

**2024**  
**Pine County Fair**  
**4-H Premium Book**



July 31 - Aug 4, 2024

# 2024 Pine County Fair 4-H Premium Book

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We strongly encourage all exhibitors to review: [exhibit eligibility information](#) on pages 5-6 for copyright, display size limitations, and other rules for general projects; [animal science eligibility information](#) for expectations regarding live animal entries.

# 2024 Pine COUNTY 4-H FAIR SCHEDULE

## WEDNESDAY, MAY 15

11:59pm **4-H Enrollment & Animal ID Deadline**  
*4-H Online website*

## MONDAY, JUNE 3

8:00am **Pine County Fair Registration Opens**  
*FairEntry website*

## MONDAY, JULY 1

11:59pm **Pine County Fair Registration Deadline**  
*FairEntry website*

11:59pm **LQA&E Deadline**

## FRIDAY, JULY 19

5:00pm **Dog Obedience, Rally, Showmanship & Interview**  
*Cattle Barn*

## WEDNESDAY, JULY 24

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

## SUNDAY, JULY 28

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, JULY 30

3:00-7:00pm **General Exhibit Judging**  
*4-H Exhibit Building*

3:00-7:00pm **Demonstrations/ Performing Arts and Fashion Revue Judging**  
*VFW*

## WEDNESDAY, JULY 31

8:00am **Dog Agility Show**  
*Grandstand*

1:00-8:00pm **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 Pet Show**  
*Livestock Show Arena*

8:00pm **Livestock Weigh-In**

## THURSDAY, AUGUST 1

9:00am **Horse Show**  
*Horse Arena*

3:00pm **4-H Livestock Shows:**  
**4-H Meat Goat Show**  
**4-H Sheep Show & Lamb Lead**  
**4-H Beef Show**  
*Livestock Show Arena*  
**4-H Swine Show**  
*Swine Barn*

## FRIDAY, AUGUST 2

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

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

11:00am **4-H Dairy Goat Show**  
**4-H Dairy Show**  
*Livestock Show Arena*

3:30pm **Animal Costume Contest**  
*Livestock Show Arena*

## SATURDAY, AUGUST 3

9:00am **Sound Check for Fashion Revue Show, Public Presentations, and Performing Arts**  
*Bandshell*

10:00am **Fashion Revue Show, Public Presentations, and Performing Arts**  
*Bandshell*

10:00am **Horse Fun Show**  
*Horse Arena*

1:30pm **Animal Demonstrations**  
*Livestock Show Arena*

2:00pm **Grilling Contest**  
*Livestock Show Arena*

4:00pm **State Trip Claim Deadline**  
*4-H Fair Office*

## SUNDAY, AUGUST 4

1:00-3:00pm **State Fair, State Horse, State Dog & NELS Registration**  
*4-H Fair Office*

4:00pm **All Exhibits Released**

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

# PARTICIPATING IN THE PINE COUNTY FAIR

Need help? Call 320-591-1650 or email [mnext-pine@umn.edu](mailto:mnext-pine@umn.edu)

**Step 1:** Enroll in 4-H at [z.umn.edu/join4-H](https://z.umn.edu/join4-H) by **May 15, 2024**

**Step 2:** See Project Areas below:

- If you have **Market Beef Projects:**  
ID your animal projects by **February 15, 2024**  
Find more info at: [z.umn.edu/animalid](https://z.umn.edu/animalid)  
Continue to Step 3
- If you have **Animal Science Projects including Horse & Dog:**  
ID your animal projects by **May 15, 2024**  
Find out more at: [z.umn.edu/animalid](https://z.umn.edu/animalid)  
Continue to Step 3
- If you have **General Projects:**  
Continue to Step 3

**Step 3:** Sign up for fair judging  
Enter your projects in FairEntry by **July 1, 2024**  
[pine-mn.fairentry.com](https://pine-mn.fairentry.com)  
FairEntry does not open until **June 3, 2024**

**You are now registered for the Pine County Fair!**

# 4-H EXHIBIT RULES

Minnesota 4-H has a series of policies to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These statewide policies are accessible [here](#) and include but are not limited to:

## ELIGIBILITY

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### General

#### *Enrollment*

- In order to exhibit in a 4-H division, you must be an enrolled 4-H member.
- 4-H members and exhibits may only be exhibited in one county.

#### *Project Registration*

- **Projects must be pre-registered in FairEntry by Monday, July 1, 2024. Register at [pine-mn.fairentry.com](http://pine-mn.fairentry.com)**
- Projects brought to the county fair that have not been registered by July 1 can be exhibited at the county fair, but will not be eligible for Champion/Reserve Champion placings, or state trips.
- Each member may enter up to 3 (three) exhibits for each non-livestock class, including Cloverbuds (see Cloverbuds section for full details).
- All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on projects entered must be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
- 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.

#### *Copyright Law and Infringement*

- Copyright is a form of protection given to authors and creators of “original work”. Original work includes a person’s ideas captured in writing or as an image, photograph, song, audio recording, or visual recording.
- All original work, including information found on the internet, is subject to copyright protection. The author/creator has exclusive rights to reproduce, distribute, display, perform or make derivative works.
- Before using another person’s work as a part of your 4-H exhibit, be sure that the work is subject to fair use, has a creative commons license or that you have requested and received permission (in writing) to use the original work. If an exhibit infringes on copyright law, a decision may need to be made to remove the exhibit from display and the county or state fair.

### Displays and Poster Exhibits

Education/Science display board 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.) Any flat poster exhibit may not exceed 22” X 28” (they may be smaller). Rabbit and Poultry posters may not exceed 14” x 22”. If you would like further information on planning your visual display, call the 4-H office and request the fact sheet "Tell a Story with a Blue Ribbon Exhibit".

### Exhibits

When you plan an exhibit, be sure that:

- Your information is accurate and up-to-date. Use resources, books, the Internet, teachers, etc. Your project manual is a good reference. Check your information.
- The exhibit could illustrate, show or give evidence of the results of an experiment.

- The exhibit has educational value. Information should be helpful, practical, and result in a better understanding of the subject.
- Arrangement is neat, in an easy to follow order, logical sequence, and should present an appealing and eye-catching quality. Be creative.
- Exhibit should consist of samples, models, posters, or visuals explaining the principles or points. Items should last the period of the fair and maintain their quality. Display should be self-sustaining for each exhibit. Case may be of wood, cardboard, or other sturdy material.
- 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 be indicated as 1 of 4, 2 of 4, etc.
- Floor space for any exhibit should not exceed 20 square feet. Please call and notify the office one week prior to the fair if you plan to bring an oversized exhibit.
- Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.
- 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.

General project exhibitors must enter their projects between the hours of 3:00 and 7:00 p.m. on Tuesday of fair week. **ONLY JUDGES & JUDGES' ASSISTANTS ARE ALLOWED IN THE 4-H BUILDING AFTER 7:00 p.m.**

**ALL EXHIBITS MUST BE LEFT IN PLACE UNTIL 4:00 p.m. ON SUNDAY OF THE FAIR PER THE FAIR BOARD.** Remaining projects will be brought to the Extension office for pick up.

If exhibition requirements are not met (and permission is not granted by 4-H Program Staff), youth will not be eligible for all show related premiums, awards, and participation in the state event. Approved early release is an exception to the rule and becomes a 4-H staff, in partnership with the county fair board, decision based on each situation.

## EVALUATION OF PROJECTS

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All evaluations will be made by a conference with the judge. Placing and premium will be determined by the judge on the merit of the exhibit and the knowledge of the project shown by the member. It is an opportunity for the judge to ask questions directly of the member and the member to talk about objectives and problems. Conference judging is designed to be a learning activity for the 4-H member. **Parents are asked to be SILENT observers.**

1. Judges will award blue, red, or white ribbon placing regardless of the number of exhibits in the division unless designated otherwise. It is possible that Champion and Reserve Champion awards may not be awarded in a project area also based on the number of quality exhibits in the class. This is up to the judges' discretion. Judges' decisions are final and may not be appealed.
2. **Cloverbuds will receive a Cloverbud ribbon and participation premium. No Champion ribbons will be distributed.**
3. All exhibits will be evaluated by a conference with the judge Project judging criteria:
  - a. Exhibit quality 25%
  - b. Educational value 25%
  - c. Knowledge and ability to explain 50%

Decision of the judge is final and may not be appealed.

## 4-H PREMIUMS

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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. All checks must be cashed within 30 days of the date they are issued. The Extension Office and Fair Board will not be responsible for uncashed checks.

## CODE OF CONDUCT

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A standard of behavior for all individuals involved in our program is one of the key components for creating a welcoming learning environment that is physically and emotionally safe. Any individual who takes part in or volunteers with the Minnesota 4-H program at any level (individual, club, county, regional, state, national and international) is subject to the behavior standards and rules governing participation and involvement as outlined in the Minnesota 4-H Code of Conduct. In addition to the Minnesota 4-H Code of Conduct, there may be additional policies, rules, and procedures relating to specific 4-H events and activities that will also apply to those events/activities. For complete Code of Conduct policy, reference [www.4-H.umn.edu/policy](http://www.4-H.umn.edu/policy) and select the "Membership & Code of Conduct" tab.

When you enroll or re-enroll as a member, you agree that you have read, accepted, and will abide by the full University of Minnesota Extension 4-H Youth Development (Minnesota 4-H) Code of Conduct. Also, when you enroll or re-enroll as a Minnesota 4-H volunteer, you agree to accept and abide by the Minnesota 4-H Code of Conduct.

## ABSENTEE JUDGING

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### General Projects

4-H members who have a conflict with the general project conference judging in their county of membership may be eligible for absentee judging. To be eligible to exhibit a project while being absent from the conference judging process the following must be in place:

1. Absence pre-approved with 4-H staff prior to scheduled date of judging (or other county competitive event). The request will be allowed only in extreme situations such as:
  - Death in the family
  - Once in a lifetime educational opportunity
  - Optional event with no flexibility (e.g. wedding of immediate family)
  - Illness/injury
  - 4-H youth with differing abilities who would prefer a more personalized experience in a controlled one-on-one judging setting
2. Exhibit(s) must be brought to the county fair (or other county competitive event) within scheduled timelines.
3. Recognition: These exhibits are eligible for Champion/Reserve Champion placing and state fair line-ups, but may be at a disadvantage (if equal in quality to another exhibit) to a 4-H member who is at the conference judging process.
4. One of the following absentee judging processes is acceptable and will be determined with the Extension Educator.
  - Conference judging with judge at a pre-arranged time by cell phone call or other technology-based option (e.g. Zoom, Skype, Google Hangout). The 4-H family must make the arrangements for all connections and technology; staff is not responsible if fairground situation does not allow for connectivity.
  - Pre-recorded interview with 4-H member utilizing a standard set of project-based questions. 4-H family must make arrangements for all technology needed; staff is not responsible for technology needed to

- listen to or view conference judging experience.
- Written story detailing project basis and learning gained. Standard set of project-based questions should be utilized.

## JUDGING EXPERIENCES FOR YOUTH WITH DISABILITIES OR INJURIES

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### General Project Judging

If a 4-H member is unable to participate in the conference judging process by themselves due to a disability or injury, the 4-H member and/or the member's immediate family must request permission for an assistant to be with the 4-H member during the member's general project(s) conference judging. Arrangements and approval for a conference judging assistant must be made with 4-H staff prior to the beginning of the judging process. First preference for the judging assistant will be a 4-H age-eligible member of the 4-H member's immediate family or another age-eligible 4-H member from the county of membership. In some cases a parent/guardian or personal aid may be appropriate; this option must be approved by the staff member.

We are committed to helping all youth have a positive county fair experience. If your youth would be best served by accommodations or other preparation by staff/judges, please fill out the [4-H Accommodations Request Form](#) and return it to [mnext-pine@umn.edu](mailto:mnext-pine@umn.edu) or deliver it to the Pine County Extension Office. Staff will be in touch to discuss the form after it is received.

## SPECIAL CIRCUMSTANCES

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### Missed Deadlines

Because life sometimes gets in the way of a member or an entire family submitting paperwork by the deadline, Minnesota 4-H has a "member exemption rule." Every 4-H member has one-time forgiveness during their 4-H career for missing a deadline for enrollment or competitive event participation. In this case, Minnesota 4-H will waive the consequences for that missed deadline.

The exemption may be used only one time in a 4-H member's career and does not transfer between members.

If a family misses a deadline for all eligible children, the family may choose to use the exemption for each child, or they may select which children would use their exemption at this time. This allows families to have choice in whether to use the exemption for a child now or to save the exemption for a potential future situation.

The competitive events, deadlines, consequences and exemption options table outlines the state and county 4-H individual competitive event deadlines, consequences applied to each situation/deadline, and the use of the one-time exemption to remove all consequences for a single situation/deadline.

Youth who wish to claim the "one-time" exemption should get the appropriate form from the Extension office in the count-tribal nation of membership. **Filing of the exemption form must be completed within one-week of the missed deadline.**

**Note: the one-time exemption is not used to exempt youth from a missed Livestock Quality Assurance & Ethics (LQA&E) deadline.**

### Grievance Policy

The 4-H grievance process provides a vehicle by which to respond to 4-H members' concerns relating to their 4-H program participation. The 4-H member may file a grievance. A local volunteer grievance committee will be convened to address the rule violations and alleged wrongdoing. **This committee will not be convened for:**

- **Decisions made by judges, which are final.**



- Missed deadlines that are covered through the “one-time member exemption process.”
- Code of conduct related violations will be addressed by staff according to an established process.

All grievances must be submitted in writing on a 4-H Appeal/Complaint Form (along with a \$50 deposit), signed, and turned in to the Extension office within 24 hours of incident. The \$50 deposit must be paid before the grievance will be heard by the committee. Complete details and forms can be obtained from the Extension office.

## STATE FAIR OR STATE SHOW ELIGIBILITY

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- Members selected to represent the county at the State Fair and State Horse Show **must have completed grade 6**. Members selected to represent the county at the State Dog Show **must have completed grade 3**.
- **4-H members must decide on State Fair trips by 4:00 p.m. on Saturday, August 3** (see board in 4-H Exhibit Hall for more information).
  - **All members who have earned a State Fair trip must turn in registration paperwork to the Extension Office during the 1:00 - 3:00 p.m. registration meeting on Sunday, August 4.**
  - If you cannot attend, you must contact the Extension Educator in advance.
- 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).
- Each member may take up to (1) livestock trip and (1) general project trip to the State Fair. 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.
- To be eligible for a **livestock** trip to the State Fair, 4-H'ers must have completed Quality Assurance Training. MN 4-H Policy: All youth participating as a State Fair 4-H livestock exhibitor in beef, dairy, dairy goat, llama-alpaca, meat goat, poultry, rabbit, sheep, and swine must have completed a livestock quality assurance training. There are two training options: 1) a 3 hour in-person workshop (LQA&E), or 2) a 1 hour on-line training (YQCA). Youth completing either quality assurance training option will receive a certificate of completion.
- **Exhibitor must complete LQA&E training by July 1, 2024.**
- [Competitive events, deadlines, consequences and exemption options](#). Every Minnesota 4-H member is eligible for a "one-time" member exemption. This exemption provides the ability (one-time in a 4-H member's career) for the 4-H member to acknowledge they missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline.

# CLOVERBUDS - GENERAL

**Youth who have completed Kindergarten, first or second grade are Cloverbuds and must exhibit in the Cloverbud class.** They will receive a Cloverbud ribbon and premium.

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 projects can be made at home or at a 4-H meeting or event. We recommend reviewing the [Cloverbud Information Sheet](#) for more information about appropriate projects and policies.

We encourage Cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what would be required of their project when they reach 3rd grade. (e.g. Photography - pictures require a mat and cannot be framed; recipe card with food project).

## CLOVERBUD PROJECTS

**Limited to 3 entries per class.** See the Livestock Rules section for information on Cloverbud livestock projects.

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 or placemat, rock creature, paper bag puppet, 4 interesting objects of nature, tree leaf collection, insect display, Lego creation, or other simple craft item.

### Cloverbud Group Project

*Project Description:*

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

### Cloverbud Item Made at Meeting

*Project Description:*

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

### Cloverbud Item Made at Home

*Project Description:*

Any one item made at home.

### Cloverbud Demonstration Individual or Team

*Project Description:*

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

### Pet Show

A show and tell event for Cloverbuds. Everyone will have a chance to share a little about their work with the audience. Pet Show will take place at 4:00 pm on Wednesday, July 31 at the Livestock Show Arena.

Animals must remain in cage/carrier or there must be a responsible person with the Cloverbud member at all times when in the presence of an animal. Animals must have proof of vaccinations as required by species.

# PREMIUM SCHEDULE

Project Area	Champion	Reserve Champion	Blue	Red	White	Participation
Animal Science Interview						2.00
Cloverbud						3.00
Animal Costume Contest	3.00	3.00	3.00	2.00	1.00	
Animal Poster, Promotional Exhibit or Science of Animal	5.00	5.00	5.00	4.00	3.00	
Beef	10.00	10.00	10.00	8.00	6.00	
Dairy Cows, Dairy Goats	10.00	10.00	10.00	8.00	6.00	
Dog	4.00	4.00	4.00	3.00	2.00	
Horse	8.00	8.00	8.00	6.00	4.00	
Horse Related & Horseless	3.00	3.00	3.00	2.00	1.00	
Llama	8.00	8.00	8.00	7.00	6.00	
Meat Goat	6.00	6.00	6.00	5.00	4.00	
Pet Show	4.00	4.00	4.00	3.00	2.00	
Poultry, Rabbits	4.00	4.00	4.00	3.00	2.00	
Science of Animals	5.00	5.00	5.00	4.00	3.00	
Sheep	8.00	8.00	8.00	7.00	6.00	
Showmanship	3.00	3.00	3.00	2.00	1.00	
Swine	9.00	9.00	9.00	8.00	7.00	
Demonstrations, Presentations, Engineering Design Challenge	5.00	5.00	5.00	4.00	3.00	
General Exhibits	5.00	5.00	5.00	4.00	3.00	
Club Float	20.00	20.00	20.00	16.00	12.00	
Club Banner, Community Pride, and Scrapbook	5.00	5.00	5.00	4.00	3.00	

*Each exhibit/entry will receive one premium. Premiums do not stack; for example, if a project receives both a blue ribbon and a Champion ribbon, the 4-H member will receive only the Champion premium for that project.*

# SPECIAL PROJECT AREAS

## CLUB ACTIVITIES

*Requirements: Clubs must register to participate through the Extension Office by **July 1, 2024**. Clubs do not have access to FairEntry - please contact the Extension office at 320-591-1650 or [mnext-pine@umn.edu](mailto:mnext-pine@umn.edu) to enter club projects.*

### **Club Banner**

*Project Description:*

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

*Exhibit Suggestions:*

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

*Requirements:*

- Each club may submit one Club Banner to be displayed in the 4-H Building.
- Selection of banners will be based on promotion of 4-H and visual appeal.
- Two club members need to conference with a judge during general project judging.
- Clubs are encouraged to use their banners for 4-H promotion in their community after the fair.
- 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 made of fabric (no paper) and can be one or two-sided. If 2-sided, indicate which side you want to be displayed.
- Club name on 3" x 5" information card pinned to back.

### **Community Pride**

*Project Description:*

- Share how your club makes their community better by being active citizens and act on the things they believe in.
- Two exhibits will be selected for the State Fair.
- Community Pride participants at State Fair may exhibit another individual project.

*Exhibit Suggestions:*

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

*Requirements:*

- Each club may submit one Club Community Pride project exhibit.
- 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. Youth will explain the purpose of the project, steps in the planning, how the project meets the community needs and the impact it has.

## **Parade 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.

## **Scrapbook**

*County Exhibit Only*

### *Requirements:*

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

## **PUBLIC PRESENTATIONS**

- 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.
- 4-H'ers may bring one Livestock Demonstration, one Llama/Alpaca Demonstration and one Demonstration, Presentations & Speech or Interactive Demonstration to the State Fair. (This means one during Livestock Encampment, one during Llama/Alpaca Encampment and one during General Encampment).
- 4-H'ers that win a trip to the State Fair will be asked to submit a photo of them doing their demonstration to have on display.
- 4-H'ers who complete a Public Presentation at the State Fair will receive a \$30 cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.
- NOTE: If presentation software is utilized in either a Demonstration or an Illustrated Presentation, the 4-H'er is responsible for securing any equipment necessary for judging. Extension staff may be able to assist in this process, but it is the responsibility of the exhibitor to contact Extension staff WELL BEFORE the scheduled judging.

## **Demonstrations**

Demonstration - Individual

Demonstration - Team

### *Project Description:*

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.

### *Exhibit Suggestions:*

- Teaching others a project or activity such as taekwondo, making lemonade, slime, macrame, etc.

## **Livestock Demonstrations**

Livestock Demonstration - Individual

Livestock Demonstration - Team

### *Project Description:*

- Livestock Demonstrations are oral presentations that require the use of a livestock animal as a visual aid. The Livestock Demonstration may be on any topic related to the species, but should incorporate the animal into the demonstration (animal is not merely also at the demonstration, but is an integral part of the demonstration).
- Livestock Demonstrations must include a live animal in the demonstration. They may involve one of the following species: Beef, Dairy, Dairy Goat, Llama - Alpaca, Meat Goat, Poultry, Rabbit, Sheep or Swine. Youth who want to do a demonstration involving any other animal species must enter under Demonstrations.

### *Exhibit Suggestions:*

- 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**

Presentations & Speeches - Individual

Presentations & Speeches - Team

### *Project Description:*

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.

### *Exhibit Suggestions:*

- 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**

Interactive Demonstration - Individual

Interactive Demonstration - Team

### *Project Description:*

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 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.

### *Exhibit Suggestions:*

- 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.

*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.

## **PLASTIC SCULPTURE CHALLENGE**

*Project Description:*

- This project was created to build awareness and knowledge of both the positive and negative impacts of single use plastics and ways to recycle or repurpose plastic. It is also meant to empower 4-H youth to be actively involved as change agents in reducing use of single-use plastics and increasing recycling/repurposing, for their family, their club, their community, their country and their world.
- Two exhibits from each county or tribal program 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. Exhibitors will receive written feedback from a panel of judges.

*Requirements:*

- Exhibits can be created by individual or family groups.
- 4-H'ers of all ages are invited to explore the plastics issue and create an art sculpture with found plastics.
- If a base is needed, it should be made out of thin wood, plywood, fiberboard, or similar material.
- Sculptures can be any size with a maximum size of: 3 ft. wide x 3 ft. long x 6 ft. tall.
- Must be made of clean (washed) plastics
- Must be multidimensional. Sculptures can be free-standing or should be ready for hanging for display (e.g. wires or hooks for hanging, on a sturdy, movable base, etc.).
- Suggested materials to attach items together: zip ties, string, rubber bands, art materials, colorful duct tape, or electrical tape. Strong adhesives (such as E6000 and Gorilla Glue) need to be used in a well-ventilated area with adult supervision. Safety note: melting plastic gives off toxic fumes. If using a glue gun, it is recommended to use a cool, "low temp" glue gun.
- Depending on the size and weight of your sculpture, you might consider adding wheels that lock in place or handles to your sculpture so it is easy to move.
- 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

# GENERAL 4-H PROJECTS

## **NEW in 2024: Community Impact Recognition**

- Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
- Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
- Exhibits and presentations may demonstrate the youth's community impact efforts through:
  - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
  - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
  - Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.

Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family

## **Aerospace**

### *Project Description*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

- Models or 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.

## **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.



## **Child & Family Development**

### *Project Description:*

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

### *Exhibit Suggestions:*

- Toy, game, puzzle, puppets, art/craft materials, etc., made from new or recycled/throw-away material.
- Babysitting kit/travel kit/rainy day kit, including at least one item made by exhibitor.
- Original book, story, poem, song, play, cookbook, audio or video tape and narrative, activity book, safety manual for children, file about children and/or families.
- 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 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 & TEXTILES**

All detachable parts of a garment must have a label with the exhibitor's name, club, and age. 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.

### **CLOTHING & TEXTILES: Constructed Clothing**

#### *Exhibit Suggestions:*

- 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.
- 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.

#### *Requirements:*

- Include an information tag listing: pattern company name and number or inspirational photo for design, fiber content of fabric and care instructions.

### **CLOTHING & TEXTILES: Upcycled Clothing**

An upcycled garment is one that is constructed from a previously worn garment that has been updated/alterred in a way to produce a new garment.

#### *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:*

- Colored photo of original garment and colored photo of new garment should be included with project.

### **CLOTHING & TEXTILES: Purchased Clothing**

#### *Exhibit Suggestions:*

- Purchased garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Pre-used garments that are purchased, 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
- Additional information that could be included in 8 1/2" x 11" binder:
  - Cost per wear
  - 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

## **CLOTHING & TEXTILES: 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.

## **CLOTHING & TEXTILES: Fashion Revue Constructed Clothing**

## **CLOTHING & TEXTILES: Fashion Revue Purchased Clothing**

## **CLOTHING & TEXTILES: Fashion Revue Upcycled Clothing**

### *Fashion Revue Exhibit Suggestions:*

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

### *Fashion Revue 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).*

## **Consumer Education & Money Management**

### *Project Description:*

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

### *Exhibit Suggestions:*

- A budget workbook, income/expenses graphs, supply chain impact 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).

### *Requirements:*

- Exhibitor should be able to explain his/her choices and the reasons for those choices.

## **CRAFTS & FINE ARTS**

## **CRAFTS & FINE ARTS: 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, basket making, tie dye, beading, ceramics, leather tooling, scrapbook, calligraphy, etc.

#### *Requirements:*

- 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.

### **CRAFTS & FINE ARTS: 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.

#### *Requirements:*

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

### **Creative Writing**

#### *Project Description:*

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

#### *Exhibit Suggestions:*

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

#### *Requirements:*

- 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.)

## **ENGINEERING DESIGN**

### **ENGINEERING DESIGN: 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 the identification of the problem being solved and testing and improving the solution. 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)

#### *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 to create a bridge to sustain 5 pounds of weight
- Engineering a roller coaster – Use KEX 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 (for example: using the wind energy to lift a bucket)

**Requirements:**

- Include a description of the problem/challenge being solved
- Include a description of how a design process was used to solve the problem
- Description(s) can be verbal or written
- 4-H members should use the 4-H Engineering Design Process: Ask, Imagine, Plan, Create and Improve as they work on their 4-H projects

## **ENGINEERING DESIGN: 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.

**Project Description:**

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, and video illustrating the process of the doing the activity/project

**Requirements:**

- Please refer to the [Engineering Design Challenge Level 1 and 2 Handbooks](http://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details.
- Teams of at least 3 youth
- The machine must complete a minimum of 10 steps
- The 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 2023, 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](http://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details.*

## **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.

## **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.

## **FOODS AND NUTRITION**

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

### **FOODS AND NUTRITION: Foods**

**Exhibit Suggestions:**

- Food items (no commercial mixes) such as Bars & Cookies, Breads, Cakes, Pastries, Gluten Free Baked Goods, Homemade Food/Meal, 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.

## FOODS AND NUTRITION: 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.

### *Requirements:*

- Exhibitors should be prepared to discuss with the judge, references and information sources, nutritional values, methods, menu, costs, etc., as appropriate to that exhibit.

## FOODS AND NUTRITION: Cake Decorating

*Note: Projects in this class are not eligible for State Fair trips.*

### *Requirements:*

- Cake must be out of the pan and frosted.
- Cake should be on a platter to show the judge.
- Youth should bring a photo of their cake to display in the 4-H building; cakes will go home with youth after judging.
- Frosting and Cake should be homemade.
- Sheet cakes should be no larger than a ½ sheet (13"x18").

### *Exhibit Suggestions:*

- Theme cakes: birthday, wedding or other special events
- Creative cakes: animals, cars/trucks, food
- Traditional cakes: traditional wedding cakes; cakes with borders, flowers, fancy tips

## FOODS AND NUTRITION: Food Preservation

Interested in learning about food preservation? Visit [the Extension website](#) for videos and webinars to help you learn more.

### *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:**

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

## **FOODS AND NUTRITION: 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.

**Requirements:**

- The display must be no larger than 30" square.
- Food Revue will be judged on food and nutritional knowledge, menu design/theme, table setting design, and cost information.
- Must include binder, which includes: Cover page, menu, cost, nutritional information, picture of place setting, picture of food, and one or more pictures of you in action preparing your meal. May also include a small poster of the menu, photo of exhibit, etc.
- Food Revue presentations and conference judging will be judged by the food judge during general project judging on Tuesday of the fair.

## **Global Connections**

**Project Description:**

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

**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 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.
- Chart and/or plan for the care and maintenance of the inside or outside of the home including daily, weekly, monthly, and yearly jobs.

### *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

### **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).
- A display using a 4-H project kit showing how plants or vegetables absorb color and change their leaf color.

#### *Requirements:*

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

### **HORTICULTURE: Indoor Gardening**

#### *Exhibit Suggestions:*

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

### *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 the fair.
- Plants In Hanging Containers:
  - Container for the plant should not be more than 10" in depth or diameter.
  - Maximum total length of hanger and plant should not exceed 4'.
  - Evaluation will include appropriateness of plant for a hanging container, condition, arrangement, hanger to container to plant relationship, and plants being well established.
- Terrariums:
  - The terrarium may not exceed 24" in any dimension.
  - Terrarium should be planted four to six weeks ahead of exhibiting.
  - Members must be able to identify all plant materials in their terrariums and know why they were selected for use (quality, container and design).

## **HORTICULTURE: Landscape Design**

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## **INDUSTRIAL TECHNOLOGY**

*Note: Exhibit must not take up more than 20 square feet of floor space. An oversized exhibit needs pre-approval for county or State Fair.*

## **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.

## **INDUSTRIAL TECHNOLOGY: 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.

## **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 Electricity, Small Engines and Tractor.

*Note: Exhibit must not take up more than 20 square feet of floor space. An oversized exhibit needs pre-approval for county or State Fair.*

### *Exhibit Suggestions:*

An exhibit focusing on any mechanical science area such as (but not limited to) automotive, implement, heavy equipment, machine, recreation vehicle, small engine, tractor, electric:

- An educational display of some aspect of a machine or a piece of equipment use, operation, modification, repair, care, reconditioning, etc.
- An educational display on the history, purpose, technology or design of a machine or a piece of equipment.
- Engine that has been reconditioned or repaired.
- A device constructed by a member utilizing a powersource.
- Restoration of an engine, vehicle, tractor, machine or implement (body work and/or mechanical)
- Modification of an engine, vehicle, tractor, machine or implement
- If bringing an engine, vehicle, tractor, machine or implement as a project, consider including a binder or display outlining your project process from research to project completion.
- Diagram of wiring in your home/farm showing switch locations, fuse boxes, wire size, capacities, fuse sizes, total bulk wattage, appliance wattage, number of circuits, and type of wiring installation.

### *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: Do not include live or dried noxious weed samples in your display (check current listing at [www.mda.state.mn.us/plants/pestmanagement/weedcontrol/noxiouslist.aspx](http://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.*

## **NATURAL RESOURCES: 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".

#### *Requirements:*

- 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.

## **NATURAL RESOURCES: Exploring The Environment/Environmental Science**

### *Project Description:*

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

### *Exhibit Suggestions:*

- Display or 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?

*Requirements:*

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

## **NATURAL RESOURCES: 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?

*Requirements:*

- 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.

## **NATURAL RESOURCES: 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.

## **NATURAL RESOURCES: Water Resources**

*Exhibit Suggestions:*

- Demonstrate water's unique chemical/physical properties, such as how heat and salt affect water density or how a wetland ecosystem changes throughout the seasons.

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

*Requirements:*

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

## **Needle Arts**

*Exhibit Suggestions:*

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

*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).

## **PERFORMING ARTS: 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.

## **PERFORMING ARTS: 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**

### **PETS: Cats**

*Exhibit Suggestions:*

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

### **PETS: Dogs**

*Exhibit Suggestions:*

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

### **PETS: Pets**

*Exhibit Suggestions:*

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

### **PETS: Pet Show**

Pet Show takes place at **4:00 p.m. on Wednesday, July 31** at the livestock arena. Pets will be shown at the 4-H Pet Show and go home that same day.

*Requirements:*

- Any animal that is a domesticated personal pet may be shown. Animals that are deemed a danger to others may be disqualified at the Extension Educator's discretion.
- A dog may be shown in the Pet Show or the Dog Show, not both.
- No cages are provided. Owner must bring animal in cage/carrier or on a leash. Animal must remain in cage/carrier until judging. There are lots of animals around, so please be considerate of the safety of pets and people.
- Members will be required to show proof of rabies or other vaccination as required by species.
- Each member will have a conference with a judge. Members will discuss cleanliness, care, and feeding of the pet. Members should have knowledge of history of diseases, parasites, and breeding of the pet.



# 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.
- For safety, picture frames or glass are not allowed.
- Exhibits with multiple photos should use 4"x6" prints - multiple photos should be displayed on a board (see below for board information)
- Enlarged photos should be 5"x7" or 8"x10".
- Photos should be mounted on mat board, foam board, or poster board using neutral colors (white, tan, grey or black). Do not use construction paper, cardstock, colored paper or wrapping paper. Photos should not be mounted on any type of flexible/bendable paper.
- Use a 14 x 22" board for 5 or more photos in an exhibit. Cut smaller boards for enlargements.
- Exhibits should reflect the appropriate size for the item designed, e.g. the photos used for an ornament, a calendar, a poster, or brochure would require different sized photographs.
- Learn how to prepare your photos for the fair:
  - Video Tutorial [z.umn.edu/4HPhotoPrepVideo](https://z.umn.edu/4HPhotoPrepVideo)
  - Slideshow Tutorial [z.umn.edu/4HPhotoPrepSlideshow](https://z.umn.edu/4HPhotoPrepSlideshow)

Photo/Video Release Form - **Use this form when including any person in your exhibit 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](#)

## *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: [www.faa.gov/uas](http://www.faa.gov/uas) (unmanned aircraft systems).

## **PHOTOGRAPHY: Elements Of Photography**

### *Project Description:*

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 Suggestions:*

- 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.
- Common Theme or subject:
  - Display a series of 3 to 7 photos of a common subject such as people, buildings, landscapes, animals, seasons, action, nature, weather, close-ups, etc.
- Showcase a Photographic Element:
  - 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.
- 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.

## PHOTOGRAPHY: Photo Manipulation

### *Project Description:*

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

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

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

Please view the "[Introduction to Photo Manipulation](#)" slideshow for specific examples and explanations: (z.umn.edu/intro-to-photo-manipulation) for specific examples and explanations. You can see past State Fair examples here: [State Fair photos, examples of Photo Manipulation](#)

**All images used in photo manipulation exhibits must have been taken by the exhibitor.** 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. Examples of images not allowed include: an image of space (taken by NASA) as the background of your photo; if you want a shark inserted into your composite image, you must take a photo of a shark.

### *Requirements:*

- Unaltered 4"x6" photos must be attached to the back of any exhibit in the "Photo Manipulation" category.

### *Exhibit Suggestions:*

- Composite Photo: Multiple images combined into one image
  - Panoramas (overlapping areas of several photos and stitching them together in post-production)
  - the same person in multiple places within the photo
  - replacing the sky

- Single Source Image Manipulation
  - acne removal, eye enhancement, teeth whitening, etc.
  - selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
  - apply digital filters (other than black and white)
  - removing distractions in the background, etc.
- Photo Series:
  - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc.
- 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.
- Publications:
  - Show calendars, brochures, posters that are created using computer software.
- Photo Novelties:
  - Display mugs, puzzles, blankets, or other media on which photos have been printed.
- 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 SCIENCE**

### **PLANT SCIENCE: Agricultural Technology**

#### *Exhibit Suggestions:*

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

### **PLANT SCIENCE: 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.
- A display using a 4-H project kit (a corn stalk growing out of a five-gallon pail).

#### *Requirements:*

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

### **PLANT SCIENCE: 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. (Kits from DHIA are available at the Extension Office [www.stearnsdhialab.com/](http://www.stearnsdhialab.com/))

- An educational display illustrating one of the following ideas: nutritional analysis of feedstuff, plant reproduction, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease, etc. of forages.
- A display using a 4-H project kit (grass grown in a container showing how forages are grown).

*Requirements:*

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

## **PLANT SCIENCE: 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 forages, cover crops, etc. (seed or plant).
- A plant life cycle exhibits highlighting the growth of a plant from seed to a mature plant.
- A display using a 4-H project kit (using a root viewer to show the soil and root structure of plants).

## **PLANT SCIENCE: Small Grains**

*Exhibit Suggestions:*

- A two-quart jar or clear container (equalling 8 cups) of any small grain variety must be placed in a clear two-quart jar or 2 clear one-quart jars. 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.

## **PLANT SCIENCE: 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, and examples of a plant disease, etc. of a soybean.
- A display using a 4-H project kit (growing soybeans in a five-gallon bucket).

*Requirements:*

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

## PLANT SCIENCE: 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.

## PLANT SCIENCE: 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.
- A display, book or poster identifying insects that are harmful to crops or other plants.

*Note: Do not include live or dried noxious weed samples in your display (check the current listing at [www.mda.state.mn.us/plants/pestmanagement/weedcontrol/noxiouslist.aspx](http://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.*

## 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 specialized 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.

### *Requirements:*

- 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.

### *Requirements:*

- Abide by local, state and federal laws regarding your safety topic.
- Note: Exhibit must not take up more than 20 square feet of floor space. An oversized exhibit needs pre-approval for county or State Fair.

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

### *Requirements:*

- Include the question, issue, or phenomena being investigated.
- Include a 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.

#### *Requirements:*

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

## **Shooting Sports**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

## **Technology**

Includes Aquatic Robotics, Computer, & Robotics exhibits.

#### *Project Description:*

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

#### *Exhibit Suggestions:*

- Robot, Edison robots, EV3, WeDo, Osmos, VEX (or other types of robotics); (Have a photo of the robot if you do not intend to leave the robot on display.)

- Display the robot using diagrams of programming, photos, booklets, etc.
- Video of robot in action
- Exhibit an ROV (Remote Operated Vehicle); show the use in identifying Aquatic Invasive Species (AIS) and providing education.
- Explain the foundations of computers and explore how computers work for various projects.
- Build a robot with labels describing how it works and/or accompanied with a binder of how it works
- Share software you created and how it works
- Learn about cyberbullying and explain prevention techniques.
- Share about a robotics class you participated in and what you learned
- Create an educational app.
- Explore 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, smartphones, tablets, ect. can be used during the judging process.

## **VEGETABLE, FRUIT & HERB GARDENING**

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

### **VEGETABLE, FRUIT & HERB GARDENING: 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).
- A display using a 4-H project kit (growing a variety of herbs in a container).

### **VEGETABLE, FRUIT & HERB GARDENING: Potatoes**

*Exhibit Suggestions:*

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

*Requirements:*

- If displaying a potato box (fruit crate size) or clear Rubbermaid container, you need 6-10 potatoes of the same variety or 2-3 varieties (this year's crop) similar in size to the variety identified on an information card.



- Be familiar with crop input costs and the growing process.
- The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

## **VEGETABLE, FRUIT & HERB GARDENING: Vegetable Gardening Box**

*Clarification:* Vegetable Variety is either Large, Medium or Small

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## **VEGETABLE, FRUIT & HERB GARDENING: Vegetable Plate**

*Clarification:* Vegetable Variety is either Large, Medium or Small

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## **VEGETABLE, FRUIT & HERB GARDENING: 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.
- The exhibit must be produced at home or by a close relative. CANNOT BE STORE PURCHASED.

## **Veterinary Science**

### *Project Description:*

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

### *Exhibit Suggestions:*

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

## **Video / Filmmaking**

Video/Filmmaking

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

### *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, flash drive or CD. Participants are also allowed to upload their video to YouTube.
- Videos can also be delivered via Youtube, Vimeo, Frame.io or similar online based presentation sites.
- Video/film needs to be in presentation form, including a title and credits
- The video/film must be original material. Any video/film exhibit, which appears to contain copyrighted material, including music, will not be publicly displayed unless the exhibitor has written permission from the producer to use the material in the video/film. Portions and music from other sources must be documented and have a copyright release.
- 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.
- 4-H videos must adhere to G or PG (parental guidance) standards. The 4-H Code of Conduct requires respectful behavior, so you may not depict: violence, obscene language (or naughty words) including swearing, rude interactions or insults, or use or visibility of guns or fighting, etc. Remember not only teens and pre-teens view the videos but young children and their parents. Keep this in mind when creating your video.

### *Note:*

- This is not a slideshow (see Manipulated Photography for slideshow).

- Photo/Video Release Form - **Use this form when including any person in your exhibit 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](#).
- 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).

*Exhibit Suggestions:*

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

## **Wildlife Biology & Management**

*Project Description:*

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

*Exhibit Suggestions:*

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

- Identify, mount, and label a book of plants native to a certain region
- Make a display of animals signs, animal tracks, homes or foods
- Do a bird study, including beak type, wings, feet, song, feeding patterns, etc.
- Make a collection of wildflowers growing near where you live or a place you visit

*Requirements:*

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

## **Youth Leadership**

*Project Description:*

Youth Leadership is a project area that requires the member to discover their skills and then develop those skills and share them with others. This might happen individually or with a group. Members exhibiting in this project should be prepared to discuss and/or have written information about what they learned about their ability to lead a project. Members should share how they've built an understanding of self, developed skills, learned how to work with others, overcome obstacles or adjusted goals, developed understanding of making decisions, and/or managed and or worked in groups.

*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).
- Suggested exhibit methods include: written narrative (notebook), poster display, powerpoint or other visual presentation.

# 4-H ANIMAL SCIENCE RULES

Minnesota 4-H has developed a series of policies that are put into place to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These include but are not limited to:

## ELIGIBILITY

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### General

#### *Enrollment*

- In order to exhibit in a 4-H division, youth must be an enrolled 4-H member.
- 4-H members and exhibits may only be exhibited in one county.

#### *Project Registration & Exhibition*

- **Projects must be pre-registered by Monday July 1, 2024.**
- Projects brought to the county fair that have not been registered by July 1 can be exhibited at county fair, but will not be eligible for premiums, or out of county trips.
- **Each member may enter only 1 exhibit per class.**
- All beef, dairy, dairy goat, dog, horse, llama-alpaca, meat goat, poultry (doves/pigeons only), rabbit, sheep and swine shown in 4-H livestock shows must have the required State 4-H ID system, ear tag and/or tattoo. **Animal ID data must be submitted online, arrive in the Extension office, or be postmarked no later than May 15, 2024 (with the exception of Market Beef due Feb. 15, 2024).**
- All animals exhibited must be owned solely by the member, member's family or leased by agreement. The family includes the 4-Her's 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 members' parents actively involved with and working on the farm. Animals owned in partnership with non-family members (as defined above) must be leased and follow guidelines within the lease information.
- Registered animals, not leased, must be registered in the exhibitor's name and/or the exhibitor's family name, or family's farm name.
- **4-H members exhibiting livestock at the County Fair are responsible for the care and feeding of 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 reserve the right to send the animal(s) home. This will result in forfeiture of premiums and potential loss of State Fair trips.**
- 4-H'ers must show their own animal in the class. If the 4-H'er has multiple animals in one class, another 4-H member(s) from the same county can show the other animals.
- All 4-H members exhibiting livestock at the fair are eligible to participate in showmanship. 4-H members must show their own animals, with the exception of Cloverbuds.
- No animals may be advertised for sale and no farm, ranch, or sale signs may be displayed or worn in the show ring. The only signs other than 4-H stall cards and champion/reserve champion signs that may be displayed are educationally-based signs with performance or pedigree information and signs with the animal's name. Only decorations that support the 4-H Youth Development Program are allowed.
- State Grooming & Fitting Rules: All grooming of livestock at the fair, including clipping, trimming and manipulation of the hair/wool (such as blocking on sheep, pulling up hair on beef and working up top lines on dairy) must be clearly done by the exhibitor, members of the immediate family (parents, step-parents, legal guardians, grandparents, brothers or sisters) or any other enrolled Minnesota 4-H member.
- Registered market animals must have registration papers solely in the exhibitor's name, the exhibitor's family name, or the family's farm name; registered breeding animals must have registration papers solely in exhibitor's name, the exhibitor's family name, or the family's farm name or be under lease from any other owners (including partnerships).

- 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.
- All animal health regulations will be in effect as stipulated by the Minnesota Board of Animal Health and the County Agricultural Society.

## 4-H SHOW ATTIRE

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- In 2024, all 4-H livestock exhibitors (except horse and dog) will receive a t-shirt to wear during the show. This is 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.

## CODE OF CONDUCT

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A standard of behavior for all individuals involved in our program is one of the key components for creating a welcoming learning environment that is physically and emotionally safe. Any individual who takes part in or volunteers with the Minnesota 4-H program at any level (individual, club, county, regional, state, national and international) is subject to the behavior standards and rules governing participation and involvement as outlined in the Minnesota 4-H Code of Conduct. In addition to the Minnesota 4-H Code of Conduct, there may be additional policies, rules, and procedures relating to specific 4-H events and activities that will also apply to those events/activities. For complete Code of Conduct policy, reference [www.4-H.umn.edu/policy](http://www.4-H.umn.edu/policy) and select the "Membership & Code of Conduct" tab.

When you enroll or re-enroll as a member, you agree that you have read, accept, and will abide by the full University of Minnesota Extension 4-H Youth Development (Minnesota 4-H) Code of Conduct. Also, when you enroll or re-enroll as a Minnesota 4-H volunteer, you agree to accept and abide by the Minnesota 4-H Code of Conduct.

## ABSENTEE JUDGING

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### Livestock Projects

4-H members who have a conflict with the livestock qualifying show in their county of membership may utilize the following options if they wish to pursue an opportunity to advance to the applicable Minnesota 4-H state show.

- Switch county membership prior to the May 15 membership enrollment deadline allowing for exhibition of livestock with benefit of ability for advancement to state competition.
- Participate in a livestock demonstration (including the live animal) with the intent to be awarded a trip through the demonstration selection process. Animal used in the demonstration does not need to be the same animal taken to the state fair but must be of the same species. Animal exhibited by 4-H member at the state fair must be on ID sheets prior to the ID deadline for that species. If livestock demonstration day occurs during the county fair, a video recording of the demonstration is acceptable.
- Submit a recorded video of the animal entered with the understanding that they cannot win a trip to the state fair. The animal exhibited by the 4-H member must be ID'd prior to the ID deadline for that species. The animal will be judged on conformation only and a blue, red, or white ribbon placing will be awarded. No champion or reserve champions will be awarded. Families must connect with local staff prior to utilizing this option.

## JUDGING EXPERIENCES FOR YOUTH WITH DISABILITIES OR INJURIES

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We are committed to helping all youth have a positive county fair experience. If your youth would be best served by accommodations or other preparation by staff/judges, please fill out the [4-H Accommodations Request Form](#) and return it to [mnext-pine@umn.edu](mailto:mnext-pine@umn.edu) or deliver it to the Pine County Extension Office. Staff will be in touch to discuss the form after it is received.

### Livestock Project Judging - Show Ring

If a 4-H member is unable to exhibit an animal by himself/herself due to a disability or injury, the 4-H member and/or the member's immediate family must request permission for a substitute showperson to help with the exhibition of the 4-H member's livestock project(s). Arrangements and approval for a substitute showperson must be made with 4-H staff prior to the day of the show. The substitute showperson must be a 4-H age-eligible member of the 4-H member's immediate family or another age-eligible 4-H member from the county of membership.

### Livestock Project Judging - Livestock Interviews

If a 4-H member is unable to participate in livestock interviews by himself/herself due to a disability or injury, the 4-H member and/or the member's immediate family may request accommodations that will fit the needs of the individual (e.g. someone to read the questions). Arrangements and approval for accommodations must be made of the 4-H staff in advance of the interview.

## SPECIAL CIRCUMSTANCES

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### Grievance Policy

The 4-H grievance process provides a vehicle by which to respond to 4-H members' concerns relating to their 4-H program participation. The 4-H member may file a grievance. A local volunteer grievance committee will be convened to address the rule violations and alleged wrongdoing. **This committee will not be convened for:**

- **Decisions made by judges, which are final.**
- **Missed deadlines that are covered through the "one-time member exemption process".**
- **Code of conduct related violations will be addressed by staff according to an established process.**

All grievances must be submitted in writing on a 4-H Appeal/Complaint Form (along with a \$50 deposit), signed, and turned in to the Extension office within 24 hours of incident. The \$50 deposit must be paid before the grievance will be heard by the committee. Complete details and forms can be obtained from the Extension office.

## ANIMAL SCIENCE HEALTH & SAFETY INFORMATION

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- All animal health regulations will be in effect as stipulated by the Minnesota Board of Animal Health and the County Agricultural Society. It is the responsibility of each livestock exhibitor to contact a veterinarian to be sure the project animal is qualified for exhibit.
- The Pine County Fair official veterinarian's decision is final. The official veterinarian will make general health examinations of all livestock and poultry on the day of entry and daily during exhibition.
- The official veterinarian will order the immediate removal to a quarantine facility or removal from the exhibition premises of any livestock with symptoms of infectious or communicable diseases. **This includes livestock with warts or ringworm. A statement from a veterinarian that an animal is being treated for these diseases is not acceptable.**
- Please see the [Minnesota 4-H Animal ID requirements](#) and each species section of the premium book for further health and safety requirements.

**Pine COUNTY FAIRBOARD RULING:** All loose or uncontrolled animals are subject to a review of a Pine County Fairboard designated committee consisting of the president (or his/her designee), the barn superintendent (unrelated to 4-H), and another individual. Animals are subject to being sent home pending committee decision.

**All livestock exhibits must be in place by 8:00 p.m. on Wednesday of the fair and are not released until 4:00 p.m. on Sunday of the fair per the Fairboard.**

## **STATE FAIR OR STATE SHOW ELIGIBILITY**

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- Members selected to represent the county at State Fair and State Horse Show **must have completed sixth grade**. Members selected to represent the county at State Dog Show **must have completed third grade**.
- **4-H members must decide on State Fair trips by 4:00 p.m. on Saturday, August 3** (see board in 4-H Exhibit Hall for more information).
  - **All members who have earned a State Fair trip must turn in registration paperwork to the Extension Office during the 1:00 - 3:00 p.m. registration meeting on Sunday, August 4.**
  - If you cannot attend, you must contact the Extension Educator in advance.
- 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).
- Each member may take up to (1) livestock trip and (1) general project trip to the State Fair. 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.
- To be eligible for a livestock trip to the State Fair, 4-H'ers must have completed Quality Assurance Training. State Policy: All youth participating as a State Fair 4-H livestock exhibitor in beef, dairy, sheep, swine, poultry, rabbits, meat goat, dairy goat, and lama must have completed a livestock quality assurance training. There are two training options 1) a 3 hour in-person workshop (LQA&E), or 2) a 1 hour on-line training (YQCA). Youth completing either quality assurance training option will receive a certificate of completion.
- **Exhibitor must complete LQA&E training by July 1, 2024.**
- [Competitive events, deadlines, consequences and exemption options](#): Every Minnesota 4-H member is eligible for a "one-time" member exemption. This exemption provides the ability (one-time in a 4-H member's career) for the 4-H member to acknowledge they missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline.



# CLOVERBUDS - ANIMAL SCIENCE

Youth who have completed Kindergarten, first or second grade are Cloverbuds and must exhibit in the Cloverbud class. They will receive a Cloverbud ribbon and premium.

## ANIMAL SCIENCE POSTER

- Poster detailing knowledge of an animal species. Ex. care and/or feeding of animal, diseases, animal parts. Eligible species are: Beef, Dairy, Dairy Goat, Dog, Horse, Llama/Alpaca, Meat Goat, Poultry, Rabbit, Sheep or Swine.
- *Posters of any other animal species should be submitted under general projects.*
- Posters are judged on Tuesday, July 30 by the Vet Science Judge.

## ANIMAL SCIENCE PROJECT

Cloverbuds are allowed to exhibit animals in a showmanship class at the fair. See specific animal project areas on the following pages for project registration information.

### *Cloverbud Animal Science Policies*

- Cloverbuds are allowed to exhibit animals in a **showmanship** class at the fair.
- A responsible person must be with Cloverbud members at all times when Cloverbuds and animals are together - this includes taking them to tie outs, the wash rack, or the pet show - in one of these two ways:
  - A)** The responsible person is in control of the animal with the Cloverbud at their side; **or**
  - B)** The Cloverbud is in control of the animal with the responsible person at their side to assist or take control of the animal when needed or as directed by staff, volunteers or show managers.
- **))) A “responsible person” is defined as a screened adult volunteer, youth member 6th grade and older, parent, or other adult who may appropriately assist with the group.** In the event that a show is a combined 4-H and open show, 4-H state guideline takes precedence for Cloverbud age participants. If a family chooses to violate the policy and an accident happens 4-H is not liable, 4-H insurance will not be usable and the participant will jeopardize future participation in the program.
- Cloverbuds may show in more than one animal species but may only show 1 animal per species.
- Cloverbuds may show their own animal or another 4-H member’s animal.
- Cloverbud animals should not be identified in 4HOnline (unless it is to be shown by another 4-H member).
- The Minnesota Board of Animal Health requires all animals at exhibitions to have an official ID (tag or tattoo). This includes Cloverbuds, however this information should not be included in 4HOnline.
- Cloverbuds may participate with a horse in three classes: Cloverbud Halter/Showmanship, Cloverbud Western Pleasure, and Cloverbud Barrels. If the horse is used in a riding setting, the Cloverbud may sit on the back of the horse with a responsible person in control of the horse at all times. “Control” means assuming responsibility for handling and/or leading the animal at all times.

# IAFE (INTERNATIONAL ASSOCIATION OF FAIRS AND EXPOSITIONS)

## CODE OF SHOW RING ETHICS

Exhibitors of animals at livestock shows shall at all times deport themselves with honesty and good sportsmanship. Their conduct in this competitive environment shall always reflect the highest standards of honor and dignity to promote the advancement of agricultural education. This code applies to junior as well as open class exhibitors who compete in structured classes of competition. This code applies to all livestock offered in any event at a livestock show. In addition to the "IAFE Code of Show Ring Ethics," fairs and livestock shows may have rules and regulations which they impose on the local, county, state, provincial and national levels.

All youth leaders working with junior exhibitors are under an affirmative responsibility to do more than avoid improper conduct or questionable acts. Their moral values must be so certain and positive that those younger and more pliable will be influenced by their fine example. Owners, exhibitors, fitters, trainers and absolutely responsible persons who violate the code of ethics will forfeit premiums, awards and auction proceeds and shall be prohibited from future exhibition in accordance with the rules adopted by the respective fairs and livestock shows. Exhibitors who violate this code of ethics demean the integrity of all livestock exhibitors and should be prohibited from competition at all livestock shows in the United States and Canada.

The following is a list of guidelines for all exhibitors and all livestock in competitive events:

1. All exhibitors must present, upon request of fair and livestock show officials, proof of ownership, length of ownership, and age of all animals entered. Misrepresentation of ownership, age, or any facts relating thereto is prohibited.
2. Owners, exhibitors, fitters, trainers, or absolutely responsible persons shall provide animal health certificates from licensed veterinarians upon request by fair or livestock show officials.
3. Junior exhibitors are expected to care for and groom their animals while at fairs or livestock shows.
4. Animals shall be presented to show events where they will enter the food chain free of violative drug residues. The act of entering an animal in a livestock show is the giving of, consent by the owner, exhibitor, fitter, trainer and/or absolutely responsible person for show management to obtain any specimens of urine, saliva, blood, or other substances from the animal to be used in testing. Animals not entered in an event which culminates with the animal entering the food chain shall not be administered drugs other than in accordance with applicable federal, state and provincial statutes, regulations and rules. Livestock shall not be exhibited if the drugs administered in accordance with federal, state and provincial statutes, regulations and rules affect the animal's performance or appearance at the event. If the laboratory report on the analysis of saliva, urine, blood, or other sample taken from livestock indicates the presence of forbidden drugs or medication, this shall be prima facie evidence such substance has been administered to the animal either internally or externally. It is presumed that the sample of urine, saliva, blood, or other substance tested by the laboratory, to which it is sent, is the one taken from the animal in question, its integrity is preserved and all procedures of said collection and preservation, transfer to the laboratory and analysis of the sample are correct and accurate and the report received from the laboratory pertains to the sample taken from the animal in question and correctly reflects the condition of the animal at the time the sample was taken, with the burden on the owner, exhibitor, fitter, trainer, or absolutely responsible person to prove otherwise. At any time after an animal arrives on the fair or livestock show premises, all treatments involving the use of drugs and/or medications for the sole purpose of protecting the health of the animal shall be administered by a licensed veterinarian.
5. Any surgical procedure or injection of any foreign substance or drug or the external application of any substance (irritant, counterirritant, or similar substance) which could affect the animal's performance or alter its natural contour, confirmation, or appearance, except external applications of substances to the hoofs or horns of animals which affect appearance only and except for surgical procedures performed by a duly licensed veterinarian for the sole purpose of protecting the health of the animal, is prohibited.
6. The use of showing and/or handling practices or devices such as striking animals to cause swelling, using electrical contrivance, or other similar practices are not acceptable and are prohibited.
7. Direct criticism or interference with the judge, fair or livestock show management, other exhibitors, breed representatives, or show officials before, during, or after the competitive event is prohibited. In the furtherance of their official duty, all judges, fair and livestock show management, or other show officials shall be treated with courtesy, cooperation and respect and no person shall direct abusive or threatening conduct toward them.
8. No owner, exhibitor, fitter, trainer, or absolutely responsible person shall conspire with another person or persons to intentionally violate this code of ethics or knowingly contribute or cooperate with another person or persons either by affirmative action or inaction to violate this code of ethics. Violation of this rule shall subject such individual to disciplinary action.
9. The application of this code of ethics provides for absolute responsibility for an animal's condition by an owner, exhibitor, fitter, trainer, or participant whether or not he or she was actually instrumental in or had actual knowledge of the treatment of the animal in contravention of this code of ethics.
10. The act of entering an animal is the giving of consent by the owner, exhibitor, fitter, trainer, or absolutely responsible person to have disciplinary action taken by the fair or livestock show for violation of this Code of Show Ring Ethics and any other rules of competition of the fair or livestock show without recourse against the fair or livestock show. The act of entering an animal is the giving of consent that any proceedings or disciplinary action taken by the fair or livestock show may be published with the name of the violator or violators in any publication of the International Association of Fairs and Expositions, including Fairs and Expos and any special notices to members.
11. The act of entering of an animal in a fair or livestock show is the giving of verification by the owner, exhibitor, fitter, trainer, or absolutely responsible person that he or she has read the IAFE Code of Show Ring Ethics and understands the consequences of and penalties provided for actions prohibited by the code. It is further a consent that any action which contravenes these rules and is also in violation of federal, state, or provincial statutes, regulations, or rules may be released to appropriate law enforcement authorities with jurisdiction over such infractions.

# ANIMAL SCIENCE PROJECTS

All 4-H Members exhibiting Animal Science projects are responsible for reading the 4-H Animal Science rules on the previous pages, as well as identification requirements for their species. Please read these rules carefully and contact the Extension Educator with questions.

## ANIMAL SCIENCE INTERVIEW

**Beef**  
**Dairy**  
**Dog**  
**Dairy Goat**  
**Meat Goat**  
**Horse**  
**Llama/Alpaca**  
**Poultry**  
**Rabbit**  
**Sheep**  
**Swine**

### *Requirements:*

- The purpose of the Animal Science Interview is to provide an opportunity for members in Animal Science projects to learn important communication skills in an interview setting. It also provides experience for members to prepare for State Fair Animal Science Interviews.
- Animals are not brought to interviews.
- Interviews are open to all members who have completed **grades 3 and up**. Please select the appropriate grade level during sign up.

## ANIMAL COSTUME CONTEST

### **Animal Costume Contest**

Grades 3+  
Cloverbud

### *Requirements:*

- See 4-H fair schedule for show time and location.
- Animal Costume Contest is for all youth in grades K and up.
- Cloverbuds are encouraged to participate. Cloverbud rules still apply
- Exhibitor's animal must be dressed in costume in some way. The exhibitor may also dress in costume if they choose.
- All costumes **MUST** be in good taste and appropriate for the general public.
- Exhibitors will be evaluated on the creativity of the exhibit.
- Youth must register in FairEntry.
- Only one costume and one animal per exhibitor.
- 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.
- Pre-registration is **REQUIRED!**

# SCIENCE OF ANIMALS EDUCATIONAL EXHIBITS

**Health/Breeding/Production Exhibit**  
**Zoonotics Exhibit**  
**Other Exhibit**

For each of the above Divisions, use the following species classes to register your project:

<b>Beef</b>	<b>Poultry</b>
<b>Dairy</b>	<b>Rabbit</b>
<b>Dairy Goat</b>	<b>Sheep</b>
<b>Meat Goat</b>	<b>Swine</b>

*Exhibit Suggestions:*

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

State Fair trips will be available. Exhibits will be judged during Livestock Encampment and 4-H'ers may exhibit both an animal (if awarded a trip from the county show) and a Science of Animal Educational Exhibit.

*Note: Llama/Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.*

# BEEF

## Birth Dates:

Breeding Heifer - Spring Calf	Jan 1 - April 30, 2024
Breeding Heifer - Fall Calf	Sep 1 - Dec 31, 2023
Breeding Heifer - Summer Yearling	May 1 - Aug 31, 2023
Breeding Heifer - Junior Yearling	Jan 1 - April 30, 2023
Breeding Heifer - Senior Yearling	Sep 1 - Dec 31, 2022
Cow/Calf	Calf must be born on/after January 1, 2024
Prospect Market Calf	Jan 1 - April 30, 2024
Market Beef	Jan 1 - Aug 31, 2023
Dairy Steers	Jan 1 - Aug 31, 2023

## Breeding Heifer Registered and Commercial

Spring Calf  
 Fall Calf  
 Summer Yearling  
 Junior Yearling  
 Senior Yearling

## Cow And Calf

Cow and Calf Pair

## Prospect Calf

Heifer Calf (beef)  
 Steer Calf (beef)

## Market Beef

Market Steer  
 Market Heifer

### Requirements:

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

## Dairy Steer

Pure Breed Dairy Steer  
 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.
- 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+)*

## Cloverbud - Beef

## Cloverbud Showmanship

# DAIRY

## Birth Dates:

Spring (Junior) Calf	March 1 - May 31, 2024
Winter Calf	Dec 1, 2023 - Feb 29, 2024
Fall Calf	Sep 1 - Nov 30, 2023
Summer Junior Yearling	June 1 - Aug 31, 2023
Spring Junior Yearling	March 1 - May 31, 2023
Winter Senior Yearling	Dec 1, 2022 - Feb 28, 2023
Fall Senior Yearling	Sep 1 - Nov 30, 2022
Milking Yearling	Sept. 1 2022 or later, that has freshened & in milking form
Junior 2 year old	March 1 - Aug 31, 2022
Senior 2 year old	Sep 1, 2021 - Feb 28, 2022
3 year old cows	Sep 1, 2020 - Aug 31, 2021
4 year old cows	Sep 1, 2019 - Aug 31, 2020
5 year and older cows	Born before September 1, 2019
Dry Cow	Dry cow of any age

## Holstein Registered & Grade Mixed Color Registered & Grade

For each of the above Divisions, use the following birthdate-based classes to indicate the age of your project animal:

Spring (Junior) Calf  
 Winter Calf  
 Fall Calf  
 Summer Jr. Yearling  
 Spring Jr. Yearling  
 Winter Sr. Yearling  
 Fall Sr. Yearling  
 Milking Yearling  
 Jr. Two-Year-Old Cow  
 Sr. Two-Year-Old Cow  
 Three-Year-Old Cow  
 Four-Year-Old Cow  
 Five-Year-Old and Older Cow  
 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+)*

## Cloverbud - Dairy

### Cloverbud Showmanship

# DAIRY GOAT

## Birth Dates:

Junior Kid Doe	April 1 - June 30, 2024
Senior Kid Doe	Jan 1 - March 31, 2024
Dry Yearling Doe	Jan 1 - Dec 31, 2023
Milking Yearling Doe	Jan 1 - Dec 31, 2023
Milking 2 year old Doe	Jan 1 - Dec 31, 2022
Milking Doe - 3 Years and under 5 years	Born in 2020 or 2021
Milking Doe - 5 Years and older	Born before 2020

## Dairy Goat

Junior Doe Kid  
Senior Doe Kid  
Dry Yearling Doe  
Milking Yearling Doe  
Milking 2 Year Old Doe  
Milking 3 - 4 Year Old Doe  
Milking 5+ Year Old Doe

### Requirements:

- 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+)*

## Cloverbud - Dairy Goat

## Cloverbud Showmanship

# DOG

The Pine County 4-H Dog Show (Obedience, Rally, Showmanship) will be held prior to the County Fair on Friday, July 19. Agility will be judged on Wednesday, July 31.

For assistance in signing up for the right training classes, contact the Dog Project Leader or Extension Educator. Rules, regulations, class requirements, and other guidelines can be found at [z.umn.edu/mn4hdogproject](http://z.umn.edu/mn4hdogproject).

### Requirements:

- All dogs must be vaccinated according to the requirements listed on the MN 4-H Dog Project ID Affidavit and Vaccination Form.
- A dog may be shown in the Dog Show or the Pet Show, not both.
- Dog Show is open to all members who have completed **grades 3 and up**.

*Note:* 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.

### Dog Agility

Pre-Jumpers (County Only)  
Limited Agility  
Pre-Agility  
Agility Beginner  
Agility Elementary  
Agility Intermediate  
Agility Senior  
Agility Advanced  
Jumpers 1A  
Jumpers 1B  
Jumpers 2  
Jumpers 3

### Requirements:

- Before beginning agility training, dogs must be 12 months old and have earned a minimum score of 180 in any previous year of 4-H obedience competition.
- Members must attend a minimum of 6 agility training classes to be able to participate at county and state events.
- Members must have an agility release form signed and submitted with their dog's health certificate.

### Dog Rally

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

### Dog Obedience

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

### Dog Showmanship

Novice  
Open  
Excellent

## Cloverbud - Dog

### Cloverbud Showmanship



# HORSE

## Pleasure Classes

English Equitation  
English Pleasure  
Showmanship  
Trail Class  
Western Horsemanship  
Western Pleasure  
Ranch Pleasure

## Games Classes

Barrel Race  
Jumping Figure 8  
Key Race  
Pole Weaving

Use the following grade classes to enter the above divisions:

Novice (county only class, not State eligible)

Grades 3-5

Grades 6-8

Grades 9+

*Classes may be combined based on registration*

### *Requirements for all above Horse Classes:*

- 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)
- **In all cases, the official rules of the MN State 4-H Horse Program Rule Book will apply.**
- All horses exhibited must have a negative Coggins test within the last 12 months of the last day of the fair.
- An exhibitor can only show one horse in each class. Exhibitor may show three horses: one in pleasure, one in games, and one in training. You may enter any number of lots you have trained your horse to ride in.
- For Western horse classes, exhibitors must wear western boots, pants, dress or western long-sleeved shirt, and belt. Chaps and spurs are prohibited.
- Game class exhibitors must wear western boots, pants, 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.
- 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.
- Male foals may be shown, but yearling and older stallions are ineligible as 4-H projects. The age of the horse shall be computed on the basis of a calendar year starting on January of the year foals; it is a weanling during the calendar year in which foaled, a yearling during the first calendar year following its foaling date, regardless of the time of year foaled.

### *State Show Eligibility:*

- Refer to the Pine County 4-H Horse Project handbook for state show eligibility and information regarding ties.
- A rider may qualify for both game and pleasure trips, **but must choose 1 trip**. Riders who earn state show trips may participate in **any** class in which they earned a blue at county fair, regardless of whether it is games or pleasure.

## Cloverbud - Horse

*Cloverbud youth cannot be off a lead line & will receive a participation ribbon only. Cloverbuds will not be timed.*

### **Cloverbud Barrels**

### **Cloverbud Western Pleasure**

### **Cloverbud Showmanship**

## Horse Training

Horse - Training Steps 1 - 6

### Requirements:

- Exhibitors are required to send copies of the Training Program book to the Extension Office by **June 30**.
- Books will be evaluated for completeness, accuracy, legibility, growth, and signatures. Any exhibitor who does not complete or turn in the book will not receive a placing. **Books will not be scored.**
- Exhibitor will demonstrate and participate in conference judging regarding the training of their horse. Riders will be asked 10 questions or procedures, to be taken from the training booklet covering all steps up to and including the step currently being evaluated; achievement booklet level corresponding to training step; horses and horsemanship; and horse science.

## Equestrians with Disabilities

Horse - Assisted: Flat Class-Western, 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, 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).

## Horse Related

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

### Requirements:

- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.
- *Projects judged on Tuesday, July 30 by the Vet Science Judge.*

## Horseless Horse Exhibit

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

### Requirements:

- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.
- This exhibit area is for youth who do not own or lease a horse. Youth should exhibit in this category if they participate in the horseless horse program with a mentor horse. If they do own or lease their own horse, they may exhibit the same style exhibit in the Horse Related area.
- *Projects judged on Tuesday, July 30 by the Vet Science Judge.*

## Horseless Horse Skills Class

(Choose appropriate division: see [skills book](#) for detail)

### Requirements:

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

# LLAMA-ALPACA

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.

*Requirements:*

- 4-H Llama-Alpaca Projects must be born prior to January 1, 2024.
- No sexually intact male above 18 months is eligible for exhibition.
- No companion animals (no buddies and no nursing mother's allowed)

## Llama-Alpaca Costume Contest

- Exhibitor must be on foot

## Llama-Alpaca Obstacle Course

*Requirements:*

- Youth and animal will be judged on a maximum of six obstacles. Examples are: tires, water, teeter totter, stairs. Youth and animal will also be judged on showmanship ability throughout the course.

## Llama-Alpaca Public Relations

## Llama-Alpaca Fleece

## Llama-Alpaca Showmanship

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

*Requirements:*

- Youth and animal will be judged on youth's handling techniques, cleanliness of the animal and exhibitor, and knowledge of the animal species (parts of animal, nutrition, etc.).

## 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.
- Posters judged on Tuesday, July 30 by the Vet Science Judge.

## Cloverbud - Llama-Alpaca

### Cloverbud Costume Cloverbud Showmanship

# MEAT GOAT

## Birth Dates:

Meat Market Goat (Wether)	Dec 1, 2023 - April 30, 2024
Meat Market Goat (Doe)	Dec 1, 2023 - April 30, 2024
Dairy Market Goat (Wether)	Dec 1, 2023 - April 30, 2024
Senior Yearling Meat Breeding Doe <b>(never kidded)</b>	Sept 1, 2022 - Feb 28, 2023
Junior Yearling Meat Breeding Doe <b>(never kidded)</b>	March 1 - May 31, 2023
Fall Yearling Meat Breeding Doe <b>(never kidded)</b>	June 1 - Nov 30, 2023
Senior Meat Breeding Doe Kid	Dec 1, 2023 - Feb 28, 2024
Junior Meat Breeding Doe Kid	March 1 - May 31, 2024

*Note: Pygmy Goats (all breeds) 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

Senior Yearling Breeding Doe, Registered or Grade (never kidded)  
 Junior Yearling Breeding Doe, Registered or Grade (never kidded)  
 Fall Yearling Breeding Doe, Registered or Grade (never kidded)  
 Senior Meat Breeding Doe Kid  
 Junior Meat Breeding Doe Kid

### *Requirements for all Meat Goats:*

- Market animals must be a minimum of 40 pounds, but not to exceed a maximum of 110 pounds by State Fair.
- Market Wethers must be disbudded/de-horned. Re-growth must not exceed ONE INCH.. Cut (sawed) off horns are not permitted
- Meat breeding does 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+)*

### Cloverbud - Meat Goat

### Cloverbud Showmanship

# POULTRY

## Chickens

Market pen of 2 males or 2 females  
Breeding pen of 1 male & 2 females  
Bantam Breeding pen of 1 male & 2 females  
Egg production pen of 2 pullets, White egg layers  
Egg production pen of 2 pullets, Brown egg layers

## Doves

Purebred breeding pair

## Ducks

Market pen of 2 males or 2 females  
Breeding pen of 1 male & 2 females  
Bantam Breeding pen of 1 male & 2 females

## Geese

Market pen of 2 males or 2 females  
Breeding pen of 1 male & 2 females

## Guinea

Market pen of 2 males or 2 females, same breed  
Breeding pen of 1 male & 2 females, same breed

### Requirements:

Only Pearls, Whites & Lavender breeds may be shown

## Pigeons

Utility, 1 Breeding Pair  
Utility, 1 Young bird Male or Female, this year band  
Fancy, 1 Breeding Pair  
Fancy, 1 Young bird Male or Female, this year band  
Flying, 1 Breeding Pair  
Flying, 1 Young bird Male or Female, this year band

## Turkeys - Domestic only

Market pen of 2 males or 2 females  
Breeding pen of 1 male & 2 females, same breed

### Requirements for all Poultry Classes:

- Poultry exhibited must be of this year's hatch (except pigeons).
- **Chickens** must have a negative test for pullorum-typhoid conducted within 90 days prior to entry to the exhibition, or a record of origin from parent stock tested negative within 12 months prior to entry to the exhibition. Exhibitor must obtain a certificate of origin and test charts prior to the county fair from the hatchery or farm of purchase. DO NOT bring poultry to the fairgrounds without this information. If you do not have this information available, contact the Extension office for instructions.
- **Turkeys** must have a negative test for typhinnarium and mycolplasmas or have a statement of origin if less than 5 months.
- All except waterfowl must be identified by a numbered leg band.
- Only SEAMLESS leg bands are accepted on pigeons.

## Poultry Showmanship

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

## Poultry Poster

- Educational or promotional poster may be selected to advance to the State Fair. See State Fair poster requirements under poultry information. Posters do not need to be exhibited at the county fair to advance to the State Fair.
- Posters judged on Tuesday, July 30 by the Vet Science Judge.

## Cloverbud - Poultry

## Cloverbud Showmanship

# RABBIT

## 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.
- Rabbits will be inspected for signs of snuffles or ear mites at entry.

## Small Breeds

*For each of the above Divisions, use the following birthdate-based classes to indicate the age of your project animal:*

Senior Buck over 6 months of age  
Senior Doe over 6 months of age  
Junior Buck under 6 months of age  
Junior Doe under 6 months of age

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

## Large Breeds

*For each of the above Divisions, use the following birthdate-based classes to indicate the age of your project animal:*

Senior Buck over 8 months of age  
Senior Doe over 8 months of age  
Intermediate Buck 6 - 8 months of age  
Intermediate Doe 6 - 8 months of age  
Junior Buck under 6 months of age  
Junior Doe under 6 months of age

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

## Market Rabbit

Single Fryer, 3½-5½ pounds, not over 70 days old  
Pen of 3 fryers, 3½ to 5½ lbs, not over 70 days old

## Rabbit Showmanship

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

## Rabbit Poster

- Educational or promotional poster may be selected to advance to the State Fair. See State Fair poster requirements under rabbit information. Posters do not need to be exhibited at the county fair to advance to the State Fair.
- Posters judged on Tuesday, July 30 by the Vet Science Judge.

## Cloverbud - Rabbit

### Cloverbud Showmanship

# SHEEP

## Birth Dates

Fall Ewe Lamb	Born between September 1 - December 31 of previous year
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	Over 1 yr and under 2 yrs of age and must not show evidence of 4 permanent incisors
Wether Dam Ewe Lamb	Born on or after December 1 of previous year
Wether Dam Yearling Ewe	Over 1 yr and under 2 yrs of age and must not show evidence of 4 permanent incisors
Market Lamb	Born on or after Dec. 1 of previous year

## Registered Breeding Ewe Commercial Breeding Ewe

For each of the above Divisions, use the following birthdate-based classes to indicate the age of your project animal:

January Ewe Lamb  
February Ewe Lamb  
March Ewe Lamb  
Yearling Ewe  
Fall Ewe Lamb  
Wether Dam Ewe Lamb  
Wether Dam Yearling Ewe

## Market Lamb

Speckle Face  
Black Face  
White Face

### Requirements:

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

## Fleece

### Requirements:

- Wool fleece must come from sheep representative of exhibitor's flock, bred and owned by the exhibitor.
- Fleece must be no less than 3" in length but no more than 13 months growth.
- All 4-H'ers receiving a blue ribbon on their fleece may exhibit at the State Fair; no housing will be provided.

## 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.

*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+)*

## Cloverbud - Sheep

## Cloverbud Showmanship

# SWINE

## 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

## Cloverbud - Swine

### Cloverbud Showmanship

## Registered Breeding Gilt

January Gilt  
February Gilt  
March Gilt

## Commercial Breeding Gilt

Shown by weight break

## Market Barrow

## 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+)*