam board, or poster board using neutral colors (white, tan, gray or black). Do not use
 construction paper, cardstock, colored paper or wrapping paper. Photos should not be mounted on any type of flexible/bendable paper.
- Use a 14" x 22" board for 5 or more photos in an exhibit. Cut smaller boards for enlargements
- Exhibits should reflect the appropriate size for the item designed, e.g. the photos used for an ornament, a calendar, a poster, or brochure would require different sized photographs.
- Learn how to prepare your photos for the fair
 - Video Tutorial <u>z.umn.edu/4HPhotoPrepVideo</u>
 - Slideshow Tutorial <u>z.umn.edu/4HPhotoPrepSlideshow</u>

Equipment:

Use any device capable of capturing a photographic image to be printed: digital or film camera, cell phone, tablet or drone. A computer, phone, or tablet is required for photo manipulation.

Please note: Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https://www.faa.gov/uas (unmanned aircraft systems)

Photo/Video Release Form - Use this form when including any person in your photo that is NOT in 4-H. This verifies that the subject has agreed to have their photograph taken. Keep this signed form in a file. Here is a link to the Photo & Video Release form in English (z.umn.edu/photo-release-english), Spanish (z.umn.edu/photo-release-hmong) and Somali (z.umn.edu/photo-release-somali).

This presentation (z.umn.edu/intro-to-photo-manipulation) explains what the difference is between elements and manipulation, software options and information on how to talk to a judge.

State Fair photos, examples of Photo Manipulation (z.umn.edu/mn4hmanipulatedphotos)

ELEMENTS OF PHOTOGRAPHY

Grade 9+

Grade 6-8

Grade 3-5

This exhibit will focus on what makes a good photograph (composition, light, shutter speed, color, depth of field, leading lines, etc). Only select whole image edits or modifications are allowed in post-production. Post-production is any adjustment made after the photo is taken using editing software. Allowed whole image edits must be applied to the entire image and not specific areas of the photo. Allowed whole image edits include:

- cropping
- exposure correction
- color saturation
- contrast
- sharpening
- conversion to black & white

<u>On-camera filters</u>: a physical filter that attaches to the camera lens (neutral density, polarizer, various colors, etc) are allowed. *Exhibit Suggestions:*

- 1. Photo Story:
 - Show a town's history or a family history. This could include photos of historic buildings, old photos copied from the historical society or library, family or individual portraits, etc.
 - Develop a documentary of another of yours or a friend's 4-H project or of your 4-H club's community service project

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- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the
 environment
- Present a day in the life of farm or city youth, a local professional person such as a school nurse or a firefighter, law enforcement
 office, or other interesting personality
- Exhibit a series of photos on how to make or do something
- 2. Common Theme or subject:
 - Display a series of 3 to 7 photos of a common subject such as people, buildings, landscapes, animals, seasons, action, nature, weather, close-ups, etc.
- Showcase of Photographic Elements:
 - Display a series of 5 to 7 photos that illustrate some photographic element such as composition, lighting, shutter speeds, depth of field, color, contrast, cropping, etc.
- 4. Panorama:
 - Show a single image created in camera or a triptych (set of 3 photos intended to be used together) of several images created by
 moving the camera. A triptych may consist of separate images that are variants on a theme, or may be one larger image split into
 three.

PHOTO MANIPULATION

Grade 9+

Grade 6-8

Grade 3-5

This exhibit will focus on using photography to show creatively edited photos and how photography is used in everyday life. Software editing is required for this category and may include:

- layering
- all digital filters (except black and white)
- creative coloring
- removing or adding objects
- text additions
- etc.

Entries in this category must involve editing with software such as Photoshop, Lightroom, IPhoto, Picasa, Gimp, Picmonkey, Pixi, Microsoft Publisher, etc.

Suggested softwares (all can be used on Android, iPhone, and iPad): Snapseed (easy to use and does a nice job), Adobe Photoshop Express (good option for those wanting to grow into Photoshop), Pixir (2nd to 6th grades only), PicsArt Photo Studio (powerful photo and video editing app).

Please view the "Introduction to Photo Manipulation" (z.umn.edu/intro-to-photo-manipulation) slideshow for specific examples and explanations.

Stock photos are not allowed. A stock photo is a photo taken by another person (not yourself) who has licensed their photo for specific uses by others. All images used in photo manipulation exhibits must have been taken by the exhibitor. For example, you may not include an image of space taken by NASA as the background of your photo and if you want a shark inserted into your composite image, you must take a photo of a shark yourself, not import one from another website.

- 1. Composite Photo: Multiple images combined into one image
 - 1. Panoramas (overlapping areas of several photos and stitching them together in post-production)
 - 2. the same person in multiple places within the photo
 - 3. replacing the sky
- Single Source Image Manipulation
 - acne removal, eye enhancement, teeth whitening, etc.
 - selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
 - apply digital filters (other than black and white)
 - removing distractions in the background, etc.
- Photo Series:
 - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc. Photos in this category must involve digital editing

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- 4. Enlarged Photo:
 - Show a 5"x7" or 8"x10" print that has been digitally enhanced and illustrates software skills. An unaltered 4 x6" print must be
 attached to the back of the exhibit
- 5. Publications:
 - Show calendars, brochures, posters that are created using computer software
- Photo Novelties:
 - Display mugs, puzzles, blankets, or other media on which photos have been printed
- 7. Slide Show:
 - Make a compilation of photos with titles, voice-over or background music. For judging, exhibitor can show their exhibit on a 14" x 22" poster board, computer or tablet.

PLANT SCIENCE

AGRICULTURAL TECHNOLOGY

Exhibit Suggestions:

- A display or presentation highlighting the technology used in agriculture such as GPS tools, drone use, implement technology, yield
 mapping, genetic engineering, seed traits, agricultural chemistry, precision agriculture, on-farm research, side-by-side trials, etc.
- A drone showcase explaining precision agriculture
- A display demonstrating automated tractors

CORN

Exhibit Suggestions:

- A jar or clear container (equalling 8 cups) of shelled corn.
- A display of ears of dent corn, consisting of 6-10 ears of corn of the same variety.
- A bundle of corn stalks, consisting of stalks of the same variety.
- An educational display illustrating corn's plant reproduction, different types of corn, plant growth factors, plant characteristics, plant part
 identification, growing and using plants, plant growth and food production, examples of a plant disease, etc.
- A display using a 4-H project kit (a corn stalk growing out of a five-gallon pail).
- Tallest Stalk of Field Corn

Requirements:

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety, soil, and agronomy information of the crop if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

FORAGES

Exhibit Suggestions:

- A dried sample, in a 3-5 inch tied, dried bundle, clear container of ensiled forages or in a sample 4-6 inch slab of a bale of forage. Forages include alfalfa, warm-season grasses, cool-season grasses, sorghum, native grasses, silage, etc. It is recommended that a sample analysis of your forage accompanies the sample.
- An educational display illustrating one of the following ideas: nutritional analysis of feedstuff, plant reproduction, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease, etc.of forages.
- A display using a 4-H project kit (grass grown in a container showing how forages are grown).

Requirements:

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- The sample could be in a clear plastic container or a large clear plastic bag.
- Be familiar with crop input costs and the growing process.

PLANT AND SOIL SCIENCE

- Take soil samples and compare soil analysis (soil analysis can be done by obtaining kits at your local Extension Office).
- An exhibit showing different varieties of forages, cover crops, etc. (seed or plant)
- A plant life cycle exhibit highlighting the growth of a plant from seed to a mature plant.
- A display using a 4-H project kit.

SMALL GRAINS

Exhibit Suggestions:

- A two-quart jar or clear container (equaling 8 cups) of any small grain variety. This could include wheat, oats, rye, barley, etc.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth and food production, examples of a plant disease, etc. of a small grain.

Requirements:

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the
 growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

SOYBEANS

Exhibit Suggestions:

- A jar or clear container (equalling 8 cups) of soybeans.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating plant reproduction, plant growth factors, plant characteristics, usage of plants or seeds, plant growth and food production, and examples of a plant disease, etc. of a soybean.
- A display using a 4-H project kit.

Requirements:

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the
 growing process. The crop must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

SPECIALTY CROPS

Exhibit Suggestions:

- An adequate sample of a specialty crop such as sugar beets, edible beans, black beans, kidney beans, field-produced sweet corn, peas, carrots, potatoes, popcorn, etc. Dried products should be in a jar or clear container (equalling 8 cups); fresh products on a plate or flat box.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of a specialty crop.
- Tallest Sunflower (bring an exhibit of your tallest sunflower stalk with a sunflower head on it).

Requirements:

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

WEEDS & PESTS

- A display or presentation highlighting any current pests in agriculture or horticulture. Could include their life cycle, prevention or treatment, their impact on the plant, etc.
- A weed display or book identifying different weeds in agriculture or horticulture. Highlight one weed in-depth, a class of weeds (such as
 grasses or broad leaves) or a collection of different weeds. Could include identification details, life cycle, weed control, the impact on
 crop production, etc.
- A display, book or poster identifying insects that are harmful to crops or other plants.
- *Note: Do not include live or dried noxious weed samples in your display (check the current listing at https://www.mda.state.mn.us/plants/pestmanagement/weedcontrol/noxiouslist.aspx). If you are bringing in a sample of weed seeds, put it in a sealed container.

PLASTIC SCULPTURE CHALLENGE

Project Description:

This project was created to build awareness and knowledge of both the positive and negative impacts of single use plastics and ways to recycle or repurpose plastic. It is also meant to empower 4-H youth to be actively involved as change agents in reducing use of single-use plastics and increasing recycling/repurposing, for their family, their club, their community, their country and their world.

Exhibit Suggestions:

- Suggested materials to attach items together: zip ties, string, rubber bands, art materials, colorful duct tape, or electrical tape. Strong adhesives (such as E6000 and Gorilla Glue) need to be used in a well-ventilated area with adult supervision. Safety note: melting plastic gives off toxic fumes. If using a glue gun, it is recommended to use a cool, "low temp" glue gun.
- Depending on the size and weight of your sculpture, you might consider adding wheels that lock in place or handles to your sculpture so it is easy to move.

Requirements:

- Exhibits can be created by individuals or teams.
- 4-H'ers of all ages are invited to explore the plastics issue and create an art sculpture with found plastics.
- If a base is needed, it should be made out of thin wood, plywood, fiberboard, or similar material.
- Sculptures can be any size with a maximum size of: 3 ft. wide x 3 ft. long x 6 ft. tall.
- Must be made of clean (washed) plastics
- Must be multidimensional. Sculptures can be free-standing or should be ready for hanging for display (e.g. wires or hooks for hanging, on a sturdy, movable base, etc.).
- If you are unsure about any of these Guidelines, please consult your 4-H Extension Educator.
- Sculptures **must** include an Artist Statement (50 words or less) with:
 - Name(s) of Artists
 - Title of your sculpture
 - A statement about what you created and why
 - What materials you used.
 - What you learned and how will it change your use of single-use plastics
 - How others can reduce their use of single-use plastics

Two exhibits from each county or tribal program will be selected for the State Fair. Note: State Fair Plastic Sculptures will be display only. No judging will occur at the State Fair. Exhibitors will receive written feedback from a panel of judges.

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*** POTATOES**

See "Vegetable, Fruit and Herb Gardening" section

PUBLIC PRESENTATIONS

Public Presentation/Demonstration form due to County Office by **July 15.** Form available at: <u>z.umn.edu/BEL2025Demonstration</u> or by calling the office.

DEMONSTRATIONS

Demonstration - Individual Demonstration - Team

Demonstration - Cloverbud Individual Demonstration - Cloverbud Team

LIVESTOCK DEMONSTRATIONS

Livestock Demonstration - Individual Livestock Demonstration - Team

PRESENTATIONS & SPEECHES

Presentations & Speeches - Individual Presentations & Speeches - Team

Public Presentations & Demonstrations will be judged on Wednesday of fair week at 1:00 p.m. in the 4-H Exhibit Hall.



INTERACTIVE DEMONSTRATIONS

Interactive Demonstration - Individual Interactive Demonstration - Team

Exhibit Suggestions:

- Demonstrations:
 - Teaching others a project or activity such as taekwondo, making lemonade, slime, macrame, etc.
- Livestock Demonstrations:
 - Demonstrate how to care for an animal or prepare it for showing at the fair.
 - Teaching others how to tie a halter.
 - A talk on preventative or veterinary care for a species.
 - Demonstrate how to tattoo an animal.
- Presentations & Speeches:
 - A report on leadership lessons learned through a trip to Washington DC
 - An educational presentation that explores sustainable energy options
 - A persuasive speech exploring Social Media effects on youth mental health.
- Interactive Demonstrations:
 - An interactive presentation that teaches the public how to do something. For example, teaching the audience an origami
 project where they follow along with your demonstration step-by-step and create the project with you.
 - An interactive yoga demonstration where you teach the audience various poses.

- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
- <u>Demonstrations</u> are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or
 process. This most often includes the use of physical objects and actual doing or showing. At the end of the Demonstration there should
 be something of a "finished product". Demonstrations may also include the use of supporting visuals like posters, charts or
 technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). However, the focus of the
 Demonstration should be on the "doing", not the supporting visuals. Presentations may be an individual or team. Individual presentations
 shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- <u>Livestock Demonstrations</u> include: Beef, Dairy, Dairy Goat, Llama Alpaca, Meat Goat, Poultry, Rabbit, Sheep and Swine and must include a live animal in the demonstration. Other demonstrations involving animals can be entered under the demonstration category.
- <u>Presentations & Speeches</u> are oral presentations that present an idea, concept, viewpoint or experience in an educational or informative format (not for entertainment or performative purposes). Presentations & Speeches often consist of interaction with supporting visual aids like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides).
 Supporting visuals may include tangible items, but generally little or no activity takes place with the item. Presentations & Speeches may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- Interactive Demonstrations are oral presentations that are continuous and include hands-on audience interaction/participation.
 Adequate supplies should be provided by the presenters so that all present can participate in the activity. Interactive Demonstrations may be an individual or team. Interactive Demonstrations are approximately 25-30 minutes in length but for both individual or team. Involving the audience in the process is the primary focus of Interactive Demonstrations and constitutes a major portion of the evaluation results.
- NOTE: 4-H'ers who complete a Public Presentation at the State Fair will receive a \$30 cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.
- NOTE: 4-H'ers may bring one Livestock Demonstration, one Llama/Alpaca Demonstration and one Demonstration, Presentations & Speech or Interactive Demonstration to the State Fair. (This means one during Livestock Encampment, one during Llama/Alpaca Encampment and one during General Encampment).
- NOTE: 4-H'ers that win a trip to the State Fair will be asked to submit a photo of them doing their demonstration to have on display.

QUILTING

Project Description:

Quilting is the term given to the process of joining a minimum of three layers of fabric together either through stitching manually by hand using a needle and thread, or mechanically with a sewing machine or specialised longarm quilting system. (Wikipedia)

Exhibit Suggestions:

- A quilted item, any finishing technique acceptable. Examples: potholder, table runner, doll quilt, bed-sized quilt
- Repair, repurposing, or re-design of a previously finished quilt. Example: an heirloom quilt with significant repairs or turned into another quilted item.
- A display on a quilting topic of your choice. Examples: the history of quilting/quilting patterns, a comparison of different fabrics or threads, different types of quilting notions and tools, piecing techniques.

Requirement:

- Attach an index card which includes: pattern name and source, fiber content of fabric & batting, and care instructions.
- Finishing techniques may be machine quilted, hand quilted or hand tied. If not quilted or tied by the 4-H'er, exhibitor must state who tied
 or hand/machine quilted the final project.
- Techniques used, size, and difficulty of the project should be based on the exhibitor's sewing/quilting experience level.

SAFETY

Exhibit Suggestions:

- A First Aid or Childcare Kit with explanations for the items you included.
- A Public Service Announcement and/or social media toolkit to promote a safety topic of your choice.
- List tips for being safe when home alone, such as emergency numbers to call, safety while preparing snacks, keeping doors locked, etc.
- Attend and report on a safety program such as farm/livestock/animal, fire, food, firearms, ATV, watercraft, wilderness/outdoor, traffic, bike, personal, online, sun/skincare or others.
- Interview a safety professional and showcase their advice.

Requirement:

- Abide by local, state and federal laws regarding your safety topic
- Please contact 4-H staff if your project is an oversized exhibit

****** SCIENCE INQUIRY

Project Description:

In this project area, build confidence in doing science by exploring questions and finding answers. They follow a step-by-step process (called Science Inquiry) to satisfy their curiosity, learning more about something they can observe or experience.

Exhibit Suggestions:

- An exhibit you presented at a local science fair
- Video of you exploring the physical properties of slime using different materials/recipes to make slime
- Display different types of bird feeders you used to determine if there is a preferred bird feeder type in your backyard
- Powerpoint showing the different types of frogs you found in a pond as you investigated the difference in the frog species in the spring and the frog species in the summer
- Display showing the different types of treats and the data you collected as you explored how your dog responds to different treats during training
- Tri Fold display board showing the results of your investigation of different types of sunscreen to see their effects on UV beads
- Slide show illustrating different water filtration systems you tested and the results you analyzed to identify which one resulted in the cleanest water
- Display the rock candy created as a result of investigating how the concentration of sugar affects crystal growth

- Include the question, issue, or happening being investigated
- Include a description of how a science inquiry process was used to help understand the happening being investigated or studied
- Explain each step followed during the science inquiry process.

**** SELF-DETERMINED**

Project Description:

The Self-Determined project area is intended for those projects that might not fit within other categories and for those learning experiences that members select, plan, and manage on their own. It is distinct from learning experiences determined or guided by others (e.g. school work, club-determined projects). This is not a "catch-all" category but rather is focused on intentional self-directed learning. Members should be able to describe what they did, how they reflected on it, and how they applied what they learned.

Exhibit Suggestions:

- A portfolio describing the selection, planning, and management of a service learning project and what the member learned during the experience.
- A trifold display made as part of a school assignment with the addition of an accompanying journal describing the process of developing
 the display and capturing reflection on learning during completion of the assignment
- A photo collage capturing the experiences and stages of development of an event planned and facilitated by the member either individually or as part of a team
- A video or digital blog capturing the "behind the scenes" work, reflection, and application of concepts done by an individual member while working as part of a team on a project or assignment A lego creation (not a kit) intended to include some deeper thinking and learning that is not encapsulated in any other project, requiring the exhibitor to create their own learning path.

Requirements:

- A self-determined project will be judged primarily on the self-guided learning experience. While the artistry and craftsmanship of the exhibit itself will be considered, emphasis will be placed on the selection and identification of the self-guided learning experience and the ability of the member to convey the experience and what was learned from it. If the member wishes to be judged on the exhibit's craftsmanship or artistry, the exhibit should be entered within the appropriate project area (e.g. a project in seed art should be submitted within Crafts and Fine Arts project area if looking to be judged on the quality of the final product and the process and learning associated with its assembly).
- Exhibits consisting of projects or assignments done for school or other organized learning environments must indicate how the member went above and beyond the requirements of the assignment/project and individualized the learning to meet their own goals and desired outcomes.
- Exhibits may be submitted by individuals or teams. A team may consist of not more than three (3) individuals. Team members will be
 judged collectively.
- To be eligible for State Fair, the member(s) must be able to discuss the process of selection, planning and management of a self-determined learning experience.

\$\$ SHOOTING SPORTS

Exhibit Suggestions:

- Safety techniques applied to shooting activities (e.g., range commands and range safety, eye and ear protection, cleaning a firearm, dressing for safety-first aid, survival skills, etc.).
- Shooting Skills (e.g., basic safety rules, basic parts and functions of each piece of equipment, care and maintenance, accessories, position, etc.).
- Design and create shooting sports equipment (e.g., pellet stand, kneeling role, target stand, quiver, etc.)
- History and nomenclature of firearms.
- Sportsmanship: Ethical behavior and responsibility.

Requirements:

- No explosive materials are allowed. Arrow tips or broadheads should be removed for display but may be included as part of the judging experience if secured for safety.
- Exhibits including firearms & bows must be sporting varieties only. Exhibitors must include a color photo of the item to be left on display bows and firearms will not be left on display. The photograph should be taken prior to the county fair and attached to the display.
- MN and 4-H regulations for handling and storing firearms must be followed.



See "Industrial Technology" section

TECHNOLOGY

Note: Includes Aquatic Robotics, Computer & Robotics exhibits.

Project Description:

Share what you've learned about computers, technology, using Aquatic Robotics and/or programming and/or another type of robot or a robotics class or program.

Exhibit Suggestions:

- Robot (Examples: Edison, EV3, WeDo, Osmos, VEX (or other types of robotics)); (Have a photo of the robot if you do not intend to leave the robot on display)
- Display the robot using diagrams of programming, photos, booklets, etc
- Video of robot in action
- Exhibit an ROV (Remote Operated Vehicle); show the use in identifying Aquatic Invasive Species (AIS) and providing education
- Explain the foundations of computers and explore how computers work for various projects.
- Build a robot with labels describing how it works and/or accompanied with a binder of how it works
- Share software you created and how it works
- Learn about cyberbullying and explain prevention techniques
- Share about a robotics class you participated in and what you learned
- Create an educational app
- Explore careers in this project area and explain why they interest you
- Design computer hardware/software

Requirements:

- Include description, images/photos needed to assist with verbal or written description
- Description(s) can be verbal or written
- Computers, smartphones, tablets, ect. can be used during the judging process

TRACTOR

See "Mechanical Science" section

*** VEGETABLE, FRUIT AND HERB GARDENING**

<u>FRUIT</u>

Exhibit Suggestions:

- Fruit should be brought in an appropriate size clear container for displaying fruit.
- Display showing a comparison of several varieties of the same fruit (labeled); display using a branch to illustrate proper pruning of fruit
 trees and explaining the process; illustrate the many uses of fruits (fresh, jams, juices, cooking, baking, salads and recipes); illustrate the
 use of fruits as natural dyes.
- Educational display illustrating diseases (actual specimens) or insects (actual specimens) and methods of control.

Requirements:

- If displaying a fruit sample, the exhibitor should bring 4-6 items of one variety of fruit.and include an information card listing the varieties
 of fruit.
 - The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

HERB GARDENING

- Educational display showing some aspect of raising or using herbs.
- An herb container garden planted in a tub, pot, or planter.
- A dried sample of herbs you have raised, harvested, and dried (in an airtight container)
- A display using a 4-H project kit (growing a variety of herbs in a container).

POTATOES

Exhibit Suggestions:

- Display a box (fruit crate size) or clear Rubbermaid container of potatoes that contains all the potatoes in that hill (all the potatoes one plant produced)
- Display a box (fruit crate size) or clear Rubbermaid container of 6-10 potatoes from one or two hills of the same variety of potato.
- Educational display illustrating diseases and control, methods of mulching and reasons, causes and effects of sun-scald.

Requirements:

- If displaying a potato box (fruit crate size) or clear Rubbermaid container, you need 6-10 potatoes of the same variety or 2-3 varieties (this year's crop) similar in size to the variety identified on an information card.
- Be familiar with crop input costs and the growing process.
- The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

VEGETABLE GARDENING BOX

Clarification - Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions:

• A box (fruit crate size) or clear rubbermaid container used to display vegetables.

Requirements:

- Label vegetables with proper variety names on an information card.
- When exhibiting a collection of vegetables, the collection should include six different kinds of vegetables (For example: 1 large variety + 3 medium varieties + 2 small varieties)
- 6 different vegetable specimens for this exhibit choosing any combination of the following:
 - One large vegetable specimen (cabbage, squash, melon, pumpkin, cauliflower, etc.)
 - Three different medium-sized vegetable specimens and 3 of each specimen (tomatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, etc.)
 - Two small vegetable specimens and 6-12 of each specimen (green beans, peas, lima beans, etc.)
- Potatoes may not be included (enter under the Potato project).
- The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

VEGETABLE PLATE

Clarification - Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions:

- On a disposable plate, display an example of ONE vegetable variety.
- Examples of individual variety on a plate include:
 - Large-sized vegetable specimen: 1 sample (cabbage, squash, melon, pumpkin, cauliflower, etc.)
 - Medium-sized vegetable specimen: 3 of each specimen (tomatoes, potatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, asparagus, etc.)
 - Small sized vegetable specimen: 6- 12 of each specimen (green beans, peas, cherry tomatoes, jalapenos, lima beans, etc.)

Requirements:

- Label vegetables with proper variety names on an information card.
- Only have one vegetable variety (Large, Medium or Small) on the plate. (For example: Variety is Medium sized three onions).
- The exhibit must be produced at home or by a close relative. **CANNOT BE STORE PURCHASED.**

VEGETABLE CONTAINER GARDEN EXHIBIT

Exhibit Suggestions:

• Showcase your gardening skills by growing a thriving Vegetable Container Garden. This exhibit challenges 4-H'ers to design and maintain a productive garden in a container, perfect for small spaces.

- Must include one type of vegetable grown in a container.
- The container should be portable and have proper drainage.
- Judges will assess plant health, variety selection, creativity in design and overall presentation.

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- Exhibits may include a brief written description (maximum 100 words) detailing the plant choices, care methods and any
 unique features of the garden.
- Plants should be grown in the exhibit container for at least one month prior to the fair.
- A themed herb garden with multiple plants would be accepted in this category.

LARGEST VEGETABLE

Note: This exhibit is not an optimal example of an edible vegetable. This is done for fun-growing purposes.

Exhibit Options:

- Squash
- Cabbage
- Pumpkin
- Melons

Requirements:

- Include an information card with name, plant variety and date planted.
- The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

*** VEGETABLE GARDENING**

See "Vegetable, Fruit and Herb Gardening" section

*** VETERINARY SCIENCE**

Project Description:

Share what you've learned during an in-depth exploration around veterinary science topics.

Exhibit Suggestions:

- An exhibit focused on technology or industry advancements in veterinary science
- An exhibit on diseases of animals focusing on the history, management, prevention, etc.
- An exhibit on use of different medications in veterinary science focusing on dosage, records, implications of use, impact on the industry
- An exhibit focused on surgical and nonsurgical procedures used in veterinary medicine (spaying/neutering pets, embryo transfer, wellness visit, etc.).
- An exhibit focused on careers in veterinary science exploration (such as job shadowing, interviews and opportunities)
- Create a 3-D model of the skeletal system of the animal of your choice

VIDEO/FILMMAKING

Video/Filmmaking

Video/Filmmaking - Production Team (2-3 members per team)

- It is encouraged that when developing a 4-H video/filmmaking exhibit, members will develop skills beyond the classroom.
- It is recommended that the video/filmmaking exhibit be 3-5 minutes and no longer than 10 minutes.
- All video/filmmaking exhibits must be made by the exhibitor OR by a production team of which the exhibitor must be a member
- The exhibitor's name, grade, and club must be clearly printed on all exhibit pieces.
- All video/film footage exhibited must have been made/created DURING THE CURRENT 4-H YEAR. When appropriate, (i.e. historical sequences) older video clips can be used.
- The member should provide the video file even if sending it electronically.
- Video/film must be presented on DVD, flash drive or CD. Participants are also allowed to upload their video to YouTube.
- Videos can also be delivered via Youtube, Vimeo, Frame.io or similar online based presentation sites.
- Video/film needs to be in presentation form, including a title and credits
- The video/film must be original material. Any video/film exhibit, which appears to contain copyrighted material, including music, will not be publicly displayed unless the exhibitor has written permission from the producer to use the material in the video/film. Portions and music from other sources must be documented and have a copyright release. Learn more about copyrighted material and finding material that is public domain or released under the Creative Commons license at z.umn.edu/free4u.
- A computer must be brought for viewing the video/film during the conference judging, other arrangements need to be made in advance with the 4-H staff

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- Video/film must be playable on Windows, use file format including .WMV, .FLV and .MPEG, .AVI, .MOV, .AVCHD, .MPEG-1, .MEG-4, as well as a playable DVD.
- 4-H videos must adhere to G or PG (parental guidance) standards. The 4-H Code of Conduct requires respectful behavior, so you may not depict: violence, obscene language (or naughty words) including swearing, rude interactions or insults, or use or visibility of guns or fighting, etc. Remember not only teens and pre-teens view the videos but young children and their parents. Keep this in mind when creating your video.

Note: This is not a slideshow (see Manipulated Photography for slideshow)

Video Release form - Use this form when including any person in your video that is NOT in 4-H. This verifies that the subject has agreed to be in your video. Keep this signed form in a file. Here is a link to the Photo & Video Release form in English (z.umn.edu/photo-release-english), Spanish (z.umn.edu/photo-release-spanish), Hmong (z.umn.edu/photo-release-spanish), Hmong (z.umn.edu/photo-release-spanish), Hmong (z.umn.edu/photo-release-spanish), English (z.umn.edu/photo-release-spani

Note: Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https://www.faa.gov>uas (unmanned aircraft systems)

Exhibit Suggestions:

- Showcase various video/film techniques
- A selected subject. Include a short storyboard or outline
- A poster that illustrates how a video/film camera works, or how to care for video/film equipment, illustration of computer video/film creation. etc.
- A video/film made by blending computer technology and traditional camera created video/film.
- A video/film using data from trail camera or time lapse camera (stop action video) or drone with attached camera (see note related to drone use).
- A video/film using Claymation, dolls, Lego for stop action
- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment
- A short documentary on a family member or interesting member of your community
- A trailer for a movie or event (can be fictional)
- A story that you tell using your friends and family
- A commercial, real or fictional

**** WATER / WETLANDS/WATER RESOURCES**

See "Natural Resources" section

WILDLIFE BIOLOGY & MANAGEMENT

Project Description:

Wildlife biology and management is about taking care of and protecting animals in their natural habitats to ensure their well-being and the balance of nature. Wildlife management is like being a guardian for animals and their homes. It's about making sure they have enough food, clean water, and safe places to live. Wildlife managers also help sick or injured animals and make sure there is a good balance in nature so all animals can thrive.

- Develop a wildlife management plan--show practices related to land use and forest management for wildlife such as controlled burns, logging, planting, etc.
- Explore basic concepts of Wildlife Management (waterfowl wingboards, birdhouse trails, carrying capacity, game animal habitat requirements, history of game management, etc).
- Explain some factors that threaten or endanger animal species such as urbanization, climate change, or habitat loss. Or explore a species that went extinct and why it happened.
- Build a bird or bat house, nesting structure, hibernaculum, animal shelter or feeder and explain the history of artificial shelter structures how it can benefit a species.
- Display a collection of identified wildlife scat (droppings), skulls or skins. How do they differ? Why?
- Show how wildlife can be classified into herbivores, carnivores or omnivores using skull diagrams
- Write a wildlife landscape habitat plan
- Report on animal adaptations, such as animal camouflage. How do adaptations of plants and animals match the environment they live
 in?
- Make a display that details a food chain/web of a particular habitat.

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- Explain the life cycle of your favorite wild animal in a video, poster or display.
- Shadow or volunteer at a nature center or park and share your experience using a journal, video, or display. Learn about rules and
 policies in place to protect or manage certain species of wildlife.
- Identify, mount and label a book of plants native to a certain region
- Make a display of animal signs, animal tracks, homes or foods
- Do a bird study, including beak type, wings, feet, song, feeding patterns, etc.
- Make a collection of wildflowers growing near where you live or a place you visit

Requirements:

All wild game used in exhibits must be tagged appropriately according to state laws.

*** YOUTH LEADERSHIP**

Project Description:

Youth Leadership is a project area that requires the member to discover their skills and then develop those skills and share them with others. This might happen individually or with a group.

Members exhibiting in this project should be prepared to discuss and/or have written information about what they learned about their ability to lead a project. Members should share how they've built an understanding of self, developed skills, learned how to work with others, overcome obstacles or adjusted goals, developed understanding of making decisions, and/or managed and or worked in groups.

- Share your youth leadership experience. This could include your 4-H youth leadership journey, or your leadership in an organization within your school or community.
- Share what you gained and shared from a conference or retreat you attended.
- Share a personal development plan you have implemented
- Develop a (career and/or college prep) portfolio
- Develop a presentation that illustrates how you've built understanding of self, developed communication skills, learned how to work with others, developed understanding of making decisions, and/or managing and/or working in groups.
- Lesson plan you've developed
- Meeting outline or agenda developed by youth
- Scrapbook outlining participation in leadership programs. Includes personal reflection on leadership growth and development.
- Share how you have taken the lead on a service project, and what leadership skills you gained through the project.
- Share how you have served as a mentor and/or teacher to younger youth (could be with a project area, a club activity or officer role, etc).