

Pine County 4-H

2022 Premium Book

Pine County Fair
August 3-7, 2022

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SATURDAY, JULY 23

8:00am Dog Obedience, Rally, Showmanship
& Interview
Cattle Barn

TUESDAY, JULY 26

6:00-8:00pm Fashion Revue
Pine County Courthouse

WEDNESDAY, JULY 27

5:00pm Fair Set-up and Food Stand Training
4-H Food Stand/ 4-H Exhibit Building

SUNDAY, JULY 31

9:00am Horse Barn Set-up, Horse Interviews
& Record Judging
Horse Barn

1:30pm Livestock Barn Meeting
Livestock Show Arena

2:00pm Livestock Interviews
Livestock Show Arena

TUESDAY, AUGUST 2

3:00-7:00pm Static (General) Exhibit Judging
4-H Exhibit Building

4:00-6:00 Demonstrations/ Performing Arts
Bandshell

WEDNESDAY, AUGUST 3

8:00am Dog Agility Show
Grandstand

1-8:00pm Animal Exhibit Entry
3:00pm Exhibit Building Opens
4-H Exhibit Building

4:00 pm Food Stand Opens
4-H Food Stand

4:00pm 4-H Cat & Pet Show
Livestock Show Arena

8:00pm Livestock Weigh-In

THURSDAY, AUGUST 4

9:00am Horse Show
Horse Arena

1:00pm Animal Demonstrations
Livestock Show Arena

3:00pm 4-H Swine Show
Swine Barn

To follow 4-H Swine Show:

4-H Meat Goat Show
4-H Sheep Show & Lamb Lead
4-H Beef Show
Livestock Show Arena

FRIDAY, AUGUST 5

9:00am 4-H Poultry Show
Small Animal Barn

10:00am 4-H Rabbit Show
Small Animal Barn

10:00am 4-H Dairy Show
4-H Dairy Goat Show
Livestock Show Arena

2:30pm Animal Costume Contest
Livestock Show Arena

4:00pm Horse Fun Show
Horse Arena

SATURDAY, AUGUST 6

11:00am Fashion Revue Show &
Demonstrations
Bandshell

1:30pm Livestock Auction
Livestock Show Arena

4:00pm Parade & Float Judging
Parade Route

5-6:30pm 4-H Performing Arts Variety Show
Band Shell

SUNDAY, AUGUST 7

7:00am Carcass Contest Participant Animals
Released

9:00am Round Robin Showmanship
Livestock Show Arena

1:30pm Music in Motion Fun Show
Horse Arena

4:00pm All Exhibits Released

4-6:00 pm Fair Clean-Up
4-H Food Stand & 4-H Exhibit Building

TBD

TBD State Fair, State Horse, State Dog &
NELS Registration
Pine County Courthouse

REGISTRATION

1. Each 4-H member enrolled by May 16th will receive information regarding fair registration and the premium book via email or by mail for families without internet access.
2. Fair registration will be completed online at FairEntry at pine-mn.fairentry.com. Fair registration must be submitted online by July 7th.
3. Each youth can exhibit a maximum of 3 entries for each non-livestock class. There are a few exceptions (see specific project sections).
4. Each project area in the premium book contains ideas for exhibits, these are only suggestions and you may bring any exhibit that fits under the appropriate project area.

4-H EXHIBIT RULES

1. Judges' decisions are final and may not be appealed.
2. Entries are permitted only in the projects a member is enrolled in, with a limit of 3 entries per class and MUST be individually pre-registered.
3. General exhibits/non-livestock must be brought by the 4-H member to the fair during the scheduled general exhibit judging time. If the member has a conflict with the judging time, they must connect with the 4-H Extension Educator in advance to identify an alternative plan.
4. If a 4-H member is unable to participate in the judging process by himself/herself due to a disability or injury, the member or immediate family must request permission for judging assistance. Approval and arrangements must be made with the 4-H Extension Educator prior to the judging process.
5. Exhibits may not be removed from the fairgrounds until the time noted on the schedule. If removed without fair board, fair veterinary and/or 4-H Extension Educator approval, the 4-H member will face appropriate consequences.
6. 4-H members and exhibits may only be exhibited in one county.
7. Participating members, volunteers, and parents are subject to the behavior standards and rules governing participation and involvement as outlined in the MN 4-H Code of Conduct.
8. Members not meeting enrollment, fair registration, or animal ID deadlines will not be eligible for champion ribbons/placings, state trips, and/or the county livestock auction.

GENERAL PROJECT REQUIREMENTS

1. All work on projects entered should be done by the 4-H member and completed during the current 4-H year unless otherwise noted.

2. Poster exhibits may not exceed 22" wide x 28" high. They may be smaller.
3. 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.)
4. All exhibits will be evaluated by a conference with the judge. Project judging criteria:

Exhibit quality	25%
Educational value	25%
Knowledge and ability to explain	50%
5. Floor Space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation, contact the Extension Office.
6. 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.
7. 4-H exhibits are entered and displayed at the risk of the exhibitor. The University of Minnesota Extension staff and Pine County Fair Board will exercise due care to protect exhibits. We cannot accept responsibility for loss or damage due to the conditions imposed.
8. If exhibition requirements are not met (and permission is not granted by 4-H Extension Educator), youth will not be eligible for all show related premiums, awards, and participation in the state event.
9. Cloverbud exhibits, including livestock posters, will receive participation recognition.

ANIMAL SCIENCE REQUIREMENTS

1. All beef, dairy, dog, goat, llama, horse, 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 16 (except for Market Beef due, which is due by Feb. 15, 2022).
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-H'ers 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 agreement. Registered animals, not leased, must be registered in the exhibitor's name and/or the exhibitor's family name.

3. 4-H'ers exhibiting livestock at the County Fair are responsible for the care and feeding of the animals they exhibit. If animals are not properly cared for and/or barn rules are not followed then the barn superintendent, fair board members, and/or the 4-H Extension Educator have the right to revoke your premium money and/or send the animal(s) home.
4. All livestock exhibits, including showmanship, must be pre-registered. Members in animal projects may exhibit one animal per class, unless stated otherwise.
5. All 4-H'ers exhibiting livestock at the fair are encouraged to participate in showmanship. 4-H'ers must show their animals, except Cloverbuds.
6. All 4-H'ers exhibiting livestock at the fair are encouraged to participate in Animal Interviews. See schedule for exact times and dates.
7. Grooming of all livestock, including clipping, trimming, and blocking (all species) must be done by the exhibitor, members of the immediate family, or any other registered MN 4-H member. The 4-H'er exhibiting the animal should be present and involved in the fitting process at the fair.
8. To show in the registered breed classes, animals must meet the registration requirements for that breed and registration papers must be available. Animals without proper registration papers (crossbreeds and grades) must be shown as commercial.
9. All animal health regulations will be in effect as stipulated by the Minnesota Board of Animal Health and the County Agricultural Society. IAFE Show Ethics will be followed.

EXHIBIT & LIVESTOCK ARRIVAL

1. General exhibits (non-livestock) must be brought to the fair at their designated time for judging. Please refer to the schedule for location and times.
2. Livestock exhibits may be brought to the fair on Wednesday, August 3rd from 1:00-8:00 pm. No animal will be permitted to enter a livestock barn until they have been checked by the Fair Veterinarian.

EXHIBIT & LIVESTOCK RELEASE

1. General and Livestock Exhibits may not be removed from the fairgrounds until 4:00 pm on Sunday, August 7th.
2. Livestock sold in the auction will be released at 7:00 am on Sunday, August 7th.

CLOVERBUD POLICIES

1. Youth in grades K-2 may exhibit 3 Static and/or 3 Animal Science Cloverbud projects.

2. Cloverbuds may show in more than one animal species for ex: rabbit and swine, or poultry and dairy bottle calf, but only 1 animal per species may be shown as a Cloverbud.
3. **An adult or older 4-H member must always be in control of animals, with Cloverbuds nearby.**

LIVESTOCK HEALTH REQUIREMENTS

1. All animals will be examined before entering the barns by the official Fair Veterinarian. The official veterinarian shall order the immediate removal to a quarantine facility or removal from the exhibition premises of any livestock with symptoms of infectious or communicable disease. Animals placed in quarantine must remain there until removed from the exhibition premises. Infectious/contagious animals may not enter a show ring. This includes livestock with warts, ringworm or abscess.
2. Livestock or poultry known by the exhibitor to have an infectious, communicable disease or to have been exposed to one may not be brought to the fair.
3. Warts and ringworm are considered communicable diseases. A statement from a veterinarian that an animal is being treated for these diseases is not acceptable.
4. The following are specific requirements by species:
 - **Cattle:** Examined at point of entry.
 - **Market & Dairy Goats:** Dairy goats must not have horns (re-growth of less than 1 inch is allowed). Scrappies tags/tattoos are required.
 - **Sheep:** Scrappies tags are needed. These official tags can be ordered from the Minnesota Board of Animal Health and there is no cost for them.
 - **Swine:** Examined at point of entry.
 - **Horses:** Examined at point of entry. Must have proof of a Negative Coggins test within 12 months from the last day of fair.
 - **Dog:** If over six months of age, must be accompanied by a certificate of rabies vaccination issued by a licensed veterinarian. Must have a DHLPP given by a licensed veterinarian with a licensed vaccine.
 - **Poultry:** Examined at point of entry. Record of negative test for pullorum-typhoid conducted within 90 days of exhibit or record of origin from flock tested within 12 months prior to entry.
 - **Rabbits:** Examined at point of entry. Rabbits will be checked for snuffles, ear mites and general health.
 - **Cats/Pets:** Must follow rules for their appropriate species. Cats must have a certificate of rabies vaccination issued by a licensed vet.

- **Llama-Alpaca:** Examined at point of entry.

HERDSMANSHIP

1. The goal for participating in the herdsmanship competition is to promote teamwork between 4-H members.
2. Herdsmanship will be evaluated by individuals selected by the 4-H Educator, with input from the livestock PDC.
3. Animals must be fed and watered.
4. 4-H'ers are responsible for the care of their animals.
5. Decorations count towards the herdsmanship award.
6. Animals, tack areas and aisles should be clean.
7. Manure should be hauled out.
8. Exhibitors should be doing their own work and be courteous and respectful to the public.

STATE FAIR 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)
2. Members selected to represent Pine County at state events must have completed sixth grade.
3. State event trip winners must claim their trip, in the Exhibit Hall, no later than 4pm on Saturday of the fair.
4. *State Policy:* All youth participating at the Minnesota State Fair (grades 6 & up) as 4-H livestock exhibitors in beef, dairy, sheep, swine, lama, poultry, rabbits, goats, or swine must have completed a Livestock Quality Assurance (LQA) workshop or Youth for the Quality Care of Animals (YQCA). LQA Certification is good for three Fair seasons and YQCA is good for one season. Youth who need this requirement are encouraged to register through 4HOnline to take the YPQA training.
5. Beef, sheep, goat, swine, dairy and llama exhibits shown at the State Fair must be the same animal that won the trip at the county fair. The only exceptions are market swine whose county fair

swine show date is more than three weeks (21 days) prior to the date of the 4-H market hog show or counties with terminal hogs. These exceptions, as well as poultry and rabbit fryers, must be from the same flock or herd as those shown at county fair and identified by the animal identification deadline.

6. 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.
7. State Fair, State Horse Show, State Dog Show & NE Livestock Show registration will take place on Monday, August 8th from 10:00am until 5:00pm at the Pine County Courthouse. All packets must be completed & signed, along with the payments for state events which need to be submitted at this time.
8. Minnesota 4-H wants to provide as many 4-H members as possible the opportunity to experience the State Fair judging process. To ensure that as many youths as possible have the opportunity, 4-H staff will follow the outlined process for the distribution of unused livestock quota trips.

GRIEVANCE POLICY

1. The grievance process provides an opportunity for 4-H members, adults and general public to bring forward concerns relating to all 4-H projects including, but not limited behavior, conduct and ethics.
2. This process is meant to be an alternative avenue for resolution when other means are not available or have been exhausted.
3. The committee will make every effort to come to a fair and reasonable resolution to all concerns brought to its attention.
4. Check with the 4-H Extension Educator for more details.

4-H PREMIUMS

4-H Premium checks are a monetary reward for Blue, Red or White Ribbon placing at the county fair. A premium report of all members' monies will be available for review at the Extension office prior to the mailing date. Exhibitors must notify the Extension Office of any errors, no later than Wednesday, August 24th. All checks must be cashed within 30 days of the date they are issued. The Extension Office/Fair Board will not be responsible for uncashed checks.

ANIMAL SCIENCE			
PROJECT AREA	Blue	Red	White
Cloverbud & Animal Interview (all grades)	2.00		
Animal Costume Contest	3.00	2.00	1.00
Animal Poster, Promotional Exhibit or Science of Animal	5.00	4.00	3.00
Beef	10.00	8.00	6.00
Pet Show	4.00	3.00	2.00
Dairy Cows, Dairy Goats	10.00	8.00	6.00
Dog	4.00	3.00	2.00
Meat Goats	6.00	5.00	4.00
Horse	8.00	6.00	4.00
Horse Related & Horseless	3.00	2.00	1.00
Llama	8.00	7.00	6.00
Poultry, Rabbits	4.00	3.00	2.00
Science of Animals	5.00	4.00	3.00
Sheep	8.00	7.00	6.00
Showmanship/Groomsmanship	3.00	2.00	1.00
Swine	9.00	8.00	7.00

GENERAL PROJECTS			
PROJECT AREA	Blue	Red	White
Cloverbud	2.00		
Club Float	20.00	16.00	12.00
Club Banner, Community Pride and Scrapbook	5.00	4.00	3.00
Demonstrations/Public Presentations	3.00	2.00	1.00
General Exhibits	3.00	2.00	1.00

GENERAL 4-H PROJECTS

AEROSPACE

Project Description

4-H members learn about the latest in aerospace technology including airplanes, rockets, helicopters, 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 about how airplanes fly.
- Explain how the model rocket flies.
- 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.
- Compare and contrast different types of kites (flat, box, parafoil, etc).
- Discuss pros and cons of different types of flight (airplane vs helicopter vs jet, etc).

Requirements:

- Models or any other project object(s) 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

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.

CORN

Exhibit Suggestions:

- A two-quart 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.

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 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.

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.
- Sample could be in a clear plastic container or large clear plastic bag.
- Be familiar with crop input costs and the growing process.

PLANT AND SOIL SCIENCE

Exhibit Suggestions:

- 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 cover crops, etc. (seed or plant)
- A plant life cycle exhibit highlighting the growth of a plant from seed to a mature plant.

SMALL GRAINS

Exhibit Suggestions:

- A two-quart **jar or clear container (equalling 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 two-quart **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, examples of a plant disease, etc. of a soybean.

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. 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 two-quart **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 and food production, examples of a plant disease, etc. of a specialty crop.

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

Exhibit Suggestions:

- 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.
- *Note: Do not include live or dried noxious weed samples in your display (check 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.

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.

CAT

See “**Pets**” section

CHILD & FAMILY DEVELOPMENT

Project Description:

Discover how to be self-reliant and responsible, how to handle emergencies and develop home-alone skills. Learn about 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.

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 garment 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

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.

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 exhibit can be judged in the constructed clothing area (or vice versa).

CLOVERBUDS

Cloverbud General Exhibit (including)

Cloverbud Group Project

- A group project completed by your Cloverbud club (e.g., Cloverbud Club Banner, Cloverbud Poster, etc.).

Cloverbud Item Made at Meeting

- Any one item made by the Cloverbud member at a Cloverbud 4-H Club meeting.

Cloverbud Item Made at Home

- 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.

Cloverbud Demonstration Individual

- An oral presentation that includes demonstrating the hands-on steps required to accomplish a task or process

Cloverbud Demonstration Team

- An oral presentation with other Cloverbuds that includes demonstrating the hands-on steps required to accomplish a task or process

Requirements:

- 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, Goat, Horse, Llama & Alpaca, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the [MN 4-H Cloverbud policy](#) that requires a responsible adult or older youth to handle the animal. This includes pet and livestock projects.
- Review the [Cloverbud Information Sheet](#) to ensure the project is developmentally appropriate and follows 4-H cloverbud policies.

There are no State Fair trips in this division.

COMPUTER

See “Technology” section

CONSUMER EDUCATION & MONEY MANAGEMENT

Project Description:

This project will help you learn 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

Note: Members enrolled in Creative Arts can exhibit in both Fine Arts and Crafts.

CRAFTS

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.**

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

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

Requirement:

- 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 “Agronomy” section

SMALL GRAINS & LEGUMES

See “Agronomy” section

DOG

See “Pets” section

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

ENGINEERING DESIGN

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

AQUATIC ROBOTICS

See “Technology” section

ENGINEERING DESIGN

Project Description:

Engineering design projects address a problem by developing a solution that successfully solves the problem. Important in engineering design projects is identification of the problem being solved and testing and improving the solution.

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
- **Using LEGOS to create and test different types of bridge designs**
- Engineering a bridge – using everyday items create a bridge to sustain 5 pounds of weight
- Engineering a roller coaster – Use KNEX or other materials to engineer and create a roller coaster
- 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 (example: using the wind energy to lift a bucket)

Requirement:

- Include description of the problem/challenge being solved
- Include description of how **a design process was used to solve problem**
- **Description(s) can be verbal or written**

ENGINEERING DESIGN CHALLENGE LEVEL 1 & 2

Engineering Design Challenge Team Member:

Level 1 - grades 3 -8 (**suggested**)

Level 2 grades 7 - 12 (**suggested**)

Each member (regardless of age) needs to register in one of these levels.

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 employ **engineering**, physics, humor, and storytelling to create their machine. This program requires a team of at least 3 and no more than 10 youth members.

Exhibit Suggestions:

- Engineering Design Challenge machine itself
- Display, binder, poster, **video** illustrating the process of the doing the activity/project

Requirements:

- Please refer to the [Engineering Design Challenge Level 1 and 2 Handbooks](https://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details.
- Teams of at least 3 youth
- Machine must complete a minimum of 10 steps
- Machine must operate in 2 minutes or less
- Exhibit physical size limited to 6 ft x 6 ft x 6 ft
- **Describe how an engineering design process was used to complete the project.**
- **Provide a journal** record illustrating the process of **completing** the project.

Note: The Engineering Design Challenge showcase event occurs outside of the State Fair (typically before the State Fair). In 2022, teams can choose to participate in person or virtually. Teams choosing to participate virtually will need to submit a video of their machine prior to virtual judging. Please refer to the [Engineering Design Challenge Level 1 and 2 Handbooks](https://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details

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 book.**

EXPLORING THE ENVIRONMENT

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 career opportunities**
- **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**
 - **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**

Requirements:

- 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

Exhibit suggestions:

- 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:

- All recipes, procedures, and **processing** times followed must **use** current (1994 or newer) USDA and/or National Center for Home Food Preservation, **Ball Corporation** or [University of Minnesota](http://www.umn.edu) recommendations. **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

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.

Requirement:

- 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.
- Note: the judge may or may not taste the food.

FOREST RESOURCES

See “Natural Resources” section

FRUIT

See “Vegetable, Fruit and Herb Gardening” section

FRUIT, VEGETABLE & HERB GARDENING

See “Vegetable, Fruit and Herb Gardening” section

GEOLOGY

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! Global Connections projects allow you to explore countries and learn about their government, history, people and popular cultures. It also allows you to further explore your own culture and traditions. Discover how you can make a difference in your community and your world with a Global Connections project.

Exhibit Suggestions:

- 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?
- 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
 - 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.
 - 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.
 - 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

Exhibit Suggestions:

- 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:
 - three stems of one variety of annual flowers, or
 - 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).

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 name.
- Terrarium or dish garden: consider terrarium material of general terrarium plant of native and woodland plants of Minnesota.
- Educational exhibit showing plant propagation, plant history, forcing bulbs, life cycle of a flowering plant, etc.

Requirements:

- 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 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).

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 area 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.

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 power source.
- 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.

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, 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".

Requirement:

- 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

Project Description:

Explore 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 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. 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.
- Experiment 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?

Requirement:

- 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.

Requirement:

- Attach specimens securely to a backboard and display in a glass-topped case of the same model as used by the entomologists (approximately 19" x 16.5" x 3"). Specimens should be approximately 2" x 2". Label each specimen using the label described on page seven of the Geology Manual. Size of label may be reduced to fit display case, if needed. Attach specimens so they will not fall if case is set on its edge. Member must have knowledge of how specimens are identified as to rock or fossil type.

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.

Requirement:

- 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.

Requirements:

- **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

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.

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.
- 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

Note: To include Dog, Cats & Pets projects

CATS

Exhibit Suggestions:

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

DOGS

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.

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
- Enlarged photos should be 5"x7" or 8"x10"
- Photos should be mounted on a mat board or poster board using neutral colors (white, tan, gray or black). Do not use construction paper or colored 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.

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 - It is important to learn **how** to use this form when including any person in your photograph 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](#), [Spanish](#), [Hmong](#) and [Somali](#).

This [presentation](#) 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](#)

This [presentation](#) explains "How to Prepare Your 4-H Photos for the Fair" or there is a [video](#) for more advice and examples.

Elements of Photography

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

On-camera filters: a physical filter that attaches to the camera lens (neutral density, polarizer, various colors, etc) are allowed.

Exhibit Ideas:

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
- 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 officer, 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.
3. **Showcase a 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

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. Please view the "[Introduction 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. Examples of images not allowed include: an image of space (taken by NASA) as the background of your photo or if you want a shark inserted into your composite image, you must take a photo of a shark.

Exhibit Ideas:

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
2. 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.
3. 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.
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
6. 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, exhibitors can show their exhibit on a 14" x 22" poster board, computer or tablet.

PLANT AND SOIL SCIENCE

See "Agronomy" section

PUBLIC PRESENTATIONS

DEMONSTRATIONS

Demonstration - Individual
Demonstration - Team

LIVESTOCK DEMONSTRATIONS

Livestock Demonstration - Individual
Livestock Demonstration - Team

PRESENTATIONS & SPEECHES

Presentations & Speeches - Individual
Presentations & Speeches - Team

INTERACTIVE DEMONSTRATIONS

Interactive Demonstration - Individual
Interactive Demonstration - Team

Requirements:

- **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.
- **Demonstrations** 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.**
- **Livestock Demonstrations 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.**
- **Presentations & Speeches** 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.

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.

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 how 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.

Two exhibits will be selected for the State Fair. Note: State Fair Plastic Sculptures will be on display only. No judging will occur at the State Fair.

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 displayed as needed.
- 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. For safety, DO NOT use a hot glue gun as melting plastic gives off toxic fumes!
- 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.
- If you are unsure about any of these Guidelines, please consult your 4-H Extension Educator.
- Sculptures should 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

POTATOES

See "[Vegetable, Fruit and Herb Gardening](#)" section

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, 4-H youth explore and become confident in the process of doing science through science inquiry. Science inquiry is a systematic process where a curiosity or question is explored, leading to new knowledge or understanding about a phenomenon (an observable fact or event).

Exhibit Suggestions:

- Video of you exploring the physical properties of slime using different materials/recipes to make slime
- Display different types of birds 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

Requirement:

- Include the question, issue, or phenomena being investigated
- Include description of how a science inquiry process was used to help understand the phenomenon 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.

Requirement:

- 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.

SHOP

See “Industrial Technology” section

TECHNOLOGY

Note: To include Aquatic Robotics, Computer & Robotics projects.

Project Description:

Youth will become familiar with computers, technology and/or robotics. Youth can apply knowledge gained and share what they have learned.

Exhibit Suggestions:

- Robot, Edison robots, EV3, WeDo, Osmos, VEX; Have a photo of robot if you do not intend to leave robot on display
- Display the robot using diagrams of programming, photos, booklets, etc
- Video of robot in action
- Exhibit a ROV and operation; show the use in Aquatic Invasive Species (AIS) education
- Explain the foundations of computers and explore how computers work for various projects.

- Learn about cyber bullying and prevention
- Create an educational app
- Explore computer based careers
- 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, smart phones, ect. can be used during the judging process

VEGETABLE, FRUIT AND HERB GARDENING

FRUIT

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, exhibitor should bring 4-6 items of one variety of fruit and include **an information** card listing the varieties of fruit.

HERB GARDENING

Exhibit Suggestions:

- 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)

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
- 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 with variety identified on **an information** card.
- Be familiar with crop input costs and the growing process.

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).

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).**

LARGEST VEGETABLE

Exhibit Options:

- Squash
- Cabbage
- Pumpkin
- Melons
- Tallest Stalk of Field Corn

Requirements:

- Include an information card with name, plant variety and date planted.
- Stalks of Field Corn should have roots on the stalk.

VEGETABLE GARDENING

See "*Vegetable, Fruit and Herb Gardening*" section

VETERINARY SCIENCE

Project Description:

Veterinary Science is a more in depth project exploration around veterinary science topics. Be prepared to discuss research techniques and source information as part of the project judging.

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)

Requirements:

- 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, USB, flash drive or data CD.
- **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.**
- 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
- 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.

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

Video Release form - it is important to learn **how** to 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](#), [Spanish](#), [Hmong](#) and [Somali](#).

Equipment: Any electronic device capable of capturing a video image video camera, digital camera, DSLR, time lapse camera or trail camera, cellphone, tablet, GoPro or drone with attached camera (operator must meet age requirements to use a drone).

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 Ideas:

- 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 or stop action
- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment

WATER/WETLANDS

See "[Natural Resources](#)" section

WILDLIFE BIOLOGY & MANAGEMENT

Project Description:

Discover Minnesota's diverse wildlife habitat in prairies, forests, wetlands or your own backyard. Learn about wildlife populations, diversity, what impacts their habitats, and how to become a steward of the land. Activities may include tracking wildlife, building nesting boxes and exploring careers such as wildlife biologist or naturalist.

Exhibit Suggestions:

- **Create a guide of wild animals of Minnesota--describe habitat, diet, and shelter needs.**
- **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.
- Show a photo you took, a sketch you drew or a poem or story you wrote about your favorite wildlife encounter
- 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.
- 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.

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.

Exhibit Suggestions:

- 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)

CLUB PROJECTS

Club Banner

Two banners will be selected for State Fair exhibit.

Requirement:

- 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.
- Club name on 3 x 5 card pinned to back. (Any assembly technique can be used.)

Club Community Pride

Two Community Pride exhibits will be selected for State Fair exhibit.

Requirements:

- 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.
- Two club youth who participated in the project may represent the club in conference judging.
- Community Pride participants at State Fair may exhibit another individual project.

Club Float

County Exhibit only

Requirements:

- Participation in the Pine County Fair Parade.
- Contact the Pine City Chamber of Commerce for parade registration information.
- Floats will be judged during the parade.

Club Scrapbook

County Exhibit only

Requirement:

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

ANIMAL SCIENCE PROJECTS

SCIENCE OF ANIMALS EDUCATIONAL EXHIBITS

HEALTH/BREEDING/PRODUCTION EXHIBIT

Beef
Dairy
Goat-Dairy
Goat-Meat
Poultry
Rabbits
Sheep
Swine

ZOONOTICS EXHIBIT

Beef
Dairy
Goat-Dairy
Goat-Meat
Poultry
Rabbits
Sheep
Swine

OTHER

Beef
Dairy
Goat-Dairy
Goat-Meat
Poultry
Rabbits
Sheep
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 Weekend 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.

ANIMAL COSTUME CONTEST

Animal Costume Contest – Grades 3+
Animal Costume Contest - Cloverbud

To participate in the 2022 Pine County Fair Costume Contest please observe the following rules:

1. See 4-H Fair Schedule for show time and location.
2. Animal Costume Contest is for all youth in grades K and up.
3. Cloverbuds are encouraged to participate. Cloverbud rules still apply.
4. Exhibitor's animal must be dressed in costume in some way. The exhibitor may also dress in costume if they choose.
5. All costumes MUST be in good taste and appropriate for the general public.

6. Exhibitors will be evaluated on the creativity of exhibit.
7. Youth must register in FairEntry.
8. Only one costume and one animal per exhibitor.
9. An information form will be sent out the week of July 10th and due July 25th to use as a script for the Costume Contest along with creation of the program. Questions may include: exhibitor's name & age, pet species & age, the costume the youth/animal is exhibiting and why, and other information.
10. Pre-registration is REQUIRED!

BEEF

Birth Dates

Breeding Heifer – Spring calf	January 1 – April 30, 2022
Breeding Heifer – Fall calf	September 1 – December 31, 2021
Breeding heifer – Summer Yearling	May 1 – August 31, 2021
Breeding heifer – Junior Yearling	January 1 – April 30, 2021
Breeding heifer – Senior Yearling	September 1 - December 31, 2020
Cow/calf	Calves must be born on or after January 1, 2022
Prospect market calves	January 1 – April 30, 2022
Market beef	January 1 – August 31, 2021
Dairy steers	January 1 – August 31, 2021

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

COW AND CALF

Beef - Cow and Calf Pair

PROSPECT CALF

Beef - Heifer Calf
 Beef - Steer Calf

MARKET BEEF

Beef - Market Steer
 Beef - Market Heifer

Requirements:

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

DAIRY STEER

Beef - Purebred 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.
- **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 (Choose appropriate age division: 3-5, 6-8, 9+)

BEEF INTERVIEW

Beef Interview (Choose appropriate age division: 3-5, 6-8, 9+)

BEEF CLOVERBUD

Beef Cloverbud

DAIRY

Birth Dates:

Spring (Junior) Calf	March 1, 2022 - May 31, 2022
Winter calf	December 1, 2021 – February 28, 2022
Fall calf	September 1 – November 30, 2021
Summer junior yearling	June 1 – August 31, 2021
Spring junior yearling	March 1 – May 31, 2021
Winter senior yearling	December 1, 2020 – February 28, 2021
Fall senior yearling	September 1 – November 30, 2020
Junior two year old	March 1 – August 31, 2020
Senior two year old	September 1, 2019 – February 29, 2020
Three year old cows	September 1, 2018 – August 31, 2019
Four year old cows	September 1, 2017 – August 31, 2018
Aged cow	Born before September 1, 2017
Dry cow	Dry cow of any age

HOLSTEIN REGISTERED & GRADE

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
Dairy - Jr. Two-Year-Old Cow
Dairy - Sr. Two-Year-Old Cow
Dairy - Three-Year-Old Cow
Dairy - Four-Year-Old Cow
Dairy - Five-Year-Old and Older Cow
Dairy - Dry Cow

MIXED COLOR REGISTERED & GRADE

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
Dairy - Jr. Two-Year-Old Cow
Dairy - Sr. Two-Year-Old Cow
Dairy - Three-Year-Old Cow
Dairy - Four-Year-Old Cow
Dairy - Five-Year-Old and Older Cow
Dairy - Dry Cow

Requirements:

- Senior Yearlings that have calved must compete in the two-year-old cow class.

DAIRY SHOWMANSHIP

Dairy Showmanship (Choose appropriate age division: 3-5, 6-8, 9+)

DAIRY INTERVIEW

Dairy Interview (Choose appropriate age division: 3-5, 6-8, 9+)

DAIRY CLOVERBUD

Dairy Cloverbud
Dairy Cloverbud Poster

DOG

DOG AGILITY

Dog - Pre-Jumpers (County Only)
Dog - Limited Agility
Dog - Pre-Agility
Dog - Agility Beginner
Dog - Agility Elementary
Dog - Agility Intermediate
Dog - Agility Senior
Dog - Agility Advance
Dog - Jumpers I
Dog - Jumpers 1A
Dog - Jumpers 1B
Dog - Jumpers II
Dog - Jumpers III

DOG RALLY

Dog - Rally Foundation
Dog - Rally Pre-Novice
Dog - Rally Novice
Dog - Rally Pre-Advance
Dog - Rally Advanced
Dog - Rally Excellent
Dog - Rally Veterans

DOG OBEDIENCE

Dog - Obedience Foundation Class
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

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.

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](http://z.umn.edu/mn4hdogproject) (z.umn.edu/mn4hdogproject).

All dogs must be vaccinated according to the requirements listed on the MN 4-H Dog Project ID Affidavit and Vaccination Form.

Dog aggression and bites: the judge and/or show committee may excuse any dog attempting to attack any dog or person in the ring or on the show grounds. Said dog may be disqualified and no ribbon awarded. If your dog bites someone and breaks the person's skin, your dog will need to be immediately removed from the show site. Local authorities (public health and law enforcement) will be notified and proper procedures will be followed.

Before beginning agility-training, dog must be 12 months of age and have earned a minimum score of 180 in any previous year of 4-H obedience competition, or have completed 2 years of obedience training to advance to the state competition.

Members must attend a minimum of 6 agility-training classes: 4-H organized training or those of a recognized training school will be accepted to advance to the state competition.

A 4-H member may show 2 dogs in the same lot in agility only.

DOG INTERVIEW

Dog Interview

DOG CLOVERBUD

Cloverbud Dog
Dog Cloverbud Poster

GOAT DAIRY

BIRTH DATES:

Junior Kid Doe
Senior Kid Doe
Dry Yearling Doe
Milking Yearling Doe

April 1 – June 30, 2022
January 1 – March 31, 2022
January 1 – December 31, 2021
January 1 – December 31, 2021

Milking Two Year Old Doe	January 1 – December 31, 2020
Milking Doe - 3 Years and under 5 Years	born in 2018 or 2019
Milking Doe - 5 Years and older	born before 2018

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
 Dairy Goat - Milking 6+ 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 (Choose appropriate age division: 3-5, 6-8, 9+)

DAIRY GOAT INTERVIEW

Dairy Goat Interview (Choose appropriate age division: 3-5, 6-8, 9+)

GOAT CLOVERBUD

Cloverbud Dairy Goat
Dairy Goat Cloverbud Poster

GOAT MEAT

BIRTH DATES:

Market goat

Meat market goat (wether)	Dec 1, 2021 – April 30, 2022
Meat market goat (doe)	Dec 1, 2021 – April 30, 2022
Dairy market goat (wether)	Dec 1, 2021 – April 30, 2022

Meat goat breeding does

Senior yearling meat breeding doe (never kidded)	Dec 1, 2020 – Feb 28, 2021
Junior yearling meat breeding doe (never kidded)	March 1, 2021 – May 31, 2021
Fall yearling meat breeding doe (never kidded)	June 1, 2021 – Nov 30, 2021
Senior meat breeding doe kid	Dec 1, 2021 – Feb 28, 2022
Junior meat breeding doe kid	Mar 1, 2022 – May 31, 2022

NOTE: Pygmy Goats are classed as Meat Goats

MARKET GOAT

Meat Market Goat - wether
 Meat Market Goat - doe
 Dairy Market Goat - wether
 Dairy Market Goat – Doe (County Only)

MEAT GOAT BREEDING DOE

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

Meat Goat - Junior Yearling Breeding Doe, Registered or Grade (never kidded)

Meat Goat – Fall Yearling Breeding Doe

Meat Goat – Senior Meat Breeding Doe Kid

Meat Goat – Junior Meat Breeding Doe Kid

Requirements:

- Market animals must be a minimum of 40 pounds, but not to exceed a maximum of 110 pounds by the State Fair.
- Market wethers must be disbudded/de-horned. Re-growth must not exceed one inch. Cut (sawed) off horns are not permitted
- **Market does may have horns.**
- Meat breeding does **and market does** may have horns and they do not need to be capped or blunted.

MEAT GOAT SHOWMANSHIP

Meat Goat Showmanship (Choose appropriate age division: 3-5, 6-8, 9+)

MEAT GOAT INTERVIEW

Meat Goat Interview (Choose appropriate age division: 3-5, 6-8, 9+)

MEAT GOAT CLOVERBUD

Cloverbud Meat Goat

HORSE

HORSE SHOW

ENGLISH EQUITATION

Horse - English Equitation - Grades 9+

Horse - English Equitation - Grades 6-8

Horse - English Equitation - Grades 3-5

Horse - English Equitation - Novice

Horse - English Equitation – Walk/Trot

ENGLISH PLEASURE

Horse - English Pleasure - Grades 9+

Horse - English Pleasure - Grades 6-8

Horse - English Pleasure - Grades 3-5

Horse - English Pleasure - Novice

Horse - English Pleasure – Walk/Trot

WESTERN HORSEMANSHIP

Horse - Western Horsemanship, All Gaits, Grades 9+

Horse - Western Horsemanship, All Gaits, Grades 6-8

Horse - Western Horsemanship, All Gaits, Grades 3-5

Horse - Western Horsemanship, All Gaits, novice

Horse - Western Horsemanship, pony

Horse - Western Horsemanship, Walk/Trot

WESTERN PLEASURE

Horse - Western Pleasure - Grades 9+

Horse - Western Pleasure - Grades 6-8

Horse - Western Pleasure - Grades 3-5

Horse - Western Pleasure - Novice

Horse - Western Pleasure – pony

Horse - Western Pleasure – Walk/Trot

POLE WEAVING

Horse - Pole Weaving, Grades 9+
Horse - Pole Weaving, Grades 6-8
Horse - Pole Weaving, Grades 3-5
Horse - Pole Weaving, Novice

JUMPING FIGURE 8

Horse - Jumping Figure 8, Grades 9+
Horse - Jumping Figure 8, Grades 6-8
Horse - Jumping Figure 8, Grades 3-5
Horse - Jumping Figure 8, Novice

KEY RACE

Horse - Key Race, Grades 9+
Horse - Key Race, Grades 6-8
Horse - Key Race, Grades 3-5
Horse - Key Race, Novice

BARREL RACE

Horse - Barrel Race, Grades 9+
Horse - Barrel Race, Grades 6-8
Horse - Barrel Race, Grades 3-5
Horse - Barrel Race, Novice

TRAIL CLASS

Horse - Trail Class, Grades 9+
Horse - Trail Class, Grades 6-8
Horse - Trail Class, Grades 3-5
Horse - Trail Class, Novice

HORSE SHOWMANSHIP

Horse - Showmanship Grades 9+
Horse - Showmanship Grades 6-8
Horse - Showmanship Grades 3-5
Horse - Showmanship, Novice

HORSE INTERVIEW

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

CHALLENGED RIDER

Horse - Assisted: Flat Class-Western Equitation, walk, trot with volunteer/mentors as needed
Horse - Assisted: Flat Class-English Equitation, walk, trot with volunteer/mentors as needed
Horse - Assisted: Obstacle Game Class, Key Hole pattern, walk, trot with volunteer/mentors as needed
Horse - Unassisted: Flat Class-Western Equitation, walk, trot, unassisted (spotter requested)
Horse - Unassisted: Flat Class-English Equitation, walk, trot, unassisted (spotter requested)
Horse - Unassisted: Obstacle Game Class, Key Hole pattern, walk, trot, unassisted (spotter requested)

GROOMSMANSHIP (county only)

Horse - Groomsmanship Grades 9+
Horse - Groomsmanship Grades 6-8
Horse - Groomsmanship Grades 3-5
Horse - Groomsmanship Novice

Use the following grade classes to enter the above divisions.

Grade 9+
Grade 6-8
Grade 3-5
Novice
Pony

Requirements:

- **Horse Helmet Policy:**
All 4-Hers 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](http://z.umn.edu/4HHorseProject) (z.umn.edu/4HHorseProject)
- Classes may be combined or split depending on the number of entries.
- There will be no minimum number of riders needed to show in a class. To save time the classes may be combined, but the ages will not be judged together.
- All horses exhibited must have a negative Coggins test within the last 12 months of the last day of the fair. Members may exhibit 3 horses; one in pleasure classes, one in game class and one in the training class.
- Only one horse may be exhibited at the State Horse Show. Horse show qualifiers will be chosen according to blue ribbon points only and the county quota is based on enrollment.
- You may enter any number of lots you have trained your horse to ride in. Horse is exempt from the 3 exhibits per project area rule.
- Every exhibitor receives one ribbon/class entered. Placement is at the judge's discretion.
- Points will be awarded to Blue ribbons only and are awarded by the horse and rider combination. The 1st blue ribbon will receive 6 points, 2nd blue will get 5 points, etc.
- State Horse Show trips will be awarded based on the highest percentage of participation in each discipline. If a bonus trip is received a vote will take place before the horse barn meeting (all youth currently enrolled in the horse project may vote on how the trip will be used). A minimum of two trips will be awarded to Pleasure - English or Western.
- Straight across points will be awarded for blue ribbons.
- Intermediate and senior classes for Games and English will be combined for the points used for the state horse show trips.
- All points earned are earned by the horse and rider combination. Each combination of horse and rider will earn points separately.
- In case of a tie in points, the State Horse Show trip will go to the 4-H member with the most first blues, if that does not break the tie it will go to the member with the most second blues, if that does not break the tie it will go to the member with the most third blues. If the tie is still not broken, we will draw from a hat.
- Trail class will not be used for state fair trips; however, trail class will be used to count points toward grand and reserve ribbons.
- Western Pleasure and English participants MUST participate in the showmanship at halter class. Participants showing a game horse MUST participate in Groomsmanship. However, if the participant is showing the same horse in both disciplines, the rider may choose between showmanship and Groomsmanship (must participate in one). NOTE: Groomsmanship does not count toward state fair or high points. Groomsmanship is for ribbon only.
- Members must have completed 6th grade to participate in the State Horse Show.
- Horses will be stalled on Wednesday evening. Must be ready and prepared 1 hour prior to showing on Thursday.
- For Western horse classes, exhibitors must wear western boots, pants, western hat, dress or western long-sleeved shirt, and belt, chaps may be worn for western pleasure class only.
- Game class exhibitors must wear western boots, pants, western hat, dress or western long-sleeved shirt & belt. No whips, quirts or crops to be used in game classes. A 2" wide leather bat may be used in games.
- For English Classes, exhibitors must wear English style blouse or shirt, breeches or riding pants, high boots, hard hat and hunt coat.
- For trail class, exhibitors will have a maximum of 45 seconds per obstacle. After that, they will be asked to move to the next Obstacle.
- All horses must have submitted an Animal ID form by May 16, 2022 to be eligible for champion ribbons and state.
- Any 4-H'er also enrolled in the 4-H horse training project must meet the achievement program guidelines.
- Grand & Reserve Champions will be awarded to a Western Pleasure, English and Games Rider. Points for deciding Grand and Reserve Champion will be based upon the highest composite score of 4 events (except English which has 2 events).
- Pleasure (showmanship at halter, western horsemanship, western pleasure and trail) English (English pleasure, English equitation) or games (cloverleaf barrels, pole weaving, jumping figure 8 & key race). Showmanship, horsemanship & pleasure criteria will be used to decide the State fair line-up.

- Grand and Reserve Ribbons will be awarded in each age division as broken out in the rule above if there is a blue ribbon eligible participant.
- While at the fairgrounds, adults and trainers are not allowed to ride, exercise or workout horses being exhibited by the 4-H member.
- Horses being ridden must be saddled – no bareback riding.
- 4-H members will not mount or ride horses in any buildings at the County Fair. Members will only ride in designated areas.
- Good Sportsmanship must be exhibited always.
- Cruel or rough handling of horses will not be allowed.
- Stalls will be provided by the Fair Board.
- Initial bed of shavings will be supplied for each horse, after that the exhibitor is responsible for their own.
- A Barn Meeting will be held prior to the county fair (exceptions are only made after contacting the Barn Supervisor)
- Behavior that violates the 4-H Code of Conduct and/or hurts the 4-H image will not be tolerated (this includes, but is not limited to, talking to the judge about placings, inappropriate language or actions, non-cordial interactions with others, etc.)
- All issues should be reported to the 4-H Extension Educator.

MUSIC IN MOTION (County Only)

Novice

Beginner

Intermediate

Advanced

Team/Small Group

Large Group

Music in Motion will be a Fun Show ONLY. It will be volunteer judged for prizes – no premiums.

Compulsory Moves:

Novice & Beginner

Must Ride: Walk, Trot, back 3 Steps and 180 degree turn

May ride: Simple lead change, figure 8, (walk or trot), circle, lope or canter

Intermediate

Must Ride: Walk, trot, lope/canter, back 6 steps, 360 degrees

May Ride: Simple lead change, side pass, reverse on the rail

Advanced

Must Ride: Walk/trot/canter, 180 & 360 degree turn, side passes to the right and left, bend at large and small circles, simple lead changes or flying and back at least 6 steps

Guidelines:

- 4-H'ers ride to music they have chosen, in a pattern they have created.
- The rider will create a routine that demonstrates their skills, creativity and entertains the audience.
- Riders will be evaluated on technical correctness of their moves and the creativity of the performance.
- Music in Motion is a riding version of free style figure skating, somewhere between free style dressage and freestyle reining.
- Riders can ride under either English or Western tack and create a pattern of moves that shows off their horse's best gaits and their own personality.
- Must be enrolled in the Horse Project
- Must include compulsory moves.
- Music must be at least 2 minutes long and under 5 minutes.
- Music to be provided to the committee on a disc labeled with name, before the class begins.
- A program card which includes a listing of your program moves in order along with a 2-sentence introduction for the announcer to introduce you into the arena needs to be in to the 4-H Exhibit building office by Saturday afternoon. This will serve as your entry into Music in Motion.
- Teams, small groups, are not eligible to receive the overall award
- Novice and Beginner riders will be judged separately from Intermediate and Advanced riders.

HORSE CLOVERBUD

Horse - Cloverbud Barrels

Horse - Cloverbud Western Pleasure

Horse - Cloverbud Horse Showmanship
Horse – Cloverbud Poster

Cloverbud youth cannot be off a lead line & can only participate in up to three horse classes (showmanship, western pleasure, and barrels) for a Cloverbud participation ribbon only. Cloverbuds will not be timed.

HORSE TRAINING

Horse - Training Steps 1 - 6

HORSE RELATED

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

Requirement:

- 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

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

Requirement:

- 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.

LLAMA - ALPACA

Use the following Dept/Div/Class codes which best fit your county:

LLama -Alpaca – Costume (Exhibitor must be on foot),

LLama -Alpaca – Obstacle Course

LLama -Alpaca - Public Relations

LLama -Alpaca Showmanship

LLAMA-ALPACA FLEECE

LLama -Alpaca Fleece

LIAMA-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 (Choose appropriate age division: 3-5, 6-8, 9+)

LLAMA-ALPACA CLOVERBUD

LLama -Alpaca Cloverbud Showmanship

LLama -Alpaca Cloverbud Costume

LLama -Alpaca Cloverbud Poster

Birthdates

4-H **Llama-Alpaca** Projects must be born prior to **January 1, 2022.**

Gender:

- No sexually intact male over 18 months is eligible for exhibition.
- 4-H Llama - Alpaca projects must be born prior to January 1, 2022.
- No companion animals (no buddies and no nursing mother's allowed)

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.

POULTRY

CHICKENS

Chickens - Market pen of two males or two females
Chickens - Breeding pen of one male & two females
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

DOVES

Doves - Purebred breeding pair

DUCKS

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

Geese - Market pen of two males or two females
Geese - Breeding pen of one male & two females

GUINEA

Use the following Classes, with the Divisions to indicate the type of your project animal(s). 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
Pigeons - Utility, 1 Young bird Male or Female, 1 young bird, this year band
Pigeons - Fancy, 1 Breeding Pair
Pigeons - Fancy, Young bird Male or Female, 1 young bird, this year band
Pigeons - Flying, 1 Breeding Pair
Pigeons - Flying, Young bird Male or Female, 1 young bird, this year band

TURKEYS - Domestic only

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

POULTRY SHOWMANSHIP

Poultry Showmanship (Choose appropriate age division: 3-5, 6-8, 9+)

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.**

POULTRY INTERVIEW

Poultry Interviews (Choose appropriate age division: 3-5, 6-8, 9+)

POULTRY CLOVERBUD

Poultry Cloverbuds

Poultry Cloverbud Poster

RABBITS

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 Woolly, 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, **Belgian Hare**, Bevern, Californian, Champagne Dargent, Checkered Giant, American Chinchilla, Giant Chinchilla, Cinnamon, Crème Dargent, Flemish Giant, French Lop, Hotot, English Lop, Palomino and Silver Fox.

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.

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 (Choose appropriate age division: 3-5, 6-8, 9+)

RABBIT POSTER

Rabbit Poster - **Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements under rabbit information.**

RABBIT INTERVIEW

Rabbit Interview (Choose appropriate age division: 3-5, 6-8, 9+)

RABBIT CLOVERBUD

Cloverbud Rabbit

Rabbit Cloverbud Poster

SHEEP.

BIRTH DATES

January Ewe Lamb	Born in January of current Year
February Ewe Lamb	Born in February of current Year
March Ewe Lamb	Born in March of current Year
Yearling Ewe	Born on or after January 1 of previous year and must not show evidence of four permanent incisors.
Market Lamb	Born on or after December 1 of previous year

BREEDING EWE

Sheep - Registered Yearling Ewe
Sheep - Registered January Ewe Lamb
Sheep - Registered February Ewe Lamb
Sheep - Registered March Ewe Lamb
Sheep - Commercial Yearling Ewe
Sheep - Commercial January Ewe Lamb
Sheep - Commercial February Ewe Lamb
Sheep - Commercial March Ewe Lamb

MARKET LAMB

Market Lamb - Speckle Face
Market Lamb - Black Face
Market Lamb - White Face

Requirements:

- Recommended minimum weight for State Fair is 105 pounds; recommended maximum weight is 170 pounds.

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 (Choose appropriate age division: 3-5, 6-8, 9+)

SHEEP INTERVIEW

Sheep Interview (Choose appropriate age division: 3-5, 6-8, 9+)

SHEEP Cloverbud

Sheep – Cloverbud
Sheep Cloverbud Poster

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!

SWINE

Market Gilts will be shown at State Fair.

(Note: Champion barrows and gilts will never compete and auction limitations will be in place.)

BIRTH DATES:

January Gilt Born in January of current year

February Gilt Born in February of current year

March Gilt Born in March of current year

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

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

BREEDING GILTS

Swine - Registered January Gilt

Swine - Registered February Gilt

Swine - Registered March Gilt

Swine - Commercial January Gilt

Swine - Commercial February Gilt

Swine - Commercial March Gilt

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 (Choose appropriate age division: 3-5, 6-8, 9+)

SWINE INTERVIEW

Swine Interview (Choose appropriate age division: 3-5, 6-8, 9+)

SWINE CLOVERBUD

Cloverbud Swine

Swine Cloverbud Poster

4-H SHOW ATTIRE

In 2022, all 4-H livestock exhibitors (except horse and dog) will receive a t-shirt to wear during the show. This is in the same fashion as the State Fair 4-H livestock shows.

Boots, shoes, or tennis shoes required, a flat non-skid sole is preferred for safety and traction; no sandals, open-toe or open-heel shoes allowed.

No midriff tops or sleeveless tops allowed.

No hats allowed.

4-H BLUE RIBBON AUCTION

1. Any 4-H member enrolled in beef, dairy steer, goat, poultry, rabbit, sheep and swine projects who meet the requirements below may participate in the livestock auction. The livestock auction is optional for 4-H members. The actual sale of the animal is also optional.
2. 4-H members who have been awarded and have accepted a State Fair trip with their market animal, will still be eligible to sell a ribbon premium but not their animal. This means the buyers will be purchasing a ribbon that represents the champion animal not the actual animal.
3. State Fair Winners in poultry and rabbits may auction their ribbon and animals, as different animals are exhibited at State Fair.
4. All animals must have an affidavit on file for the animal and an auction authorization form submitted. Both items must have been submitted by the appropriate deadlines to be eligible for the auction.
5. All animals must be owned and cared for by a 4-H member. No transfer of animals is allowed after ownership I.D. (affidavit) deadline.
6. The livestock auction will be held at the livestock show ring. See schedule for auction time and date.
7. Only market ready animals shown in a market class will be eligible for the auction. All market ready animals will be evaluated for County Fair market readiness by the show ring judge. The judge's decision will be final.
Beef Steers – 1100 lb. minimum following the 4-H premium book for age requirements.
Dairy Steer – 1000 lb. minimum following the 4-H premium book for age requirements. Both the sire and dame must be dairy.
Market Hogs – Minimum for blue ribbon auction is 200 lbs. For terminal auction, must be between 250 lbs. and 300 lbs.
Market Sheep Wethers – 90 to 200 lb. range following 4-H premium book for age requirements.
Goat Wethers – 45 to 90 lb. range following 4-H premium book for age requirements.
Poultry and Rabbits – follow 4-H premium book for hatch dates and age requirements.
8. Only blue ribbon market animals will be eligible for the auction.
9. A 4-H member may sell one lot for each of their qualifying species.
10. 4-H member must be present at weigh in unless excused by the specie superintendent.
11. Animals will be allowed to cross the scale only once at the fair weigh-in.
12. 4-H members must be present at the Livestock Auction and must own animal.
13. 4-H member and their auction exhibit must be clean and show fit.
14. To participate in the auction, the 4-H member and their parent/legal guardian need to sign an auction authorization form indicating they want to participate by 2:00p.m. on Friday of the fair to the 4-H Fair Office for all species.
15. The top range current closing market price will determine opening bid, if applicable. Poultry and Rabbits opening bid will be \$5.00/animal.
16. If exhibit was shown as a pen, it will be sold on the auction as a pen.
17. No limit on bids will be in effect. The animal will go to the highest bidder and the highest bidder will have first option to buy the animal if the 4-H member has decided to sell the animal.
18. 20% of the premium bid will be retained by 4-H to pay auction expenses, support the livestock fund, etc.
19. Buyers are bidding on the premium only. If the 4-H member has decided to sell the animal, it will be noted before the auction begins and the bidder will become owners at the completion of the auction if they decide to purchase the animal. All winning bidders are to settle with the sales clerk after the completion of the auction.
20. If an animal is sold more than once, the 4-H member will receive the premium on the first sale only. The rest of the proceeds will go to Pine County 4-H. The animal can be sold a Maximum of 2 times.

21. Once the animal is sold, it becomes the property of the buyer. However, the 4-H exhibitor has the responsibility of caring for the animal and liable for it until it leaves the fairgrounds.
22. A picture taken prior to the auction of the animal and exhibitor will be presented to the buyer.
23. All market animals except poultry & rabbits sold at the sale will be slaughtered at the auction designated slaughtered house and entered in the carcass contest, unless the buyer opts out. All animals will be transported to the locker by the designated livestock hauler from the fairgrounds at the deciding time of the hauler on Sunday of the fair. Poultry and Rabbits will be sold live and given to the winning bidder after the auction or no later than 4:00p.m.
24. If it does not go to the meat locker, the buyer will be responsible for removing the animal between 4:00pm and 6:00pm on Sunday of the fair. The exhibitor will be able to select another market ready animal of the same specie to enter the carcass contest. The processing cost will be the responsibility of the 4-H member.
25. All market animals will be evaluated for quality of meat by using accepted carcass contest data and will be shared at the carcass show. The top carcass will receive a trophy.
26. No drugs may be administered to animals at the fair or prior to the fair that would cause the meat to be condemned. NO premiums/awards will be awarded and exhibitor will be banned from all future participation in exhibiting animals with Pine County 4-H, if meat is condemned. In case of a condemned carcass, the carcass evaluator will make all final decisions.
27. All exhibitors selling an animal should use appropriate means to express appreciation to the buyer regardless of the premium they received. The exhibitor is expected to fill out the auction form and write a thank you card and hand the thank you and photo to the buyer at the auction.
28. The Livestock Committee along with the 4-H Extension Educator will evaluate and recommend updated guidelines as needed.
29. If an animal is sent home sick there will be no substitutions for that market animal. 4-H exhibitors forfeit their participation in the 4-H Livestock Auction.
30. If decisions need to be made during the fair a minimum of four Livestock Committee members along with 4-H Extension Educator and/or the 4-H Regional Extension Educator will review and consider the requests.
31. Members not meeting enrollment, fair registration, or animal id deadlines will not be eligible for champion ribbons/placings, state trips, and/or the county livestock auction. Members can apply for a one-time exemption to have these consequences removed (contact the 4-H Extension Educator for more information).