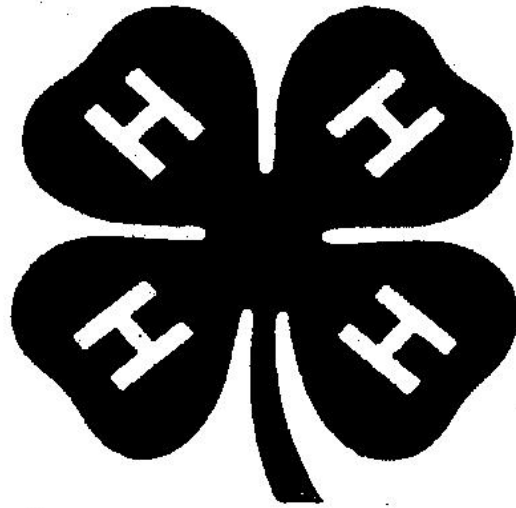


# **BRANCH COUNTY**

## **4-H**

# **GUIDELINES**



MSU Extension  
4-H Youth Programs  
570 Marshall Road, Suite C  
Coldwater, MI 4903

Compiled by:  
Branch County 4-H Craft  
Development Committee  
Revised 2019

# Guiding Principles for Positive Youth Development

Michigan 4-H Youth Development

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## 1. Youth develop positive relationships with adults and peers.

Youth develop sustained relationships with peers and adults that nurture their positive development.

### Elements of effective practice:

- Adults and youth are available and accessible to each other for information, guidance and support.
- The development of positive, meaningful relationships that foster a sense of belonging and connectedness over time is encouraged and supported.
- Adults and youth are consistently and actively engaged together in activities and experiences.
- Cooperative experiences that build trust and foster honest and open communication are developed and supported.

## 2. Youth are physically and emotionally safe.

Youth will learn more and participate more fully when they feel physically and emotionally safe. A structured yet flexible environment encourages honesty, trust and respect among all youth and adults.

### Elements of effective practice:

- Adult and youth volunteers model constructive ways for providing feedback and addressing situations, behaviors and emotions.
- Activities and programs are held in environments that maximize the safety and well-being of participants.
- Youth are encouraged to try new experiences through positive risk-taking.
- Rules, expectations and consequences are clear, consistent, developmentally appropriate and applied fairly.

## 3. Youth are actively engaged in their own development.

Through a process of identity discovery and awareness, youth increase their personal competence and sense of well-being.

### Elements of effective practice:

- A wide range of opportunities and experiences that encourage youth and adults to explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments.
- Youth explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments in purposeful and meaningful ways.

- Opportunities and experiences are provided to foster youths' positive sense of purpose and view of the future.
- Youth are recognized for both their participation and achievement.

## 4. Youth are considered participants rather than recipients in the learning process.

Youth are encouraged to actively participate in their own learning. Opportunities for youth to learn and develop take place in many different contexts and take into account a variety of learning styles.

### Elements of effective practice:

- Learning is encouraged in formal and nonformal settings, in planned and unplanned ways.
- Opportunities for shared decision-making, planning and program implementation are provided for youth.
- Adults and youth work together to overcome barriers to participation such as transportation, cost and scheduling.

## 5. Youth develop skills that help them succeed.

Youth experience and learn from hands-on educational opportunities that help them develop the skills they need to be successful adults.

### Elements of effective practice:

- Youth identify, develop, practice and articulate their skills.
- Youth set challenging yet realistic goals; they follow through on their commitments to achieve their best.
- Youth receive support from adult and teen volunteers, family members, peers and the larger community throughout the skill-building process.
- Youth recognize and celebrate their skills and accomplishments within their own definition of success and mastery.

## 6. Youth recognize, understand and appreciate multiculturalism.

Youth will respect differences among groups and individuals of diverse backgrounds. Youth will develop skills and competencies that help them foster social justice in their communities and their world.

### Elements of effective practice:

- Youth explore and value their own diverse abilities, skills, interests and cultural backgrounds.
- Youth explore diverse people, places and ideas.

I pledge...



My **HEAD**  
to clearer thinking,



My **HEART**  
to greater loyalty,



My **HANDS**  
to larger service,



My **HEALTH**  
to better living,  
for my club,  
my community,  
my country and  
my world.

- Youth and volunteers from diverse backgrounds and with diverse abilities are included in decision-making, leadership and planning.

### 7. Youth grow and contribute as active citizens through service and leadership.

Youth feel included and involved in their communities. They have significant roles to play and important contributions to make as stewards of the future. Youth develop personal competencies that foster leadership, caring and citizenship.

#### Elements of effective practice:

- Youth are aware of and informed about local and global needs, opportunities and issues, and are provided meaningful roles in how decisions are made.
- Youth use their time, energies and skills for the benefit of others.
- Youth practice leadership skills to address needs, issues and opportunities.
- Youth are encouraged to recognize their roles as stewards in their communities.

#### For More Information, Contact:

**Michigan 4-H Youth Development**  
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Web: [www.msue.msu.edu/cyf/youth/](http://www.msue.msu.edu/cyf/youth/)

#### Michigan 4-H Youth Development Children, Youth & Family Programs



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## Table of Contents

4-H Crafts	
Leathercraft .....	3
Construction Toy .....	4
Gift Wrapping .....	5
Tube Painting .....	6
Stenciling.....	7
Glass Etching.....	8
Stain on Glass.....	9
Combination Stain on Glass and Glass Etching .....	9
Puzzle craft.....	10
Recyclable Art.....	10
Reed Baskets .....	11
Tie Dye.....	12
Tin Punch .....	13
Models.....	13
Any Other Crafts	
Decoupage.....	14
Macramé.....	15-16
Candlemaking.....	17
String and Wire Art .....	18
Seed Art.....	19
All Natural Craft.....	20
4-H Needlework.....	21
Crochet, Counted Cross Stitch .....	22
Embroidery and Cross Stitch.....	23
More Advanced Projects, Knitting .....	24
Latch Hook.....	25
Needlepoint & Plastic Canvas .....	26
Comforters and Quilts .....	27
Quillow, Other Needlework Projects .....	28
Other	
Woodworking.....	29
Cultural Arts.....	30
Ceramics.....	31
Plastercraft.....	34
Creative Writing.....	35
Painting and Drawing.....	39
Creative Flowers .....	40
Photography .....	41
Scrapbooking.....	44
Sewing and Personal Appearance .....	45
Food Guidelines .....	48
Cake Decorating.....	53
Candy Making.....	55
Small Engines.....	59
Entomology .....	61
Buymanship.....	63
Collective Hobbies .....	67
Clowns.....	71
Gardening .....	74
Landscaping .....	76
Public Speaking, Demonstrations, and Oral Interpretation .....	77
Power Point-like Presentation .....	84
Computer Created Projects (Movie Maker, etc.).....	86
Teen Leader Booths .....	87
Aviation.....	88
Electrical .....	90

## BRANCH COUNTY 4- GUIDELINES

Committees made up of county volunteers, members, superintendents, and judges developed these guidelines. Each year in the fall, guidelines are written or updated by these committees. If you are interested in being a part of a committee, contact the MSU Extension, 570 Marshall Road, Suite C, 2794311. Information on exhibiting projects at the fair is included in some sections. If exhibitors are completing projects for the fair, they should check the fair book also.

Below you will find some ideas that are basic components of the 4-H Program.

### **THIS I BELIEVE**

1. The 4-H member is more important than the 4-H project.
2. The 4-Hers should be their own best exhibits.
3. No award is worth sacrificing the reputation of a member or leader.
4. Competition should not be emphasized more than learning or any other fundamental of 4-H Club work.
5. Learning how to do the project is more important than the project itself.
6. Many things are caught rather than taught.
7. To learn by doing is fundamental in any should educational program and is characteristic of the 4-H program.
8. Generally speaking, there is more than one good way to do more things.
9. Every 4-H member needs to be noticed, to feel important, to win and to be praised.
10. Our job is to teach 4-H members how to think, not what to think.
11. Leaders must help the 4-H Club set standards of conduct and provide ways of dealing with those who do not live up to these standards.
12. Our product is youth and our projects are the means.

## **From the Fair Book . . .**

**As parents we must let our children grow and experience the ability and joy of working and completing their projects on their own. We have to remember that this is their project. It is our job to guide our children to do their best, but not to do the project for them. Let's make it fair for all exhibitors and let our children have pride in their work.**

### **4-H CRAFTS**

(see fair book for more details on exhibiting projects)

Exhibits brought in and judged on Saturday from 8:30 a.m. to 3:30 p.m. by appointed times only.

1. Entries and judging will be done ONLY by appointed times. The list of times will be sent out later.
2. Exhibits will be released on Sunday at 8:00 a.m.
3. All articles should be finished and ready for hanging, displaying, or use.
4. Definition of a kit: A kit is any packaged or boxed article that contains ALL needed pieces to complete the project.
5. Exhibitor is encouraged to continually develop their skills in all crafts. It is suggested that each year a more difficult project in any certain area be undertaken.
6. All judging will take into account exhibitor's age and years of participation in each particular craft project.
7. A set is 2 or more articles of similarity (salt and pepper, canister set, mother and baby, bookends and nativity set.)
8. Requirements for 8-11 year olds: Exhibit one simple article or set of simple articles.
9. Requirements for 12-14 year olds: Exhibit one article or set of some difficulty showing improved techniques.
10. Requirements for 15 & up: Exhibitor should exhibit one article or set requiring advanced difficulty.
11. Exhibitor may exhibit in only one class per section unless otherwise stated.
12. A project can be entered in only one class. If project has more than one craft involved, exhibitor must choose which class to enter. (Example: a basket with stenciling can be entered in either (1) stenciling or (2) baskets, but not in both).
13. Exhibitors are required to enter in their respective age groups, the age of the exhibitor and number of years in the project are taken into consideration when they are judged.
14. Can enter no more than 5 projects in any other craft section.
15. Puzzles must be framed and coated with a professional grade coating.
16. Framed projects will not be covered with glass or plastic until after judging. (no glass in frames) Glass can be added to protect projects after judging if desired.
17. All exhibits must have entry tags securely fastened to projects.

## GUIDELINES FOR LEATHERCRAFT

### 8-11 years old

It is suggested that stamping only be used in the novice class for young members. Simple patterns using stamps and carving if needed. Simple whipstitch, running stitch.

Suggested projects: Key Case; Coin Purse; Knife Sheath; Watch Band; Wrist Band.

1. Learn kinds of leather and their uses.
2. Learn about tools used in leather craft.
3. Learn how to lace; assemble; tool; model; and finish leathercraft articles.
4. Learn simple carving and lining techniques.

### 12-14 years old

More advanced patterns using tooling and carving. Use above lacing plus single loop stitch and double loop stitch. Dying may be used. (not recommended for Novice projects)

Suggested projects: Billfolds; Simple Purses; Belts; Checkbook Covers; Barbecue Seats.

1. Learn how to select and cut out article.
2. Learn elementary sketching and design.
3. Learn advanced skills for each of the areas listed under the Novice class.

### 15 years old and older

More difficult projects with more detailing. May be painted or dyed.

Suggested large projects: Bowling Bags; Gun Case; Clock; Holster; Rifle Scabbard; Picture Album; Wedding Album; Stools; Lamp; Purse; Camera Case; Lamp Shades; Saddles; Pictures.

1. Continue to learn more advanced skills in the above listed area.
2. Learn how to draw patterns and original designs.
3. Learn basic principles of composition.

### The 7 Basic Leathercraft Tools are:

Backgrounder	Seeder	Beveler
Camouflage	Veiner	Pear Shader
Swivel Knife		

For fair, exhibitors can enter a “tooled” or a “not tooled” leather craft.

## “CONSTRUCTION TOY” GUIDELINES

Description: Construction Toys are toys that can be disassembled and reused for another project. Usually all sets can be combined and are interchangeable “Construction Toys” include Lego, Robotix, Tyco, and other brand names.

Two considerations must be made when entering into a Construction Toy project:

- 1) Age
- 2) Personal Interest

### LEGO & LEGO – like brands

- Kits are considered projects that are made with a kit or with a manual (as in use of instruction)
- Original projects are any projects made without the use of instructions, designs etc. They are self-designed, original projects.
- All original projects should be accompanied by a brief written and/or oral description of their design.
- All kits should be accompanied by instructions. Case should be taken so that:
- Parts intended to be moveable – work!
- Overall appearance should be color-coordinated
- Broken or soiled blocks should not be used.
- Project is “sturdy” enough to be handled by judge
- Models using base plates should be supported by plywood or something similar, no larger than 4 ft. x 4 ft.

### Other Suggestions:

- Experiment by building several projects before building final project.

Revised by Committee: March 2012  
Marilyn Malcolm 278-6870



## GUIDELINES FOR GIFT WRAPPING

For general guidelines please refer to bulletin “A Basic Manual for 4-H Gift Wrapping Projects”.

### Guidelines for all exhibitors

- Learn to wrap with neat corners and folds. There are various techniques to accomplish this and all are acceptable.
- Learn shaping on curves and cylinder packages and how to wrap them.
- Learn how to select appropriate packages for the item to be wrapped.
- Learn where to obtain ideas for wrapping and start a collection of these ideas. (Magazines, party planning books, etc.)
- Learn to make “boxes” when they aren’t available. (Use jars; cans with lids; cardboard cores from paper towels; “Legg’s eggs”, etc.)
- Learn how to use household supplies attractively as wrapping paper. (Tinfoil, shelf paper, wallpaper, newspaper, fabrics, etc.)
- Learn to line a box properly with tissue paper.

### 8-11 years old

- Learn to make bows. (Curling ribbon bows; tailored; circle; fishtail; sunburst; yarn; possibly bows made on a bow-maker; looped bow, etc.)
- Learn to wrap ribbon different ways around a package.
- Learn wrapping techniques.
- For Fair, exhibit one package no larger than 2’ x 2’ wrapped for a Special Day. (See Fair book)

### 12-14 years old

- Learn ideas for decoration without using bows and ribbons. (Use cutout; crepe paper; construction paper; yarns; tissue paper; pompons; ribbons, flowers, etc.)
- Learn to use backing for ribbons (lace; net greens; contrasting ribbon, etc.)
- Learn to wrap lid and box separately.
- Learn to confine colors or kinds of ribbons in a bow of any style.
- Learn special treatments. (trimmed with accents; feathering, glitter, etc.)
- Learn to wrap package in materials other than purchased wrapping paper.
- Learn to print design on paper.
- For Fair, exhibit one package no larger than 2’ x 2’ wrapped for a Special Day.

### 15 years old and up

Use above techniques with more difficult materials and ideas. (Ex.: newspaper, wallpaper, store ads.)

- Exhibit one more advanced package no larger than 2’ x 1’ for a Special Occasion.

# A Basic Manual for the 4-H Gift Wrapping Projects



## Contents

Preparation of gift  
Selection of paper  
Creation of Bow  
Complete package

## Suggested project plan

Learning Plan	Learning Activities
<p>To learn different box shapes. To select proper box for the shape and type of gift. To learn how to place gift into the box for appearance. To learn proper way of folding tissue paper for interlining.</p>	<p>Select a rectangular, cylindrical, and square box for project. Prepare each with proper lining two for clothing and one for household article.</p>
<p>To learn how to make a neat, tightly wrapped package. To select the proper paper according to size and shape of package. To select the proper paper for the occasion, age, and sex of receiver. To learn wrapping procedure for rectangular, square, and cylindrical package.</p>	<p>Examine wrapping paper and determine the type of package on which it would be appropriate. Cut proper size paper for each gift. Wrap a rectangular, square, and cylindrical box.</p>
<p>To learn the basic bows. To select the type of bow best for a package. To select the type of ribbon which is suitable.</p>	<p>Select ribbon for each package. Make a sample of each bow style.</p>
<p>To learn the importance of the overall appearance of a package. To learn various methods of combining paper and bow. Evaluate the three wrapped packages by going into small groups and discussing each package.</p>	<p>Decide how bow will be placed on package. Decide if additional ribbon is necessary. Evaluate over-all view in small discussion groups.</p>

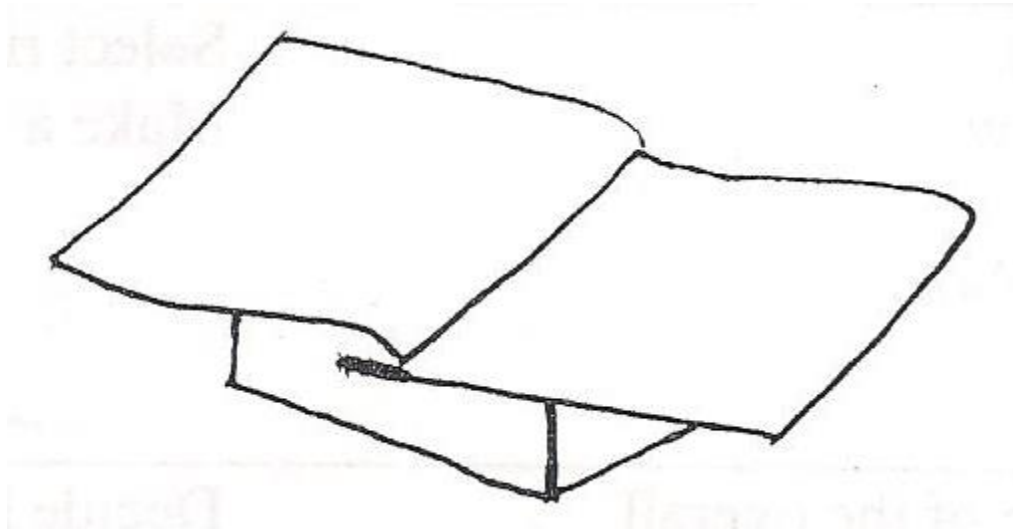
## Preparation of Gift

The wrapping of a gift begins with preparing a gift to be wrapped. Some gift items come with a box, which enables a giver to wrap them with greater ease; however, some items come unprepared. When this is the case, the giver must secure a box for the gift or decide if the gift can be wrapped by itself. Most articles should have a box because they are not conducive to maintaining shape or have unusual shapes themselves. Two examples are a shirt and a toy car.

The selection of a box should follow these guidelines:

1. The box should fit the gift item leaving only a small amount of space between the box and the gift.
2. The box should be plain. Odd shaped boxes are difficult to wrap. Common box shapes are rectangular, square, and cylindrical.
3. Select a clean box in good condition.

When the box has been selected, one should use tissue paper (white or pale color) before placing the gift into the box. In the case of clothing, the paper (one or two sheets) should be folded in the center to enable the person to fit it to the box size.



The paper should be able to cover the bottom of the box and completely cover the gift on the top. In the case of toys or household objects, small pieces of tissue paper that have been crumpled can be placed at proper points so that the item won't break or rattle. Often a combination of both can be used to make your package neat inside as well as outside.

### Comments:

It will help both leader and 4-H'er if tissue paper placement can be demonstrated. 4H'er should secure three boxes for the second lesson (one rectangular, one square, and one cylindrical). Tissue paper should be placed in the boxes in the proper way so 4-H'er is ready for second lesson. Perhaps an old toy, etc. would help to take up space. Prepare two boxes for clothing and one box for toy or household object.

## Lesson II

### Selection of Wrapping Paper

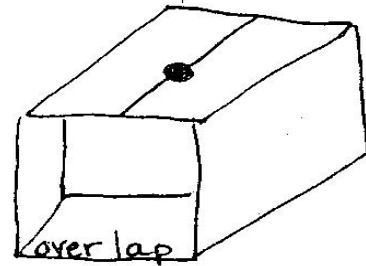
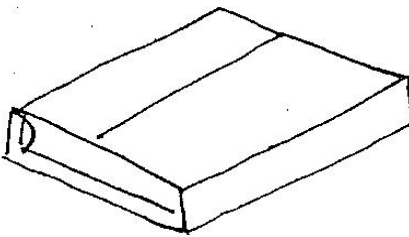
Material: Three boxes (rectangle, square, and cylindrical)  
Tissue paper liners in boxes. Two designed for clothing and one for toy or household item.  
Scotch tape  
Three kinds of wrapping paper  
Paste (rubber cement very good)  
Thread that is color of wrapping paper.

When one selects the gift-wrapping paper, these questions should come into mind: Does the paper suit the occasion? Does the paper take into account the age and sex of the receiver? What paper is available? Is there enough paper to wrap the gift? Is the design in proportion with the size of the box?

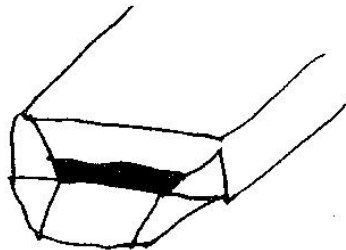
Once the paper has been decided upon, one can continue with the wrapping. The shape of the box dictates how one wraps it.

### Rectangle and Square

1. Estimate the amount of paper required to go completely around the gift box, allowing an overlap so that the paper can reach a little over half the width of the open-end side.



2. The paper is taped in place on the top.
3. Beginning on one end, the top flap is folded down toward the center. Both side flaps fold up toward the center and finally the bottom flap is brought up and taped in place.

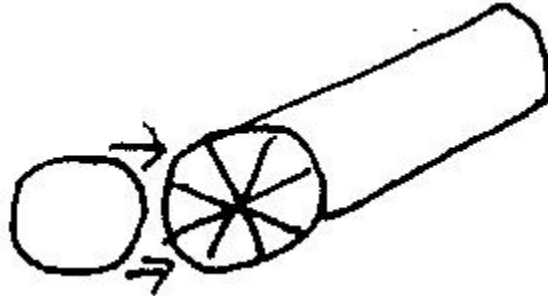


4. The procedure is repeated on the other side being sure that the paper is kept tight.

## Cylinder

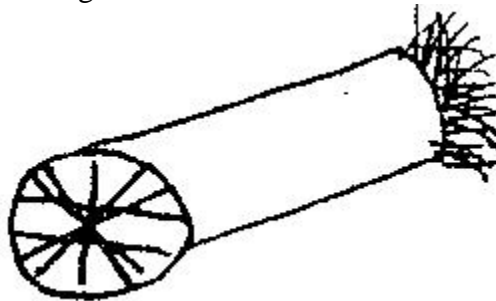
### Smooth Ends .....

1. Trace the ends of the cylinder and cut out two circles of the wrapping paper.
2. Wrap the cylinder with the wrapping paper allowing an overlap on both ends. Tape securely.
3. Fold the overlap at the ends (sometimes cutting is necessary) and paste down (be careful not to get paste on the gift).
4. Paste circles over the folds.



### Fringed Ends .....

1. Wrap the gift in wrapping paper allowing enough for ends to be gathered and tied. Tape securely in the middle of paper.
2. Gather paper at the ends and tie securely.
3. Cut ends in strips to make fringe.



Sometimes a combination of the smooth ends and the fringed ends are used.

### Comments:

4-H'ers should wrap their three boxes at a meeting so that assistance can be given if necessary. Use the wrapping paper that 4-H'ers bring and ask group on what type of package he or she would use it. Demonstrations of each type of wrapping will help written explanation.


### Lesson III

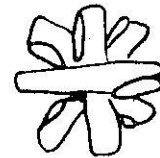
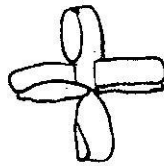
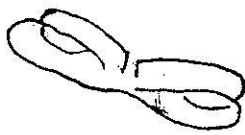
### Creation of a Bow

- Materials:
- One self-sticking ribbon
  - One regular roll of ribbon
  - One roll of thin ribbed ribbon
  - Scissors
  - Stapler
  - Thread the same color of ribbon
  - Thin strip of paper or cardboard 1 ½" x 5"

Now that the gift has the wrapping paper on it, one thinks of the types of bows that he may use to decorate the package. You want each package to have personality of its own so variation should be used when wrapping more than one gift. The ribbon selected should compliment the wrapping paper that you used. Color can either contrast or match. One thing that must be remembered is that often simplicity is the most attractive. Too much design or trim can be distracting. Some new ribbons can be moistened and will adhere together. Also, bow makers are available, but please vary its use.

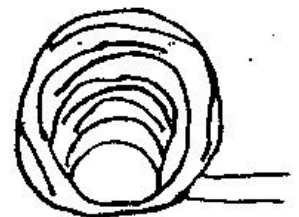
#### Knotless Bow (Self Sticking Ribbon)

Cut a strip of ribbon and stick together on the ends. Double over.   
Repeat again and place in opposite position. Length of strips can be varied so that they get shorter when bow is ended.



Circle Bow

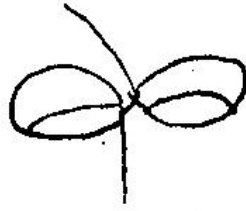
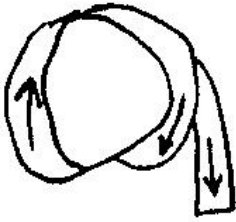
Moisten end of ribbon and form a small circle. Continue going around enlarging circles and attaching at beginning point until you reach the desired size.



Circle bows can be combined to make such things as butterflies. Use your imagination.

### Pom Pom Bow

Begin with a large circle of ribbon, which you continue going around for at least ten times. Flatten the circle and cut wedges into each side in the middle.



Tie securely with thread at the wedges. To open, slip the individual loops and twist down and forward. Repeat until all loops are free.

### Beginner's Bow

Take very thin ribbon and begin by making a figure eight with ribbon between thumb and small finger.



Continue until the thickness is that which is desired. Tie bow securely where ribbon meets. Puff up ribbon and curl ends by rubbing ribbon on one side of scissors.

### Flat Bow

Cut a piece of paper the width of the ribbon you're using and as long as you desire the bow to be. Begin by stapling ribbon to paper. Loop and staple again close to the first loop. This can be repeated again and again varying the size of the loop to create effect desired.



### Comments:

This is a good chance to practice on all types of bows. Later you will want to select the best ones for your boxes.

To demonstrate, sample will make explanation easier.



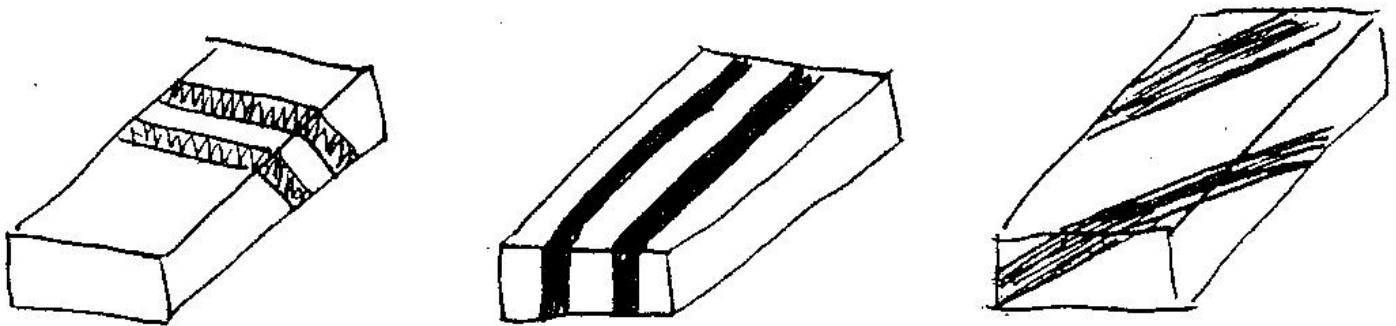
## Lesson IV

### Completing Package

#### Materials:

- Three wrapped boxes
- Three Different bows
- Scotch tape
- Ribbons to match the three bows

Wrapping paper and bows are complete so that they must be combined effectively to create a general overall appearance. Additional ribbon is usually wrapped around the box to which the bow is attached. Ribbon can be placed at the corners, the length, or width of the box. It can also be repeated several times. A must is that it must be secure. A loose ribbon can ruin a very pretty package. The bow is either tied or pasted to the package. (Rubber cement is excellent because it can be removed when dry great for mistakes or surplus!)



#### Comments:

A suggested exhibit could be three packages (rectangle, square, and cylindrical) wrapped in a variety of ways. Evaluation could be made by small groups of 4-H'ers showing each other their packages.

## **GUIDELINES FOR TUBE PAINTING**

All articles should be finished and be ready for hanging, displaying or use. Pictures should have a hook on the back so that they may be hung. Pictures must be clean and neat, framed or mounted on poster board. No glass covers please!

All exhibitors are free to use different colors than recommended by the directions. Exhibitors will not be marked down for using a different color scheme unless the judge finds that their choice definitely detracts from the design.

All areas are usually covered, but occasionally the directions may say to leave an area unpainted. Be sure to read the instructions. It is permissible to clip and include them with the exhibit, as the judge may not be aware that the same picture has different instructions. It's suggested that members with more experience do projects with fine detail.

See fair book for general craft guidelines.

### 8-11 years old

Article painted on artspun or non-woven, using outline and filled in pictures with a simple background or a simple preshaded picture may be chosen using regular or florescent colors.

### 12-14 years old

Article of pre-shaded picture requiring feathering, blending and shading of colors. May be of more advanced design and have suede using regular, florescent, or pearlescent colors.

### 15 years and up

Work on velveteen or more advanced pre-shaded designs. May work on other fabrics, such as terry cloth, knits, suede or articles using special techniques such as open tip, Q-tip, brush, or embossing glitter.

Exhibits will not be accepted on unfinished garments, even though the painting is completed.

Exhibits done on other surfaces such as wood, cork, metal, or glass should be entered in any other craft.

## STENCILING GUIDELINES

A stencil is defined as a piece of material with lettering or a design that is cut out and through which ink or paint is forced onto a surface to be printed.

The stencil can be purchased or of your own design, as long as a pattern was placed and cut out to make a stencil.

Judging will be based on use of colors, design, neatness, originality, and texture of surface that stencil was applied to.

### 8-11 years old

Stenciling should be placed on a small rug or material that will absorb paint easily. Large stencils should be encouraged.

### 12-14 years old

Stenciling should be placed on a larger rug or material that will absorb paint easily. A mixture of large and small stencils may be used.

### 15 years and up

Stenciling should be on hard surface, (I.E. wood, metal) or soft material other than a rug. Judges will take into account the difficulty of the surface and the creativity of work.

## GLASS ETCHING GUIDELINES

1. Straight and curved lines should be neat and precise.
2. Acid application should have a uniform look.
3. Make sure the design has good placement on the glass. If it is centered, make sure the borders look equal; if the design is placed elsewhere, pleasing positive – negative space is important.
4. Glass or mirror should be framed unless the outside edge is professionally finished or sanded.
5. Craftsmanship is important. If two pieces are equally well done, judges will then look at the presentation of project . . . (Frames, Lead, or Look of Finished piece). Fair exhibit size limit is 24” x 24”.
6. Glass etching (o) class is for members who make their stencil. Glass etching (readymade stencil) for members who do not make their stencil. Pencil and stick “frosted glass” that does not require acid application will be judged under any other craft.

NOT RECOMMENDED FOR CHILDREN UNDER 12 YEARS OF AGE!!!

### Glass Etching Instructions

You will need:

1. Mirror, plate, mug, frame or other clear or mirrored glass object.
2. Glass Etch Acid
3. Contact Paper
4. Carbon Paper
5. Sharp EX-ACTO knife
6. Any picture

Steps:

- A. Cover glass area with contact paper.
- B. Select picture appropriate for level of child.
- C. Place carbon paper down over covered glass.
- D. Tape picture in place over carbon paper.
- E. Trace picture.
- F. Remove picture and carbon.
- G. Very carefully cut along lines of picture.
- H. Pull off all cut pieces where you want the glass to be etched.
- I. Liberally apply etching acid following instructions on bottle. Wait 20 minutes (the bottle says 10 minutes, but I’ve found that 20 minutes makes a better imprint.)
- J. Rinse well.
- K. Pull off contact paper and clean glass.

You’re done – don’t be afraid to experiment!

Pictures can be taken from coloring books, computers – anything! Be creative!

This is a very fun project! It takes time and some precise cutting, but this project won’t just gather dust!

They’re great gifts. Any questions – fee free to call me, Pam Cappella – 2785466.

## **STAIN ON GLASS GUIDELINES**

“Stain on Glass” is done by applying a liquid “leading” onto plain glass or plastic to form the pattern; liquid stain is then added by eyedropper.

1. Apply leading as smoothly and evenly as possible (some brands of leading vary in texture and appearance.) Leading may be trimmed with a razor when dry to get more uniform lines.
2. Apply stain as a solid color or mixed to fill in desired leaded areas (the entire glass does not need to be stained but be sure to fill each stained area, especially next to leading) – watch also for bubbles, dirt, etc. in stain.

8-11 years old – Will be wise to choose a simple, small pattern. Will need more assistance, especially in trimming the leading with a razor blade—for safety reasons!!

Second year projects or older youth may progress by:

- larger, more complicated patterns, original designs
- experiment with mixing colors, textures
- do trimming of leading (if needed, may need assistance in trimming, but most know how and do some)

All Stain Glass Projects must be framed in some manner.

\*\*No glass edges to be exposed.

## **GUIDELINES FOR GLASS ETCHING AND STAIN GLASS COMBINATION**

Recommended to 13 year olds and up only. Follow the guidelines for each individual project. Can be done on glass or mirror. Etching can be with acid, sandblasted or carved in heavy or light texture.

## GUIDELINES FOR PUZZLECRAFT

For Fair Exhibit:

1. The 4-Her will be allowed to exhibit in this project area for four (4) years.
2. ALL first year members will be using a puzzle of no fewer than 50 pieces. Puzzle can be flat or upright.
3. Second year will be their choice of a flat puzzle or a flat 3-D puzzle of no fewer than 100 pieces.
4. Third year will be their choice of a flat puzzle, a flat 3-D puzzle, or an upright 3-D puzzle of no fewer than 150 pieces.
5. Fourth year will be their choice of any kind of puzzle of no fewer than 200 pieces.
6. **All puzzles in all years must be finished with some kind of clear lacquer finish, either brush on or spray on. A professional puzzle glaze works best and is recommended. Do not use glue!**
7. **Flat puzzles must be suitable for hanging.**
8. **Flat puzzles must be mounted on rigid platform and framed. Framing can include wood frame, lace, etc.**
9. **The puzzle must not be covered with anything until after judging. No glass or covering can be on puzzle when you bring project to be judged. The judge needs to check the puzzle surface. After judging, plexiglass can be added to frame. NO GLASS can be used.**
10. For fair, projects must have “hangers” and be ready for hanging.

## GUIDELINES FOR RECYCLABLE ART

Use anything that is recyclable and make an art project out of it. Use glue, staples, nails, paste, wire or any method to hold object together. All edges should be smooth or rounded off and no points of danger showing. Everything used should be recyclable.

Member should choose more advanced project each year.

## **GUIDELINES FOR REED BASKETS**

### 8-11 years old

Flat Bottom Baskets.

Know Reed shapes and sizes.

Know the name of your basket, can be with or without handles.

### 12-14 years old

Staining baskets.

Know some natural stains and ways to dye them.

Different shapes, -- heart, egg, and basket with handles. Rib baskets also.

### 15 years and up

Any basket more advanced.

Baskets with lids, larger baskets, cradles, sewing baskets and picnic baskets.

## **Antique Gathering Basket with Open Bottom**

### Materials needed:

1/2" flat reed for spokes and weavers.

1/4" flat reed for weavers and rim wrap.

1/2" half round for handle.

3/8" half round for rim.

#2 round reed for twining.

### Cut:

7 – 23" 1/2" flat reed

1 – 23" 1/2" half round, soak

11 – 18" 1/2" flat reed

soak in water for a few minutes

Lay out the 7 long spokes about 1/2" apart. Mark middle spoke in the middle with pencil. Weave over and under with the 11 shorter spokes making sure the middle spoke is over the spoke with the pencil mark. Fold spokes up and clip with pins. Soak for a few minutes. Using a long piece of 1/4" flat reed, measure around the bottom of the basket. Cut 4 pieces that length. Weave in and out around the basket clipping the corners to hold shape. Overlap weavers after completing row. Using 1/2" flat reed measure around the basket and cut 4 pieces, weave these 4 pieces. When weaving is done straighten spokes. Using #2 round reed twine around the basket 3 times.

Twining is an excellent weave for controlling the shape of the basket and helps support the rim. Soak for a few minutes. Bend down every other spoke and weave in. Cut off remaining spokes. Measure rim on outside and inside. Cut 2 pieces of 3/8" half round for rim. Soak for a few minutes. Shape handle with flat part on top and shave ends. Mark with pencil where rim will go, cut notch out so rim will fit around handle. Insert handle dowel weavers. Place rim on outside clip, place rim on inside clip. Using 1/2" flat reed wrap around rim tightly, making crisscross at handle.

### Important things to remember:

Soak all reeds before using it. Keep ruff side of reed on the inside of basket and smooth side on the outside.

When starting your weavers and rim, never start at the same spot, this will weaken your basket.

## GUIDELINES FOR TIE-DYE

This a project that can be used to decorate any cloth item in an unlimited variety of patterns and colors.

This project is suitable for all exhibitors, fun for the beginner and challenging for the advanced students.

The only limit is your imagination. Any cloth item (from headbands to tennis shoes or socks) can be tie-dyed but 100 percent cotton works the best.

One Method:

The equipment needed includes:

1. Dye – as few or as many colors as you wish. (Read the box instructions carefully.)
2. A container to dissolve each dye in.
3. Rubber bands – assorted lengths and widths if possible.

Description of steps on how to do tie-dye.

1. Dissolve each dye in its own container according to the box directions.
2. Wet garment with cold water.
3. Gather material and wrap tightly with a rubber band – repeat this step as many times in as many different ways as you wish.
4. Place garment in a dye. (All or any part of garment.)
5. Place a different part of shirt in another color or remove some rubber bands and place garment in another dye if more than one color is to be used.
6. Remove whatever rubber bands are left (if you cut them off be careful not to cut the material).
7. Rinse garment.
8. Hang to dry.
9. Iron wrinkles out of garment.

OR Another Method:

**“Tie Dye Made Easy” video and tie-dye kit is available for checkout at the MSU Extension Office. It demonstrates another way to tie dye to make the brilliant colored shirts with spiral and other designs. This video features the new bright and bold colors and designs and is the suggested way to complete the tie-dye project.**

**For fair, members must bring a hanger for all projects that can hang. Projects that have been washed must be dried.**



## **TIN PUNCH GUIDELINES**

Tin Punch: To make a hole in tin with a punch, which creates an appealing uniform design.

### **Guidelines for all exhibitors**

1. All holes punched should be uniform in size, and go through the tin.
2. Straight and curved lines should be neat and concise.
3. Make sure the design has good placement on tin before punching holes.
4. Projects must be finished – framed if needed, etc.
5. Members need to increase their skills each year in project. Project should be more advanced each year.

## **GUIDELINES FOR MODELS**

1. **BEGINNERS:** Exhibit will be a snap together model in a kit form only. (Example is “Snap-Tite” model, Skill Level 1 or 2.)
  - a. Snap together kits must be cars, trucks, boats, or planes.
  - b. No gluing or painting of models will be permitted. Sanding, filing, or griming of parts for proper fit allowed and encouraged.
  - c. Only those stickers or decals that have come with the model kit are to be used on it.
  - d. Exhibitors at the level may not enter this category for more than 2 years.
2. **INTERMEDIATE:** Exhibit will be either Skill Level 1 Or 2 snap together or glue together model kits.
  - a. Kits must be cars, trucks, boats, or planes.
  - b. Appropriate gluing and some painting of model is required. Sanding, filing, or trimming of parts for proper fit is allowed.
  - c. Parts from other kits may not be used at this level.
  - d. Exhibitors at the level may enter this category for 3 years.
3. **ADVAMCED:** Exhibit must be glued together Skill Level 2 or above model kits. No snap together models will be allowed.
  - a. Kits must be cars, trucks, boats, or planes.
  - b. Detailed painting such as instruments, wheels/tires, engine components, etc., is strongly encouraged. Exterior finish should be appropriate to model entered; for example, custom or 2-tone paint on cars or trucks, hull or waterline markings on boats, or color and markings appropriate to aircraft.
  - c. Parts or decals from other kits may be used at this level.
  - d. Exhibitors at this level may enter every year, but no model may be entered more than once.
4. **ORIGINAL:** Exhibit may be from any Skill Level kits.
  - a. Kits may be any type or category available, including cars, trucks, boats, planes, rockets, trains, anatomy, engines, animals, etc.
  - b. Originality is expected. Fit and finish must be of highest quality.
  - c. Parts of decals from any kit or other source may be used at this level. Handmade or one-or-a-kind parts may also be used.
  - d. Exhibitors at this level may enter every year, but no model may be entered more than once.

## ANY OTHER CRAFTS

If there are 20 or more projects in any one project of the any other craft areas, it will be judged as a separate class.

### GUIDELINES FOR DECOUPAGE

#### 8-11 year olds

Pictures – any print from craft store, greeting cards, wrapping paper, magazine or calendar pictures, newspaper articles, photographs, wedding invitations, coat of arms, diplomas, legal documents, silhouettes, original art work, money, or any other items.

Finishes – several coat finishes, pour-ons, Mod Podge, or any new product made for decoupage.

Objects – flat wood surface, edges of wood may be formed or shaped in anyway.

Techniques – use simple cut edges on picture. It may be rectangular, round, irregular or any shape.

Misc. – picture size, object size, and type of finish should be appropriate to each other. Wood should be well sanded. Picture and finish should be neatly applied. Article should be ready for use.

#### 12-14 years old

Pictures – same as 8-11 years old

Finishes – same as 8-11 years old

Objects – any wood, plaster, glass, cork, metal, ceramics, plastic, stone, wax, or any other material. If small objects are used, a pair or grouping should be made to show uniformity in work. Small groupings should be mounted together for display purposes.

Techniques – Do at least two of the following:

Torn edges on picture

Crackle finish

Burned edges on picture

Transfer art

Detailed cut out picture

Montage

Smoked wood

Lined Boxes

Stained Wood

3 Dimensional

Braiding

Egg Shells

Gold filigree or gold paper lace

Sea flakes

Antiquing

Gold leafing

Misc. – same as 8-11 years old

#### 15 years and up

Pictures – Same as 8-11 years old & 12-14 years old

Finishes – Same as 8-11 years old & 12-14 years old

Objects – Same as 8-11 years old & 12-14 years old

Techniques – do at least two of the following:

Torn edges on picture

Burned edges on picture

Detailed cut out pictures

Smoked wood

Stained Wood

Gold filigree or gold paper lace

Painted object

Braiding

Antiquing Distressing

Crackle finish

Transfer art

Montage

Collage in the Decoupage manner

Lined boxes

3 Dimensional

Egg shells

Sea flakes

Gold leafing

Hand colored engraving

Trompe 'L Oil

Colored paper silhouette

Fresco paper

Torn paper

Marbleized paper

Dried ferns

Reposse – embossed paper

Misc. – Same as 8-11 years old & 12-14 years old

## GUIDELINES FOR MACRAME'

1. Appearance
  - a. Judgment will be made on both the distant and close-up views.
  - b. Knotting must be uniform, whether tied loosely or tight.
  - c. Consistency is a must.
2. Use of knots
  - a. Knots used should be functional for the type of project made.
  - b. Know the type of knots used.
  - c. Difficulty will be judged in accordance with number of years in project.
3. Cleanliness
  - a. Project should be neat and clean.
4. Choice in cords, accessories and color
  - a. Cords used should be selected to be functional and attractive.

## BASIC MACRAME' PROCEDURES

Measure and cut cords

Learn to read and follow directions

Learn names of several different knots

Learn macramé terms such as filler cords, holding cord, etc.

Learn to demonstrate the tying of several different knots

Learn to finish ends at completion of project

Learn splicing

Learn to add a cord

### 8-11 years old

-For all age groups it is suggested that each member should have a good working knowledge of each knot they use.

#### Suggested basic knots to learn:

-Square knot, half knot, alternation square knot, larks head (mounting) button, butterfly, loops, gathering knot and overhand knot.

-Project should use 3 to 6 different knots.

-The maximum size for a project should not exceed 4 feet. Hanging pot holders should not exceed 4 feet in length.

-Raveling techniques may be used if desired.

#### Suggested projects:

Simple plant hangers, belts, placemats, animals, simple wall hanging.

### 12-14 years old

-Incorporate variations on basic knots listed above; more difficult knots include: Josephine; Berry; Crown; Wrapping; Picot; Clove Hitch; Diagonal; Vertical Half; Double Hitch; and Monkey's Fist.

-Projects should use 4 to 7 different knots.

-The maximum size should not exceed 6 square feet.

-Project may be smaller if desired.

-Brushing may be used if desired.

-More advanced techniques and knots should be added to what the student has used previously.

#### Suggested projects:

Advanced plant hanger, purse, and wall hanging.

Macramé continued:

15 years old and up

- More difficult knots should be used, such as Alternation larks head intertwined; Vertical larks head chain; Intertwining chains; Spiral tassels; Lee medallion; Herringbone; Snowflake.
- Weaving may be used on advanced work.
- Encourage original macramé projects.
- Projects should use 7 or more different knots.
- The maximum size should be no more than 8 square feet or no more than 8 feet long.
- Techniques and knots should show advancement in skill.

Suggested projects:

- Anything previously mentioned, but demonstrates an advancement in learning, plus: 3 dimensional wall hangings; 3 dimensional ornaments; macramé sculpture; fully dimensional projects; large hanging table; hanging lights and other furnishings.
- Macramé jewelry can also be done but should be considered a project for the more advanced student.

\* \* \* \* \*

Materials should be strong enough to withstand the knotting procedures and not have a lot of elasticity.

Marlin Twine – Fairly stiff, not good for double half hitch, but withstands weather well.

Jute – Very good results, but no colorfast.

Seine Twine – Excellent, but slightly stiffer; can be made more pliable by rinsing in fabric softener.

Rope, Twine, Cord – Good

Linen – Wide range of colors and weights, but it does fray thus requiring skill in use.

Silk – Harder to obtain, but lends itself well to sculptural qualities.

Handspun yarns – Require skill in use, but provide outstanding characteristics when used in combination with other yarns.

## GUIDELINES FOR CANDLEMAKING

### Hand Carved Candles

- Cuts should be smooth and uniform in size and thickness.
- Use a straight curl to give a straight line to the work.
- Understand what colors will blend together to set a certain mood.
- Bottom for candle must be smooth and flat. (It must sit up without tipping.) A hole in the bottom does not detract from candle.
- Check for fingerprints or marks around sides and base of candles. (Holding candle too tight when cutting it causes this.)
- Smoothness of outside layer shine is important.

### Kit Candles

A kit is any packaged or boxed article that contains all needed pieces to complete the project.

Emphasis should be on:

1. Clearness of wax
2. Free from mold lines
3. Color combination
4. Neatness

### Free form candles

Emphasis should be on:

1. Color combination
2. Neatness
3. Abstract's should have originality
4. Realistic should be representative

### 8-11 years old

Project: Small candle with emphasis on:

1. Color combination
2. Neatness
3. Even cuts

### 12-14 years old

Project: Next size larger candle with emphasis on:

1. All of the above
2. More combination of cuts

### 15 years and up

Project: Large candle with emphasis on:

1. All of the above
2. More intricate cuts
3. Advanced in detail – Suggestions: picture or verse put in candle; use of silk flowers in design, etc.

## **GUIDELINES FOR STRING ART AND WIRE ART**

- A KIT is any packaged or boxed article that contains all needed pieces to complete the project.
- Any type nails may be used. Color may be changed by spray painting.
- String may be embroidery floss, yarn, string, wire or any flexible medium used to connect nails.
- String Art projects should be judged on design, color, background, arrangement and height of nails, and consideration should be given to exhibitor's age.

### 8-11 years old

- An original article of simple design such as teardrop, circles, stars, triangles, etc. containing 25 to 50 nails is suggested. Small boards and one, two, or three layers of string in same or contrasting colors may be used.
- Any kit used should be of simple design and texture. No wire please.

### 12-14 years old

- Originals of more difficult designs of 50 or more nails on large board may be used. 4-H member should transfer or draw and/or enlarge own design. Different textured backgrounds may be used.
- Kits used should be more advanced and could contain nails of different heights and thickness.

### 15 years and up

- Originals should be more difficult than previously used. May use copper wire, colored wire or combinations with string. Mobiles, three-dimensional designs, or objects of various textures may be used.
- Kits displayed in this class may contain the same as for originals.

## GUIDELINES FOR SEED ART

### 8-11 years old

- A very simple picture is taken from a beginners color book with little or no background. Outline with any choice of seeds. Make 2 small pictures (5" x 7") or 1 picture (8" x 10").
- Use plywood, paneling, painted, or masonite (sealed).
- Coat finished picture with clear varnish or shellac.
- Seeds may be painted after glued in place.

### 12-14 years old

- A simple picture with some background. Outline with mustard seeds. Smaller details can be outlined with a smaller seed such as turnip seed. Fill in picture with choice of seeds. Make one 8" x 10" or larger or 2 or more smaller related pictures.
- Use plywood, paneling, painted, cork or masonite (sealed).
- Coat finished picture with clear varnish or shellac.

### 15 years and up

- A picture with more detail and a background. Fill in the entire picture with seeds or use a board covered with cloth, burlap, or velvet. Coat the finished picture with clear varnish or shellac.
- If the board is cloth covered, coat only the seeds (very carefully). May show a group of smaller related pictures.

## STEPS IN MAKING A SEED PICTURE

1. Select a picture.
2. Decide on seeds to use – add color.
3. Dye seeds or paint after glued in place.
4. Choose a board for background
  - a. Paneling – steel wool to roughen surface so it will coat easier.
  - b. Plywood
  - c. Painted
  - d. Cork
  - e. Covered with cloth
  - f. Masonite – seal before putting on seeds
5. Trace picture on board with carbon paper.
6. Retrace picture with pencil or marking pen.
7. Outline with mustard seed or your choice of seeds.
8. Fill in picture with seeds.
9. Coat picture with shellac or clear varnish.
10. Frame and put on a hanger.

## HOW TO DYE SEEDS

In a large bowl or pan put some hot water, (not boiling) add dye, (food coloring or Rit) and then add seeds. Stir slowly until seeds take on about the desired color. Remove seeds and place them on several layers of paper towels. When most of the moisture has been taken up, move them to another layer of dry paper towels. Let dry for several hours before using.

Food coloring works well for rice and thin-skinned seeds. Rit is best for beans, popcorn, and mustard seeds.

Mustard seeds, because of their sticky surface, must be dried on an old piece of sheet or pillowcase. They will stick to the paper towel and stick together. They can be separated after they have dried.

## ALL NATURAL CRAFT

An All Natural Craft is using all materials nature has to offer. A craft could be the use of any type of natural item such as shells, stones, rocks or pebbles, sand, driftwood, fruits, vegetables, (dried or preserved) pine cones, leaves, branches, natural home-made grapevines, nuts and berries, corn husks, dried flowers, dried herbs, evergreens, etc. There are a lot of different ways you could use natural things to make crafts.

Suggestions of things to make are:

- A broom out of corn shucks or birch.
- From twigs & branches – Furniture such as tables or a small seat, chair, or animals or whistles.
- With herbs or scented flowers – you could make pomander or a flower arrangement.
- With driftwood or gourds – you could make birdhouses, bowls, salt & pepper shakers, dippers for water.
- For baskets use natural blackberry or raspberry, cattail leaves, stalks, husks, snake grass, honeysuckles, iris, crocus, daffodil leaves, maple dogwood, pine needles, straw, wheat, rye, willow or grapevine.
- You may need to use glue, nails, staples or wire to hold it together.

**BE CREATIVE!!!**



## Branch County 4-H Needlework Guidelines

**Focus:** To help youth develop a working understanding of the skills in using needles(s)/hook and thread/yard in the following categories: crochet, counted cross stitch, embroidery/cross stitch, knitting, latch hook, needlepoint, plastic canvas, quillows, quilting, and comforters. Refer to individual category for specifics.

Youth should know if their project is made from a kit or is an original. A kit is a project that contains all the items needed to complete the project and is purchased in a package. It may or may not include a frame or a mat for finishing. An original project is when all items to complete the project are purchased separately.

Framed projects **CANNOT** have glass in the frame before judging. The back should also be available so the judge can inspect it

Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.

Resource people:

Sybil Nearpass

Bonnie Sherman

## **CROCHET**

### **Beginner Experience**

Suggested projects include one item using single or double crochet stitches with 4-ply worsted weight yarn. Suggested items include: scarf, purse, belt, hat.

### **Intermediate Experience**

Suggested projects include one item using single and/or double crochet stitches with one or more colors. May use yarn other than 4-ply worsted weight. Suggested items include: purse, scarf, vest, shawl, small afghan, lap wrap.

### **Advanced Experience**

Suggested projects include one item or pair of items using one or more pattern stitches. Can include one or more colors in alternating rows. Must include increase and/or decrease stitches. Suggested items include sweater, vest, shawl, mittens, hat, baby blanket, set of 5 different patterned snowflakes with bedspread-weight thread.

### **Other Challenging projects...**

Suggested projects include one item or pair of items that includes one advanced skill. Suggested items include: sweater, jacket, coat, multi-colored hat, purse, collar (made with bedspread-weight cotton thread).

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **COUNTED CROSS-STITCH**

### **Beginner Experience**

Select a project that uses 11 count aida cloth. Suggested items include: pin cushion, jar lid, ornament, etc.

### **Intermediate Experience**

Select a project that uses 14 count aida cloth. Completed project must be larger than 5x7 inches. Suggested items include: picture, purse front, hoop picture, etc.

### **Advanced Experience**

Select a project that uses 18 or 22 count aida cloth and include decorative stitches such as back stitch, French knot, etc. Projects must be 8x10 inches or larger.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **EMBROIDERY and CROSS STITCH – must not be smaller than 5” finished size (except for beginner)**

All projects are to be a completed item (examples: framed piece, pillow, wall hanging, pot holder, eyeglass holder, etc.) or can be created on a purchased item (example: pillowcase, clothing, tote bag, purse, bib, dish towel, etc.). Items may be made from purchased kits that meet the individual project guidelines.

### **Beginner Experience**

Select one of the following:

- Embroidery project with 3 to 5 different stitches. Must include stem stitch and have minimum embroidered area of 4x4 inches. Examples are doilies, 5x7 picture, bib, clothing pocket, etc.
- Item of cross-stitch – ¼-inch checked gingham and have a minimum embroidered area of 4x4 inches.
- Item of cross-stitch with stamped design on plain-woven fabric and have a minimum embroidered area of 4x4 inches.
- Item with a cross-stitch border design on plain-woven white fabric that has a minimum embroidered area of 2x8 inches.

### **Intermediate Experience**

Select one of the following:

- Embroidery project with 5 to 7 different stitches and have a minimum embroidered area of 8x10 inches. Examples are pictures, placemats, quilted squares, design on a jacket, pillow, etc.
- Item of cross-stitch on ¼-inch gingham and have a minimum embroidered area of 5x7 inches.
- Item of cross-stitch with stamped design on white plain-woven fabric and have a minimum embroidered area of 5x7 inches.
- Item with a cross-stitch border design on plain-woven white fabric that has a minimum embroidered area of 2x16 inches.
- Item of free embroidery on plain-woven fabric. Must include 5 of the following different stitches (stem/outline, lazy daisy, running, straight, French knot, satin, blanket, chain, back stitch). Must use 3 or more colors of floss and have a minimum embroidered area of 5x7 inches.
- Item of snowflake embroidery (Chicken Scratch) on ¼ inch or smaller checked gingham. Must have a minimum embroidered area of 5x7 inches.

### **Advanced Experience**

Select one of the following:

- Embroidery project that has 7 to 10 different stitches on plain-woven fabric. Must include 33 or more colors of embroidery floss. Must have minimum embroidered area of 8x10 inches.
- Item of huck embroidery on huck toweling creating a minimum 2-inch wide border design.
- Item of huck embroidery (Swedish weaving) on monk’s cloth with minimum embroidered area of 36x36 inches.

## **More Advanced Projects**

Select one of the following:

- Item of crewel embroidery on linen or cotton twill fabric using crewel or Persian yarn. Must have a minimum embroidered area of 6x8 inches.
- Item created or embellished with ribbon embroidery using silk ribbon and at least 5 different embroidery stitches.
- Item constructed of irregularly shaped fabric pieces embellished with a combination of ribbon work, specialty thread, embroidery stitches, and/or beadwork creating a finished crazy quilt design.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **KNITTING**

### **Beginning Experience**

Select one item or pair of items using one color and 4-ply worsted weight yarn. Suggestions include: slippers, mittens, hat, pillow, purse or scarf.

### **Intermediate Experience**

Exhibit one item or pair of items. May use yarn other than 4-ply worsted weight yard. Two colors and one pattern stitch may be used. Suggested items include: hat, mittens, pillow, purse, scarf, slippers, small afghan/shawl. Select one item or a pair of items using pick up stitches, multiple color changes (stripes or duplicate stitch), and/or circular knitting. Suggested items include: gloves, hat, mittens, socks, sweater, vest.

### **Advanced Experience**

Exhibit one item or pair of items using multiple colored yarns color changes, (excludes stripes) and/or pattern stitches. Suggested items include: afghan (minimum size 45x60 inches), holiday stocking (minimum 18 inches in length), purse, socks, sweater.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **LATCH HOOKING**

Please read all instructions with your kit or pattern before starting your project.

The following points should be considered before entering your project. Rugs or Wall Hangings are without frames so edges **MUST** be finished. Use any of the following techniques to finish edges depending on the yarn length.

One very acceptable method of finishing the edges is to fold all 4 edges **TOWARD** the front. The excess of canvas on the corners and edges should be trimmed out to eliminate the bulkiness. Trim all the way around the canvas so you are only working with 4 to 5 squares on all sides in a double thickness. Hook pattern through both canvas layers. This unique procedure neatly and inconspicuously finishes your edges as you work the pattern.

Other acceptable ways to finish the edges:

1. Put masking tape around the edges to keep canvas from raveling. You should do this only while working on it. This is done on projects like pillow tops. After you have finished latch hooking the project you should remove the tape and sew front and back of pillow together, stuff the pillow, and finish it off.
2. Trim canvas to one inch around work area and turn excess **UNDER**. Hook yarn through all layers.
3. Trim canvas around work area and catch a few loops every so often through all layers to hold down canvas in the 1<sup>st</sup> round.
4. Rug binding on may be sewn on trimmed, turned under edges. This should be whipped stitched on the backside of the rug.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **NEEDLEPOINT**

### **Beginning Experience**

Select a project with a minimum finished size of 5 inches square, using tent stitches, and two colors. The edges of this project **MUST** be completely finished. If framed, the back should be available for the judge to look at.

### **Intermediate Experience**

Select a project with a minimum finished size of at least 9 inches square, using three or more colors, and a minimum of four decorative stitches (one of which may be a tent stitch). The edges of this project **MUST** be completely finished. If framed, the back should be available for the judge to look at.

### **Advanced Experience**

Select a project with a minimum finished size of at least 12 inches square, using three or more colors, and a minimum of six decorative stitches (one of which may be a tent stitch). The edges of this project **MUST** be completely finished. If framed, the back should be available for the judge to look at. If made into a foot stool or a chair seat the back will not be available.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **PLASTIC CANVAS**

### **Beginning Experience**

Select a project with a minimum finished size of at least 4x4. Suggested projects: Christmas ornaments, key chains, framed pictures, etc.

### **Intermediate Experience**

Select a project with a minimum finished size of at least 5x5 inches and use 2 different stitches. Suggested projects: tissue holder, box, wall hanging, etc.

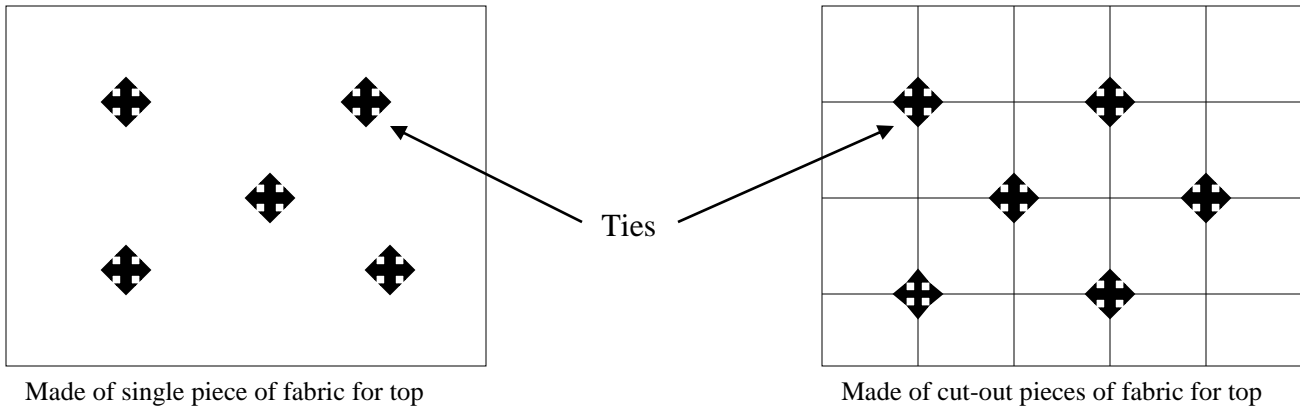
### **Advanced Experience**

**NO SIMPLE KITS.** All projects must be an original or an advanced kit. Select a project that uses 5 or more assembled pieces and 4 or more different stitches. Suggested projects: game set such as checkers, holiday wall hanging, baby mobile, calendar, etc.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## COMFORTERS AND QUILTS

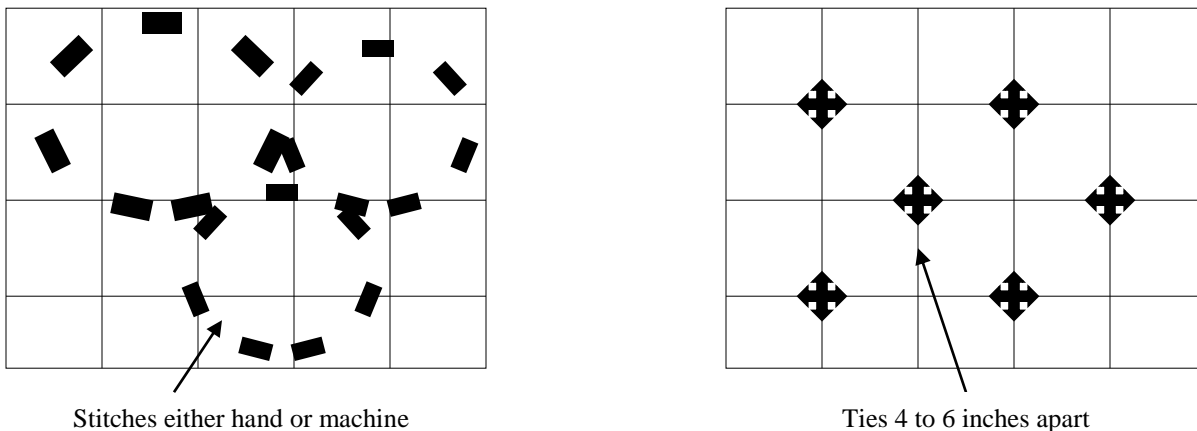
**Comforter** – A comforter has a top made of 1 piece of fabric (plain or with a design), or cut-out pieces of fabric sewn together. This top is “sandwiched” together with a back, a little bigger than the top, and batting in between the top and back. These 3 layers should be stretched and tied through all 3 layers. We find Pearl Cotton purchased at a fabric store works better than floss or yarn because it washes better. Depending on the type of batting, the ties should be evenly spaced about 4 to 6 inches apart to keep the batting from shifting when washed.



Made of single piece of fabric for top

Made of cut-out pieces of fabric for top

**Quilt** – A quilt has a top made of cut-out pieces of fabric, forming a pattern (except a “Crazy Quilt” which has no pattern). The top can be either sewn together by hand stitching or by machine stitching. This top is “sandwiched” together with a back, a little bigger than the top, and batting in between the top and back. These 3 layers should be stretched and stitched through all 3 layers in small stitches or ties as illustrated below. This is called “**quilting**”. You may either hand stitch, machine stitch, or tie the quilt. If you hand or machine sew the top and hand quilt the 3 layers together, this quilt will be considered hand quilted and should be entered under section **386 Quilting (hand)**. If you hand or machine sew the pieces together for the top and then machine quilt the 3 layers together, this quilt will be considered machine quilted and should be entered under section **386 Quilting (machine)**. *Machine quilting should be done by the youth. If the machine quilting is done by someone else it will be judged accordingly.* If you hand or machine sew the top and tie the 3 layers together, this quilt will be considered tied and should be entered under section **386 Quilting (tied)**.



Stitches either hand or machine

*\*\*\*These are suggestions only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **QUILLOW**

A quillow is a comforter or quilt with a pocket sewn onto the front edge. When completed the quillow can be folded and stuffed into the pocket forming a pillow.

Directions for making a quillow are available at the MSU Extension Office and workshops are offered periodically.

Notes:

It is suggested that each year the member select a way to make the quillow more challenging and different than the year before. Example: hand quilt instead of tying.

Remember to tie, hand, or machine quilt your quillow so that the batting stays in place when washed. Pearl cotton is suggested for tying. Ties should be placed 4 to 6 inches apart..

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

## **ANY OTHER NEEDLEWORK PROJECT**

This project area includes any other needlework that does not have its own class.

*\*\*\*These are suggested projects only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**



## GUIDELINES FOR WOODWORKING

### 8-11 year olds

Introductory level of woodworking – Basics Learn how to use and read a tape measure. Proper use and care of the following: tri-square, hand saw, metric saw, hammer, brace & bit, planers, screwdrivers, chisels, sandpaper, portable electric drill, vibrating or reciprocating sander, jig saw. An article constructed using any of the above tools and simple joinery, example: butt joints.

### 12-14 year olds

Learn the same steps and tools as the Novice, plus any of the following power tools with the leaders approval; saber saw, jig saw, band saw and table saw, belt sander, plus advanced joinery using dadoes, etc.

### 15 years and up

With the leaders approval using any type of power saw, drill press, router, belt and disc sander to construct a more advanced project.

### From the Fair book...

Exhibit 1 article made in one of the following classes: (Difficulty of project to be determined by member and leader).

- 8 to 11 years old
  - Basic Hand Tools
  - Pre-cut Kit
  - Using Power Tools
  - Designed and Built by member (plans must accompany article)
  
- 12-14 years old
  - Using Power Tools
  - Pre-Cut Kit (more advanced)
  - Designed and Built by member (plans must accompany article)
  - Repaired and refinished the article with a before color picture to accompany the article.
  
- 15 years and up
  - Exhibit 1 article made (more advanced)
  - Pre-cut Kit (more advanced)
  - Designed and Built by member (plans must accompany the article)
  - Repaired and refinished article with a before color picture to accompany article.
  - Group Project – 2 members or more working on an advanced article (each member will receive full premium) (list members involved in the project)

## **GUIDELINES FOR CULTURAL ARTS**

At the fair, an exhibitor may exhibit in ONLY 1 class of the following: Glazed, Stained, Combination of Glazed and Stained (section 240). According to age or experience.

May also enter Free Molding & Plastercraft Porcelain and China Classes.

### Ceramics – glazed

- Make 2 simple pieces, Exhibit 1 (8-11 years old)
- Make 1 or 2 advanced pieces. Exhibit 1 (12-14 years old)
- Make 1 advanced piece and exhibit 1 (can also be a decal) (15 years and up)
- Make 1 advanced piece using own design exhibit 1 piece (15 years and up)

### Ceramics – stained

- Make 2 simple pieces. Exhibit 1 (8-11 years old)
- Make 1 or 2 advanced pieces. Exhibit 1 (12-14 years old)
- Make 1 advanced piece and Exhibit 1 (15 years and up)
- Make 1 advanced piece using own design (15 years and up)

### Ceramics – combination glazed and stained

- Make 2 simple pieces. Exhibit 1 (8-11 years old)
- Make 1 or 2 more advanced pieces. Exhibit 1 (12-14 years old)
- Make 1 advanced piece and Exhibit 1 (15 years and up)
- Make 1 advanced piece using own design (15 years and up)

### Free Molding Ceramics

- Make 1 simple hand molded with proper finish (8-11 years old)
- Make 1 article more advanced hand molded and with proper finish (12-14 years old)
- Make 1 article – advanced hand molded and with proper finish (15 years and up)

### Plaster, Porcelain & China – Plastercraft, Porcelain or China

Exhibitor may exhibit in more than 1 class Plaster, Porcelain or China.

## **GUIDELINES FOR CERAMICS**

The Fair classes in which to exhibit ceramics: Glazed hand painted greenware, and stained hand painted greenware, and combination glazed and stained.

The fair judges will receive these ceramic guidelines and will also ask members about their selection and the technique used. Exhibitors should know the steps in making their project. If it is a glazed project, they should see how they are glazed.

Also there are free molding ceramic classes and plastercraft porcelain china classes.

All exhibitors are encouraged to put their name or initials and date on the bottom of each piece.

All pieces must have the bottom finished with paint or felt.

### 8-11 year olds

- Should be a simple piece that can be stained or glazed. Try to stay away from pieces that have eyes.
- Make two simple pieces – exhibit one.
- Learn ceramic language.
- Learn to use underglaze and know the difference between a glaze and an underglaze.
- Learn the names and proper care of equipment and tools.
- Learn cleaning and basic techniques used on greenware (seams should not show).
- Learn types and uses of brushes.
- Learn the correct way of brushing on paint. All stains and glazes should be applied evenly and smoothly. On glazes there should be no dripping on the bottom of the piece.

### 12-14 years old

- Exhibitor should learn more detailed painting in stains, underglazes or glazes.
- The exhibitor should further his/her knowledge of ceramics and not repeat the same type of items as he/she finished the previous year.
- The exhibitor should be ready to combine glazes and improve his/her ability in the staining techniques.
- The exhibitor should be more relaxed and ready to use his/her imagination in finishing pieces.
- Learn dry brush techniques.
- Improve on all techniques used.

## Ceramics – continued

### 12-14 years old, continued

- Learn about stationary glazes.
- Shading with two strokes.
- Learn more about designs. (pieces and decoration)
- Color glazes – types of glazes and combinations
- Learn how to combine colors for harmony or contrast. Colors should blend well together. Remember, or coarse, what pleases one does not please all.
- Be creative and original.
- Make one or two advanced pieces – exhibit one.

### 15 years and up

- The exhibitor should be ready to try clay lifting, airbrushing, sgraffito or any other technique.
- Electric cords should be connected to clocks, lamps, or Christmas trees. The cord must be wrapped and secured to the base of the piece.
- Experiment in combining the various techniques the member has learned in past projects.
- Figurines done in detail.
- Exhibit one advanced project.

## CERAMIC LANGUAGE

GREENWARE – Ceramics that have not been fired.

BISQUE – Ceramics that have been fired.

KILN – Oven in which Ceramics are fired.

FIRING – Process in which Ceramics are hardened or glazes are finished.

MAT - Dull surface, not shiny.

GLOSS – Shiny surface.

GLAZE – Coating of glass formed on clay (ceramics) while it is being fired.

Glaze has 3 main ingredients:

1. A glass forming substance.
2. Alumina to give the glaze body and make it stay on the Ceramics (regular glass would run off like water).
3. A flux, a melting agent to make all the ingredients melt and fuse together.

GLASS FORMING SUBSTANCE – Sand or Silica.

ALUMINA – Supplied by clay.

FLUX – Comes from many sources lead, borax, sodium, potassium, calcium and more.

Other ingredients are added to the glaze to provide color.

UNDERGLAZING – Painting on the Ceramics before it is glazed. Underglaze paints are used.

STAINS – Paint that is applied over bisque usually one coat of paint, and then is sprayed with a Ceramic finish, which is either mat or glass.

## **GUIDELINES FOR PLASTERCRAFT**

- Each year do a more difficult piece.
- Learn the difference between ceramic and plaster.
- Learn to apply the paint smoothly and evenly.
- Learn dry brushing, shading, antiquing, eyes and finger rubs.
- You can also air brush on plaster in more advanced classes.
- As in any other project, it is suggested that you start with a simple piece and advance to more difficult pieces as your techniques improve.
- Exhibit one small piece in Novice class and advance to larger pieces in Intermediate and Advanced classes.

## CREATIVE WRITING GUIDELINES

### FOR FAIR –

All creative writing projects will be turned in to the fair office one week before the fair. Each project must be put in a notebook with 8 ½” c 11” pages. Exhibitors should include name, age and project title on notebook spine. A cover page can be included, however, entries will be judged on writing content only. Notebook should include a title page. **Members must meet with judge during club entry time on Saturday.**

#### 8-11 years old

- Essay – 150 to 600 words
- Short story – 150 to 600 words
- Poetry

#### 12-14 years old

- Descriptive Essay – 300 to 1500 words
- Short Story – 450 to 1800 words
- Poetry

#### 15 years and up

- Descriptive Essay – Critical Review, Humor, etc. 600 to 1500 words
- Short Story – 1300 to 3000 words
- Short Story – 450 words
- Poetry

See score sheets for more detail.

CREATIVE WRITING: POETRY

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in Project \_\_\_\_\_

Title \_\_\_\_\_

<b>Grammar</b>	25 points possible	Comments
A. Capitalization, punctuation	10	
B. Verbiage (correct word)	15	
<b>Flow of Work and Originality</b>	40 points possible	Comments
A. Do words fit into a flowing sentence?	20	
B. Is work original in it's action and major idea?	20	
<b>Theme</b>	25 points possible	Comments
A. Is the major idea easily discovered and understood?	15	
B. Is theme supported throughout poem?	10	
<b>Style and Form</b>	30 points possible	Comments
A. Is the poem consistent in form?	10	
B. Is the individual's style expressed?	10	
C. Does poet make use of alliteration, personification, metaphor, imagery, etc.	10	
<b>Overall appearance of Display</b>	30 points possible	Comments
A. Are the words easy to read?	15	
B. Is the display correctly finished according to guidelines?	15	

Total Possible Points: 150

TOTAL POINTS: \_\_\_\_\_



## CREATIVE WRITING: ESSAY

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in Project \_\_\_\_\_

Title \_\_\_\_\_

<b>Grammar</b>	40 points possible	Comments
A. Capitalization, punctuation	10	
B. Verbiage (correct word)	15	
C. Sentence and paragraph structure, variance is important	15	
<b>Flow of Work and Originality</b>	30 points possible	Comments
A. Do words fit into a flowing sentence?	15	
B. Is work original in it's action and major idea?	15	
<b>Theme</b>	25 points possible	Comments
A. Is the major idea easily discovered and understood?	15	
B. Is theme supported throughout the story?	10	
<b>Viewpoint</b>	30 points possible	Comments
A. Is position clearly stated??	15	
B. Is accurate support given?	15	
<b>Overall appearance of Display</b>	30 points possible	Comments
C. Are the words easy to read?	15	
D. Is the display correctly finished according to guidelines?	15	

Total Possible Points: 150

TOTAL POINTS: \_\_\_\_\_

CREATIVE WRITING: SHORT AND SHORT SHORT STORY

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in Project \_\_\_\_\_

Title \_\_\_\_\_

<b>Grammar</b>	40 points possible	Comments
A. Capitalization, punctuation	10	
B. Verbiage (correct word)	15	
C. Sentence and paragraph structure, variance is important	15	
<b>Flow of Work and Originality</b>	30 points possible	Comments
A. Do words fit into a flowing sentence?	15	
B. Is work original in it's action and major idea?	15	
<b>Theme</b>	20 points possible	Comments
A. Is the major idea easily discovered and understood?	10	
B. Is theme supported throughout story?	10	
<b>Realism and Authenticity</b>	30 points possible	Comments
A. Do characters seem realistic?	10	
B. Does the action coincide with the personality of the characters?	10	
C. Are the resolutions to the provided conflicts believable and accurate?	10	
<b>Overall appearance of Display</b>	30 points possible	Comments
A. Are the words easy to read?	15	
B. Is the display correctly finished according to guidelines?	15	

Total Possible Points: 150

TOTAL POINTS: \_\_\_\_\_

## GUIDELINES FOR 4-H PAINTING & DRAWING

The following are guidelines for providing learning experience in painting and drawing.

### GENERAL GUIDELINES FOR ALL MEMBERS

- Learn good design elements and principles.
- Painting and drawing projects are judged on texture, balance, shapes, positive and negative space, background and use of space, and consideration of members' age. Keep these in mind when teaching the projects.
- Exhibitors vary in their ability to paint and draw, and the medium which is easiest for one may not be easy for another.
- For Exhibition all paintings and drawings must be framed, matted, or mounted on a firm backing with a hanger or something attached so that the project can be hung. Frames need not be made of wood. Judging will not be on the frame. No glass.
- Projects should be selected and developed with leader assistance. If possible, encourage the process of being creative and coordinating the object/subject to be painted or drawn, with the type of media used.
- As exhibitors learn techniques and become more experienced, encourage the use of different kinds of media.
- As exhibitors become more advanced they should learn to express their feelings, ideas, and attitudes through drawing and painting.

NOTE: Paint by number pictures are to be entered in the Fair in any other craft, NOT painting.

All pictures must be exhibitor's own work. Exhibitor may exhibit in only one class per section.

#### O means original and K means Kit

Oil Painting O	Any Other O
Oil Painting K	Any Other K
Acrylic Painting O	Pencil Drawing O
Acrylic Painting K	Pen and Ink Drawing O
Water Color O	Pastel Drawing O
	Any Other Drawing O

## CREATIVE FLOWERS GUIDELINES

1. Exhibitors may exhibit in no more than 4 of the following classes.
2. Flowers in these classes may be purchased (dried and or artificial) and or home grown dried flowers. No fresh flowers.
3. Exhibitors may use the flowers and colors of their choice unless other wise specified.
4. All projects must use flowers (dried and/or artificial)
5. All hanging arrangements must have a wire loop for displaying.

### Classes: Required Class – Rule #1

- “America” – Arrangements using patriotic theme.
- “Country Fair” – Red, white, yellow, and blue.
- “Me and My Dad” – Browns, rust, and yellow.
- Baskets – Using wicker baskets with a handle.
- Miniature Arrangement – 5” high or less and 5” wide or less.
- Hand Make Flowers – 80% of the flowers in arrangement must be hand made.
- “Jump Into Spring” – Pastel colors and spring type flowers.
- Wedding Occasion – All types of wedding arrangements, bouquets and etc.
- “Baby Booties” – Arrangement in baby type containers and using pastel colors.
- “Hanging In There” – Wall hangings other than wreaths.
- “Boxes and More Boxes” – Arrangements using boxes.
- Novelty and Things – Arrangements using boxes.
- “Autumn Shadows” – Arrangement of dried materials.
- Wreath of Dried Material – Using dried flowers only.
- Wreath of Silk – Using silk flowers only.
- Wreath of Mixes – Using dried and silk flowers.
- Creative Flower Design – Arrangement no mentioned above.

## 4-H PHOTOGRAPHY GUIDELINES

Know your camera. Be able to tell someone all about the different functions of your camera, such as automatic operations, remote or timed shutter release, speed, f-stop.

1<sup>st</sup> and 2<sup>nd</sup> year members: Bring your cameras.

Know the limitations of your camera ... what it can and can't do, how much light you need, when you need a flash, or even if it does or doesn't have a flash. What kind of film can or can't you use.

Remember to see things as the camera sees them. Get close enough to your subject so you don't have the extras you don't want. Also remember a balanced photo can be broken up in thirds.

If doing a documentary or telling a story or sequence, be sure to caption your photos and tell your story.

**All photographs must be neatly and securely mounted using double sided tape, spray adhesive, rubber cement, or any other method that produces a flat mount.** (Use of stick on corners is **NOT** allowed.)

**Diluted Elmer's Glue is no longer recommended. Display your photos to their advantage; use color background (matt board, etc.). Enlarge your imagination in your display to dress up your photos, can be framed. Also, all projects must be mounted on something more substantial. (no poster board). Projects without a firm backing will be lowered one ribbon.**

Photography project size limitation – no larger than 11 x 14. Choose the size that best compliments your project. Projects can be framed (with or without glass). All photos should be of the same size unless classes state differently. Photos should be all black and white or all color, not mixed.

Exhibitors must know the name and number of their camera used. (Example Canon PowerShot G12, etc.) First and Second Year Members should bring their cameras or any special equipment when meeting with the judge.

Practice, Practice, Practice!! Should take more than 25 pictures. Over 50 is best.

4-H Photography materials available at the MSU Extension Office.

Editing of pictures in any class/age is accepted.

Computer Aided Design classes available also

### **Intermediate and Advanced Photographers:**

Exhibitors must submit a portfolio to the judge with their project. Portfolios should be neatly labeled, neatly lettered or typed. Portfolios will not be judged. Portfolios should include:

- 5 best pictures (new each year)
- 5 past best
- 5 with reasons why they are good or how they could be better. "Do's and don'ts" of photography.

**For a total of 15 pictures of any size. Exhibitors should progress through classes at their own pace according to their own abilities.**

**(Beginners can do portfolios but it is not required.)**

### 4-H Photography Committee

\*Nora Davis

\*Deb Wilkinson

\*Paul Cappella

\*Keith Bollwahn

### 4-H Photography Books

1. Focus on Photography
2. Controlling the Image
3. Mastering Photography

Photography continued

FROM THE FAIRBOOK:

8-11 years old

(Portfolios can be done but not required.)

CLASS – Choice of one of the following:

- 4 pictures of building or landscapes convenience
- 4 pictures of people or groups, animals or birds
- Theme of your choice, any 4 photos

12-14 years old

REQUIRED: (All members must present portfolio to judge. It will not be judged.)

Portfolio – share 5 best pictures (new each year), 5 past best and 5 pictures with reasons why they are good or now they could be better – “do’s and don’ts” of photography. (Total of 15 pictures, any size). For portfolios, pictures should be neatly labeled with neat lettering or typed.

Choice of one of the following classes:

- 4 pictures of an action sequence or step-by-step procedure
- 4 pictures of close-ups
- 4 pictures depicting the four seasons
- 1 picture cropped and enlarged, black and white or color with original picture

15 years and up

REQUIRED: (All members must present portfolio to judge. It will not be judged.)

Portfolio – share 5 best pictures (new each year), 5 past best and 5 pictures with reasons why they are good or how they could be better – “do’s and don’ts” of photography. (Total of 15 pictures, any size.) For portfolios, pictures should be neatly labeled with neat lettering or typed.

Choice of one of the following classes:

1. 4 pictures depicting the various effects of natural sunlight, daylight or artificial light. (Example flash, etc.) (Label which light is used in each picture.)
2. 1 enlargement of black and white photo no larger than 11” x 14” appropriately mounted
3. 12 black and white or colored pictures pertaining to 4-H activities mounted on a board no larger than 22” x 28”.
4. Close-up – 1 enlargement no larger than 11” x 14”, matted and framed.
5. 1 picture, cropped and enlarged, black and white or color, with original picture.
6. Show your talent in photography, any way you want. Explain it to the judge.

**JUDGES GUIDELINES**

1. Projects should be mounted on the specified size display area for the class.
2. Remember these are learning amateurs, not “pros”. Point out what can be done to improve and make their pictures better while still being proud of their effort.
3. Dressing up their display is encouraged, colored poster board, captions, decorations to make the best of their work; but remember the pictures are what they are judged on, not the display (unless the display is in the classification description).
4. It could be suggested that the displayed photos as a whole can be taken into consideration when two projects of equal quality are being considered for the best of show or other special honors.
5. Hopefully between the guidance of the 4-H project leaders and your expert eye a lot of youth will learn the excitement and pleasure of photography and develop a rewarding and lifelong skill that they can carry through many years and share and save their memories.

Member # \_\_\_\_\_

4-H Photography Project

Composition

How subjects are in positioned photo

\_\_\_\_\_  
(5 points possible)

Exposure

Lightness (Darkness)

\_\_\_\_\_  
(5 points possible)

Focus (Sharpness)

Subject is not blurry

\_\_\_\_\_  
(5 points possible)

Lighting

Natural

How the light falls on subject

\_\_\_\_\_  
(5 points possible)

Subject Matter

\_\_\_\_\_  
(5 points possible)

Creativity

\_\_\_\_\_  
(5 points possible)

Knowledge of photo equipment

\_\_\_\_\_  
(5 points possible)

TOTAL POINTS

\_\_\_\_\_  
(30 points possible)

Comments:

## SCRAPBOOKING GUIDELINES

**Scrapbooking** is defined as a popular leisure activity that involves a very creative preservation and display of photographs, news clippings, certificates, etc. in a scrapbook.

**Preservation** of photos, news clippings, etc. is done by placing items on acid-free paper using photo mounts, photo corners or glue and adding accessories whether it be by pens, stickers, etc. Although it is not required, it is recommended that acid-free materials be used. It is required that the use of sheet protectors be used.

<u>Age Groups</u>	<u>Minimum pgs. Required</u>	<u>Maximum pgs. Required</u>
8-11 years old	10	12
12-14 years old	12	14
15 years and up	16	20

Acid free materials are preferred but not required.

### **General Requirements:**

1. Neatness
2. Creativity-including use of stickers, die cuts, cropped photos, etc.
3. Journalizing – brief summary of page or events
4. Not limited to photos – include ribbon, certificates, news clippings, etc.
5. Title page – with name, age, year & theme
6. Minimum of 10 pages (depends on age group\_ - put in 5 sheet protectors (back to back, i.e. 10 sheets = 5 protectors), maximum of 20 pages
7. Pages can be minimum of 4” x 6” to maximum of 12” x 15” in size.
8. Must be in a binder (3 ring, post, hinged) large enough to accommodate the paper size.

### **Themes include (be creative):**

#### Examples of Board themes

Sports  
Vacation  
Growing Up  
Pets

#### Examples of Specific themes

Christmas  
Specific Sport  
Family Reunion  
My Cat

### **Sources of Supplies:**

Coldwater: Wal-Mart; Meijer

Kalamazoo: Ben Franklin\*, Michael’s; Pages thru Time

Ft. Wayne: Luv 2 Scrapbook

Middlebury: Calico Frog

Sturgis: Scrap Shack\*, Willimas St; Wal-Mart; Cindy’s Hallmark

Three Rivers: Meijer; Hallmark

Creative Memories Consultants

Do not feel that a lot of money must be spent—creativity can be done inexpensively!



## **SEWING AND PERSONAL APPEARANCE SUGGESTIONS AND GUIDELINES**

The following are suggestions and helpful hints for the clothing project. They are not hard and fast rules, but rather some guidelines that leaders are encouraged to use.

Each 4-H'er who signs up for a clothing project should be given a copy of these guidelines to share with his/her parents. This will be helpful when it comes time to choose an appropriate pattern, fabric and notions. The ideas listed are just suggested techniques that could be learned at the various stages. It doesn't mean that the 4-H'er has to learn all the techniques during that time period. It depends on the experience with the individual and how much they can handle. Each 4-H'er should have a new learning experience with each project. It is vitally important not to let the 4-H'er get overwhelmed with his/her project.

The Personal Appearance Committee feels that sewing skills, techniques or methods should be taught and advanced from year to year, and the guidelines are written with this objective. There is a lot of flexibility in the guidelines, with the primary objective being that the 4-H'er learns some basic methods so he/she can build on those methods while in 4-H or later on.

The new 4-H'er who has no clothing construction experience will need to start at the beginning level and learn the basics so he/she can build on those basic sewing skills and advance from project to project. Perhaps the older 4-H'er who has good coordination could combine more than one year into his/her project, or complete two stages in one year. This should be a determination to be made between the 4-H'er, leaders and parent.

Each 4-H'er may want to create a loose-leaf sewing reference workbook from all the sewing skills learned. Sample demonstration techniques learned could make up the workbook. Following are some techniques that might be included in this workbook. Novice Sewers – machine seam, gathers, hem finishes, etc. Intermediate Sewers – zipper, topstitching, pockets, buttonholes, etc. Advanced Sewers – Bound buttonholes, seam finishes, etc.

Important to keep in mind when choosing a project; do not let the 4-H'er pick something that will overwhelm and eventually discourage him/her. Truly lasting and enjoyable skills are most often learned gradually.

The garment should have the leader's approval on the pattern and the fabric. The 4-H'er should be encouraged to choose something he/she will like and will enjoy constructing and wearing.

Use color, line and design to compliment member's figure type or body build.

Correct pressing techniques and PRESS AS YOU SEW are probably the most important part of having a really nice looking outfit when completed.

Increase knowledge of the sewing machine each year – both use and care.

## **HELPFUL HINTS FOR 4-H SEWING PROJECT LEADERS**

1. Materials: When using fabric with pile, nap or directional print, cut all pattern pieces in the same direction. Be sure to use knit patterns when sewing on knit fabrics.
2. Fabric Selection and Preparation: Materials should be suitable for the pattern. Fabric should be properly pre-shrunk or washed as you normally would care for the garment before cutting out the pattern pieces. Thread, zipper, trim, etc. should coordinate with the garment.
3. Seams: Seam width should be consistent. Finish seam suitable to the type of fabric and use of garment (pinked, overcast, zigzag, etc.). Zigzag the edge of the seam close to edge of the fabric. Use backstitch or tie threads at ends of seams. Most seams should be pressed open on fabrics other than knits. Knits can have seams finished together. "Fray Check" can be used for fraying seams.
4. Facings & Collars: Under stitching should be used to keep facing from rolling. Facings should be finished if appropriate, and tacked at construction lines. (Such as seams, darts, etc.) On curves and places of bulk, grade edges of seams.
5. Darts: Stitch to a point and knot or tie threads; leaving about one-inch threads.
6. Gathers: Should be evenly distributed. This is easily obtained by basting two rows of stitching next to each other and pinning a lot.
7. Pleats: Should be even in depth and spaced evenly.
8. Sleeves: A set-in sleeve should be smooth-rounded cap and free of puckers. Gathers and puffed sleeves should have gathers spaced evenly. Double stitch all sleeves, trim seam from notch to notch, or even whole seam.
9. Zippers: Put in neatly and well covered. Follow directions on packaging.
10. Snaps, Hook & Eyes: Put on neatly and anchored. Hooks and eyes need to be near edge.
11. Buttons & Buttonholes: All but decorative buttons should have a shank. To make a shank if there isn't one, sew button on loosely using a matchstick between button and fabric, then remove stick and wrap looseness for shank. Buttonholes should be evenly spaced, uniform in size, durable, and appropriate for type of fabric.
12. Crotch: Double stitch crotch of slacks or shorts. Trim and clip seam between notches. Trim whole seam.
13. Pockets: Placed evenly on garment. Pockets should be reinforced at the top or corners.
14. Salvages: It is best not to use them. If you have to, be sure to clip them to prevent puckering.
15. Hems: Hems should not be more than three (3) inches wide, unless specified otherwise in pattern directions. When hemming cotton or lightweight fabrics not including knits, stay stitch ¼" from edge. Turn the top edge of hem under ¼ on the stitching line before hand hemming. Use stitch suitable for fabric and ease fullness in hem (no pleats). Make sure stitches are evenly placed in handwork. Use binding or lace where needed. Hems should be done with single thread. Press on hem tape is acceptable only if the fabric is suitable for it. It is suggested to use hidden stitch when hemming by hand and evenly spaced stitches can also be judged by pinky finder – stitches are too far apart if pinky finger can be inserted between stitches. No "stitch witchery" can be used.
16. Linings: Make sure lining is suitable for fabric. Preshrink if washable. Linings should fit smoothly.
17. Pressing: PRESS AS YOU SEW your garment. It will look neater. Use pressing cloth if delicate fabric.
18. Fair: The garment can and should be worn before the fair, but should be clean and well pressed. Members should go over their garment before and check for broken threads or any other mending that should be done. Also, trim raveling from fabrics that tend to ravel a lot.

**PLEASE BRING PINS AND HANGERS FOR ALL FAIR ENTRIES.**

## **SEWING – Wearable Garments**

1. Pattern and fabric(s) to be chosen based on exhibitor's sewing skills development.
2. We encourage exhibitor's to wear their garment before fair, but garments should be clean, neatly pressed and on a hanger when presented for exhibition.
3. All garments must have finished seams except knits and non-reveling specialty fabrics.
4. 8-11 years old should learn basic hand sewing techniques and basic sewing machine operation and safety. They should also learn proper pressing and hemming techniques. As member skills grow, emphasis should continue on pattern guide sheet reading and interpretation skills, fabric selection and handling, sewing machine operation, and construction and pressing techniques.
  - a. First and second year garment examples could be something like an apron, skirt, shorts, or slacks with elastic or drawstring waist. NO zippers, darts, set-in sleeves, pockets, buttonholes, or collars.
  - b. Third and fourth year garment examples could be something like a simple jumper, pullover blouse, unlined vest, elastic waist skirt, or wrap-around skirt.
5. 12-14 years old – Members should continue to use and build on their sewing skills learned in previous years. Garments made must have one or more of the following: patch pockets, facings, zipper, button hole(s), or waistbands. No tailored suits or coats. A non-tailored jacket or blazer is allowed. Select plain weave fabric. Cotton or cotton blend and broad cloth, flannels (cotton), Kettle cloth. NO plaids
6. 15 years old and up – Complete outfit must be sewn by member (i.e. two-piece outfit or ensemble (three or more pieces). Garments made to be worn together should complement each other in terms of fabric selection and styling. No purchased garments may be used as part of an outfit. Suggested garments: Jackets, suits, formals, coats, bathing suits, blouses or anything that the individual or leader feels would be a new experience for the 4-H'er. Advanced members can even made their original pattern or creation. Garments made must have one or more of the following: zipper, button, inset pockets, cuffs, collars, lining, pleats, darts, and any advanced sewing techniques. Members should increase their knowledge of the sewing machine each year – both use and care.

## **CREATIVE SEWING – Non Wearable items**

1. Open to exhibitors of all ages.
2. Limited to sewn articles other than **wearable garments**.
3. No pre-stamped pillows.
4. Members should increase their knowledge of the sewing machine each year – both use and care.
5. Projects include: Sewn placemats, dresser scarf, curtains, tote/duffel/sport bag or purse, pillows, pot holders, holiday items, dolls/animals, etc.

*\*\*\*These are suggestions only. Youth should select a project to match their age and skill level. A more difficult project should be selected each year to continually grow skills.\*\*\**

**FOOD LEADERS DEVELOPMENTAL COMMITTEE**  
**GUIDELINES FOR FOOD PROJECTS**

This brief outline contains the guidelines of acceptability for food projects during the club meetings and while at the Fair.

Commercially prepared mixes may be used during club meetings, but can only be exhibited at the fair if entered in the Modern Day Cooking class.

During the club meetings, all leaders are encouraged to use the food booklets with members, according to their age and year in the project. Listed below are booklets available at the Extension Office for your use.

A number of resource materials are available from the Extension Office to provide leaders and youth up-to-date information and recommended procedures (fee unless otherwise indicated).

It is suggested that members be encouraged to continually develop their skills by undertaking a more difficult project each year.

**4-H PUBLICATIONS**

Food Mysteries	Outdoor Meals II, III
Telltale Gains	Fruitful Evidence
Vegetable Magic	Protein Puzzlers
Dairy Discoveries	Microwave Connection
Teens Entertain	Fit It All Together I, II, III
Super You	Get Moving, Get Eating, Get Fit

**Extension home Economics Publications**

Ball Freezer Book	Ball Ready Reference Chart
Drying Food	

**One Page Bulletins**

Pears	Peaches	Strawberries
Raspberries	Corn Beets	
Carrots	Squash	Green Beans
Cauliflower	Asparagus	Broccoli
Tomatoes	Apples	Blueberries
Cherries		

A recommended policy change has been made by the State 4-H Food and Nutrition Developmental Committee. Any item requiring refrigeration, freezing, or must be served hot are not recommended to be tasted by the food judge. This recommendation was made because of potential food safety problems with keeping cold foods below 40F and hot foods above 140F while transporting items to be judged. Food poisoning bacteria can grow rapidly when the food is at temperatures between 40F and 140F. All food judges will be informed that they are not required to taste the food being displayed at the Fair.

Foods continued

**Members should choose more advanced projects each year to increase their knowledge in the 4-H Foods Project.**

All Foods Must Be Made From Scratch! No mixes can be used in any recipe. Only those who have entered in the Modern Day Cooking Class may use one mix in their recipe. Food that spoils readily should be discouraged.

Nutritional Snacks should be chosen on the basis of nutritional value and attractiveness.

Foods should be displayed in an attractive manner (paper plate only if specified).

For fair exhibit, all members 12 and over – Exhibitors should choose more advanced projects each year to show their increasing knowledge in the foods project area. Bring the whole item. After the item is judged a portion will be put on display and the remainder taken home.

For Advanced members: Nutrient value of the food item is extremely important. Go over the nutrient value of your food that you prepared. Appearance of the food is important also. Are there any things you can do to enhance the appearance of your project?

## FOODS

8-11 year old member – Choice of one of the following (with recipe):

- ❖ 4 cookies no-bake any kind
- ❖ 4 cookies baked any kind (bar cookies included)
- ❖ Nutritional Snack – Sample of 3-4 snacks for one person on a 6” paper plate
- ❖ 3 cake squares (2” x 2” squares) or cupcakes with papers unfrosted, white, yellow or chocolate
- ❖ 3 brownies (2” x 2” squares) unfrosted (contains the word ‘brownie’ in the title of the recipe)
- ❖ Lowfat or “allergy free” foods. (consist of one of the items above)
- ❖ Modern Day Cooking – an exhibitor may use one commercial ingredient (cake mixes, jiffy mix, bisquick, etc.) with their recipe to make one of the items above. Example: Use a cake mix with other ingredients to make cookies.

12-14 year old member – Choice of one of the following (with recipe).

- ❖ 3 muffins baked without papers
- ❖ 3 biscuits
- ❖ Quick Bread (Displayed outside of pan)
- ❖ Nutritional Snack – a sample of 3-4 snacks for one person on a 6” paper plate with at least one item homemade (examples: granola, sandwich spread, dips, salami, cheese, cheese balls, peanut butter, etc.)
- ❖ Coffee cake (made without yeast)
- ❖ Lowfat or “allergy free” foods (consist of one of the items above)
- ❖ Modern Day Cooking – Use a commercial mix (cake mix, Jiffy mix, bisquick, etc.) to make one of the items above

Foods continued

15 years and up members – Choice of one of the following (with recipe):

- ❖ Yeast Bread (loaf or bread, coffee cake, sweet rolls or dinner rolls)
- ❖ Pie (one or two crust; cream pies are not recommended; graham crusts are not recommended)
- ❖ Foreign Foods (does not have to be a baked item). Examples lasagna, stir fry, strudel
- ❖ Exploring Foods and Nutrition: An educational exhibit or originally prepared foods
- ❖ Gourmet Prepared Foods (does not need to be a baked item). Examples: Baked Alaska, angle food, soy bread, bundt cakes, German chocolate, casseroles, and salads – any foods requiring fancy or special preparation and/or serving and arrangement. Unique ingredients encouraged; special touches and effects.
- ❖ 3 Fried Cakes or Doughnuts (may be glazed)
- ❖ Dairy Foods. Must be a by-product of milk such as cheese, butter, yogurt, ice cream, etc.
- ❖ Lowfat or “allergy free” foods – Lowfat foods must have low fat content
  - Be able to explain fat content to judge.
  - Special Foods – Foods for allergies – Prepare special foods for allergy diets. Must be able to explain to judge. (Consist of one of the items above)
- ❖ Modern Day Cooking – Use a commercial mix (cake mix, jiffy mix, bisquick, etc.) to prepare one of the items above.

**\*\*New guidelines for judging state that such foods as hot casseroles and/or main dishes should not be tasted by a judge. Evaluation of the product will be based in quality characteristics such as appearance and texture of the food. Evaluation will also be based on the youth’s knowledge in nutrition/preparation method for the item.\*\***

\*\*\*\*\*

Canning and freezing are different projects. One member may enter all three: Foods, Canning, and Freezing.

All canning and freezing items should be labeled with the following information. Product name, date processed or frozen, exhibitor number, how processed and any other information as appropriate. For example in canning, any special treatment of foods; in freezing, pretreatment, thawing and preparation instructions.

Note: Exhibitor number is used in place of name of individual as only one entry tag is provided per group of canned goods.

\*\*\*\*\*

FREEZING

Use only recommended, airtight freezer containers (not margarine tubs, cottage cheese containers, etc.). Freezer boxes, freezer bags and freezer wrap (paper) are specifically designed for freezer use. Freezing projects are meant to teach the member to wrap and label items properly. The judge will unwrap frozen items to inspect content. Projects must display evidence of having been frozen! For example, ice crystals must be present (should bring frozen projects to fair wrapped and packed in cooler or appropriate to prevent thawing). Instructions on appropriate wrapping are available from the Extension Office. Foods must be homemade, no commercial fillings or mixes allowed. The frozen project will be brought to the fair for judging and then taken home. A poster will accompany the project and will be left on display at the fair.

The poster should consist of:

- Photos of child preparing project and packaging project.
- All information required on label of project must be on poster.
- Poster size to be 22” x 14” (It would be ½ poster board)

## Foods continued

The following information has been taken from the Fair book and states what each member must exhibit at the fair:

Member may exhibit in only one class.

- 4 freezer pint boxes of different fruits – members 8-11 years old
- 1 small, freezer approved, box of baked goods – members 8-11 years old
- 4 freezer pint boxes of different vegetables – members 12-14 years old
- 4 freezer uniform containers of fruit preserves (jams, jellies, etc.) – members 12-14 years old

Choice of the following – members 15 and up (with recipe):

- One complete meal – for one person
- One casserole
- Frozen pie – baked or unbaked, meat or fruit
- Unbaked frozen food

Item must contain a label. Label should contain: Product, date frozen, date to be used by, baking or reheating instructions.

The labeling can be done by using freezer labels, freezer marker (designed for writing on freezer paper) to freezer tape.

Recommended freezer containers include freezer boxes and containers and freezer storage bags.

## CANNING

Rules are based on the 1988 USDA recommendations for canning available at the MSU Extension Service.

Canning tags are available at the 4-H Fair Office.

Canning rings should be kept on jars when moving them. Seals should be left uncovered when showing food jars (decorative coverings removed).

According to USDA Bulletin No. 10, all low acid vegetables and meat must be canned in a pressure canner. Acid vegetables and fruits do not have to be canned using a pressure canner, but must use hot water bath processing to seal.

Canning is not recommended for members ages 8-11 years due to safety hazards associated with the use of large canning equipment. We do encourage 8-11 year olds to participate in a safety project on food preservation.

First year ages 12-14 can include acid vegetables and fruits.

Second year can include low acid vegetables.

Jams and jellies may not be sealed with wax. Items will be marked down if sealed with wax.

All jellied products must be processed in a boiling water bath for 5 minutes to prevent mold growth.

## Canning Continued

The following information has been taken from the Branch County Fair book:

- 3 uniform, recommended canning jars of different fruits and/or vegetables – members 12-14 years old.
- 3 uniform, recommended canning jars of different jams, jelly and/or marmalade – members 12-14 years old.

Choice of one of the following, members 15 years and up/Advanced Experience:

- 4 uniform, recommended canning jars of 4 different kinds of meat, poultry, fish and game.
- 4 uniform, recommended canning jars of 4 different relishes and/or pickles.
- 4 uniform, recommended canning jars of 4 different stews and/or soups (not broth).
- 4 uniform, recommended canning jars of 4 different foods of any other food not listed (applesauce, chili sauce, purees, pickled fruits, etc.)

## FOOD DRYING

Food may be dried in oven, electric food dryer or dehydrator or by solar dryer.

The following information has been taken from the 4-H Branch County Fair book:

- 2 uniform small jars of 2 different herbs, fruits or vegetables (ages 8-11 year old) or 2 types of fruit or vegetable leathers
- 3 uniform small jars of 3 different herbs, fruits, or vegetables (ages 12-14 year old) or 3 types of fruit or vegetable leathers
- 4 uniform small jars of 4 different fruits, vegetables, or meats, (ages 15 years and up) or 4 types of fruit or vegetables leathers

Attach a label to jars including:

- Product (include variety if applicable – example: Jonathan apples)
- Drying Date (when dried)

Bring a 3 x 5 Index Card with the following information:

Product

Drying Date

Pretreatment Method

Quantity of Item before drying (example: 5 carrots, 2 apples, etc.)

Method of drying (oven, dehydrator, solar)

Drying time (how long did it take?)

Foods dried must be completely dry according to recommended tests. For example, an apple slice will be pliable, leathery, without leaving moisture on finger when torn in two pieces. Contact the Extension Office for information on doneness testing.



## OUTDOOR MEALS (Members 8 and up)

In these classes you need not use real food.

All educational exhibits listed in the following classes will consist of (1) Poster (pictures are encouraged) and/or (2) a display of articles made. No notebooks will be accepted. Poster to be 14" x 22".

- Outdoor Meals Away From Home I – One educational exhibit (Example: Construction of campfire, balanced meal, etc.)
- Outdoor Meals Away From Home II – One educational exhibit (Example: Cooking, equipment, preparation of foods for outdoor cooking, etc.)
- Outdoor Meals Away From Home III – One educational exhibit (Example: How to pack and transport foods safely, sharing responsibility, etc.)
- Outdoor Cooking for the Family – One educational exhibit (Example: Equipment for backyard cooking, safety rules in backyard cooking etc.)

## CAKE DECORATING

Decorated cakes (including the board and top) not to exceed 20 inches wide and 24 inches tall. Miniature wedding cakes will be accepted.

- 1 cake for a special occasion – member 8-11 years old
- 1 cake for a special occasion – member 12-14 years old
- 1 cake for a special occasion – member 15 years and up

Suggested learning experiences for Cake Decorating.

Each year members should do more challenging work.

Members 8-11 years old

- Simple shape; rectangular, round, square.
- Fairly smoothly frosted.
- 1 or 2 simple borders – shell, star drop.
- 1 or 2 simple items or designs on top; star drop a simple design such as a ball, and/or plastic items, and/or simple sugar mold.
- Printing (writing on cake) optional.
- Any original designs encouraged.
- Only 1-3 colors on cakes (does not include white base color).

Members 12-14 years old

- Any shaped cake; also using the designed pans (Holly Hobbie). These use many colors. Also many techniques, outlining.
- Frosted smoothly.
- Borders – consistent and even across top, more difficult (ex. Shell reverse).
- Use of drop flowers or leaves.
- Use of writing.
- Original designs encouraged.

## Cake Decorating continued

### Members 15 years and up

- Any shaped cake.
- Tiered cakes (ex. Wedding).
- Very smoothly frosted.
- Borders very even, with drop work.
- Use of flowers or bells with borders and drop work.
- Formed flowers; (ex. Roses, lilies)
- Jell work, sugar-run work.
- Use of any number of colors.

**\*\*Exhibitors must obtain the cake decorating guidelines at the MCU Extension Office before beginning the project.**

\*Cake Decorating should be displayed on foam forms to make a more lasting exhibit for fair.

\*Decorated cakes (including the board and top) not to exceed 20 inches wide and 24 inches tall. Miniature wedding cakes will be accepted.

1 cake for a special occasion. Simple shapes, designs and borders. Original designs encouraged – 8-11 years old.

1 cake for a special occasion. Any shaped cake including designed pans (Cartoon characters, etc.) with use of more advanced tips for flowers, leaves, etc. Original designs encouraged – 12-14 years old.

1 cake for a special occasion. Any shaped cake including tiered cakes, etc. with use of advanced techniques such as drape work, formed flowers and materials such as fondant and royal icing. – 15 years and up.

## HELPFUL EXHIBIT HINTS FOR CAKE DECORATING

- Suggest board extend 2” beyond cake.
- Board should be covered (example: freezer paper, contact paper, aluminum foil). Doilies and ruffles are acceptable.
- Cake pans are not recommended to display your cake on.
- Colors: suggest using three colors. Watch color combinations – (example: not mixing purple with red). Colors should coordinate (example: clowns, balloons, etc.)
- Borders should be uniform size. Strip borders are acceptable.
- Writing: suggest using #2 or #3 tip.
- Plastic decorations can be used but limited.
- Cake decorating should be displayed on foam as cake does not keep well during fair week.

## SUGAR MOLDS

Each exhibitor will exhibit molds displayed on a board covered with plastic wrap, or larger than 8” x 10”. Advanced members can bring exhibits 12” x 14”.

- White sugar molds – members 8-11 years old
- Tinted sugar molds – members 8-11 years old
- Painted sugar molds – members 12-14 years old
- At least 2 colors used in sugar molds – 12-14 years old
- Advanced sugar molds – 15 years and up

## CANDY MAKING

(Ideal’s Candy Cookbook and Candy Molding Cookbook are two excellent sources of information for reference and work plans.)

## DISPLAYING CANDY

1. All candy exhibits must be displayed on a 9” x 11” white cardboard. 15 and older members can bring 12” x 14” size project.
2. All candies must be displayed in candy papers (no specified color), except when candy is too large. (Candy papers can be purchased at a cake decorating supply store.)
3. All exhibits must be covered with plastic wrap.

## RULES:

1. All candy must be displayed as stated above.
2. Members can select any class within their age level, but can only exhibit once in each class.
3. Members are encouraged to keep a notebook that illustrates new techniques learned at each level (using recipes, pictures, photos, etc.) Members can indicate starting point of new information each year.

## Candy Making continued

### AGE LEVEL AND CLASS EXHIBITED IN EACH YEAR

#### BEGINNER – 8-11 years old

Fundamental techniques to be learned at this level include:

1. Correct method for handling and melting chocolate.
2. Proper use of flavoring oils.
3. Proper use of plastic molds and rubber molds.

Display will consist of the following:

A first year member can make one painted mold (using three colors), and six uniform size pieces of one of the following kinds of candy:

- Flat mints
- Almond bark
- Fudge
- Cereal candy

#### INTERMEDIATE – 12-14 years old

Fundamental techniques to be learned at this level include:

1. Proper use of thermometer.
2. Preparation of homemade fillings for centers.
3. Hand-dipping with dipping fork.
4. Layering of chocolate.

Display will consist of the following:

One painted article (using five colors) and six uniform size pieces of one of the following kinds of candy.

- Reese cups
- Mint sandwiches
- Coconut bonbons
- Peanut brittle

#### ADVANCED 15 years and up

1. Use of candy funnel.
2. Use of decorating bag to fill candy molds and preparing homemade fillings.
3. Painting and use of double molds/two-part molds.
4. Learn procedures to make different consistencies of candy (i.e. divinity, taffy, rock candy, gumdrops, marshmallow candies).
5. Tempering chocolate (for dipping).

## Candy Making continued

Display will consist of the following:

Any one of the following eight groups of candy:

- 1) 4 chocolate-covered cherries  
4 uniform size pieces Peanut brittle  
4 pieces caramels or 4 turtles
- 2) 1 hollow chocolate egg  
2 sugared marshmallow candies (molded in chick, rabbit and/or duck shapes)
- 3) 2 pecan logs (3" to 4" in length)  
4 gumdrops  
4 uniform size pieces fudge (cooked)
- 4) 1 assembled candy house (6 pieces painted in detail)
- 5) foreign candies  
4 different kinds  
4 pieces of each – with recipes and origin (country)
- 6) 1 painted double mold requiring  
4 to 8 oz. chocolate  
2 large candy bars or 4 small candy bars
- 7) 4 uniform size pieces rock candy  
4 uniform size pieces divinity  
4 uniform size pieces taffy
- 8) 1 jewel box filled with at least five different kinds of candy. (At least one type must be made using tempered chocolate). Can be fudge, chocolate-covered cherries, filled center chocolates, Reese cups, sandwich mints, caramels, or bonbons.

## FROM THE FAIR BOOK:

1. All candy exhibits must be displayed on a 9"x11" white cardboard, 15 and up members can bring 12" x 14".
2. All candies must be displayed in candy papers (no specified color). Except when candy is too large.
3. All exhibits must be covered with plastic wrap.
4. Exhibitors may exhibit only once in each class in a given age level.
5. White or chocolate (brown) can be counted as colors.

## BEGINNER – 8-11

- 1 painted mold (first year only)
- 1 painted mold (using 3 colors) and 6 uniform size pieces almond bark.
- Painted mold (using 3 colors) and 6 pieces flat mints.
- 1 painted mold (using 3 colors) and 6 uniform size pieces fudge.
- 1 painted mold (using 3 colors) and 6 pieces cereal candy.

## INTERMEDIATE – 12-14

- 1 painted mold (using 5 colors) and 6 Reese cups.
- 1 painted mold (using 5 colors) and 6 mint sandwiches.
- 1 painted mold (using 5 colors) and 6 coconut bonbons.
- 1 painted mold (using 5 colors) and 6 uniform size pieces peanut brittle.

## Candy Making continued

### ADVANCED 15 and up

- 4 chocolate-covered cherries, 4 center-filled chocolates and 4 pieces caramel or 4 turtles.
- 1 painted double mold requiring at least 4 oz. To 8 oz. Chocolate and 2 large filled candy bars or 4 small filled candy bars.
- 1 hollow chocolate egg and 2 sugared marshmallow candies (molded in chick, rabbit and/or duck shapes).
- 4 uniform size pieces of each of the following kinds of candy; rock candy, divinity, taffy.
- 2 pecan rolls (3" to 4" in length), 4 gumdrops and 4 uniform size pieces fudge (cooked).
- 1 jewel box filled with at least 5 and no more than 7 different kinds of candy. Kinds of candy may include chocolate-covered cherries, Reese cups, caramels, bonbons, center-filled chocolates, fudge, or sandwich mints.
- 1 Candy House (assembled), with 6 pieces painted in detail.
- 3 uniform size pieces each of 4 different kinds of foreign candy.
- Exhibit must include recipes and country of origin.

### ANY OTHER FOOD EXHIBIT

1. This section is to accommodate entries like gingerbread houses.

## SUGGESTED GUIDELINES FOR THE SMALL ENGINES PROJECT

These guidelines have been prepared by the County Developmental Committee in an effort to make the small engines project a more educational and consistent type of program. While these are only suggested guidelines, you are encouraged to use the 4-H members books as your reference material. These bulletins listed below are available at the Extension Office at no charge.

1. 4-H Bulletin 4-H 1010 – Unit I
2. 4-H Bulletin 4-H 1067 – Unit II
3. 4-H Bulletin 4-H 1089 – Lawn & Garden Power Equipment

### FIRST YEAR AND/OR NOVICE

Do one or the other and bring to the Fair:

#### FIRST YEAR PROJECT:

1. Educational exhibit (Identification Board) – Exhibit on 2 feet by 3 feet plywood, finished in white, mount and identify (label) all major parts, understand what the parts do and where they belong.
2. Educational exhibit related to the unit chosen on use, service, construction, safety, or other aspects of the small engine project.

### SECOND, THIRD, OR FOURTH YEAR AND OR INTERMEDIATE

Depending what year in the project, bring one of the following to the Fair:

#### SECOND YEAR PROJECT:

1. 2 or 4 Cycle engine – Tune-up, maintenance work, or minor repairs including all of the following: replacing spark plugs, replacing oil, replacing points and setting, adjusting carburetor, clean and pain engine, etc. Also clearly understand engine operating principles. Engine will be test ran at the Fair.

#### THIRD YEAR PROJECT:

1. 2 or 4 Cycle engine – Major repairs such as replacing valves or grinding, engine block repairs, piston work, rebuilding carburetor, and internal engine repairs, etc. Engine will be test ran at the Fair.

#### FOURTH YEAR PROJECT:

1. Recreational or Lawn & Garden Equipment – such as snowmobiles, motorcycles, garden tractors, rototillers, outboard motors, riding lawn mowers, chain saws, etc. Rebuild one major component or more such as the engine, transmission, clutch, trans-axle, gear case, etc. Engine will be test ran at the Fair.

## FIFTH OR SIXTH YEAR AND/OR ADVANCED

Depending on what year in the project, bring one of the following to the Fair:

### FIFTH YEAR PROJECT:

1. Same as fourth year.
2. Farm Tractor (40 H.P. or less) – Tune-up, maintenance work, or minor repairs including all of the following: plugs, points, tappets, and carburetor lubrication. Engine will be test ran at the Fair.

### SIXTH YEAR PROJECT:

1. Farm Tractor (40 H.P. or less) – Major repairs such as valves, rings, pistons, carburetor, transmission, engine block repairs, other internal engine work, etc. Engine will be test ran at Fair.

**EXAMPLE ONLY!!    EXAMPLE ONLY!!    EXAMPLE ONLY!!    EXAMPLE ONLY!!**

## FAIR BOOK DESCRIPTION

### SMALL ENGINES

1. Each class shall have one educational exhibit related to the unit chosen.
2. Refer to suggested guidelines on what to exhibit.
3. All small engine projects are to be entered and/or test ran at designated time.

### CLASS

- Educational Exhibit – members 8-11 years old
- Minor Repairs on 2 or 4 cycle engine – members 12-14 years old
- Major Repairs on 2 or 4 cycle engine – members 12-14 years old
- Major Repairs on Recreational or Lawn & Garden Equipment – members 15 years and up
- Minor repairs on Farm Tractor (40 H.P. or less) – members 15 years and up
- Major Repairs on Farm Tractor (40 H.P. or less) – members 15 years and up



## **4-H ENTOMOLOGY GUIDELINES**

Bulletins available:

- Class and Order Labels are available
- 4-H 1335 Basic Entomology Manual 1
- 4-H 1336 Advanced Entomology Techniques Manual 2
- 4-H 1406 Insect Life Cycle Studies Manual 3
- 4-H 1479 4-H Entomology Leaders' Guide

From the Fair Book:

1. 4-H Bulletin 1335 "Basic Entomology Manual 1" and 4-H Bulletin 1479 "4-H Entomology Leaders' Guide" will be the guidelines for the Fair. These bulletins are available at the Extension Office.
2. All insects must be displayed neatly and securely mounted.
3. Insect Pins must be used on all adult species in Basic Entomology.
4. The top to the insect display box must be Plexiglas.
5. Previously exhibited specimens may be used.

### **ENTOMOLOGY COLLECTIONS**

8-11 years old

- 1<sup>st</sup> year – at least 25 adult species and not more than 50 – 8 different orders.
- 2<sup>nd</sup> year – at least 50 adult species and not more than 100 – 11 different orders.
- 3<sup>rd</sup> year – at least 100 adult species – 14 different orders.

12-14 years old

- 4<sup>th</sup> year – at least 175 adult species and not more than 250 – 16 different orders.
- 5<sup>th</sup> year – at least 250 adult species and not more than 300 – 16 different orders.
- 6<sup>th</sup> year – at least 300 adult species – 16 different orders.

15 years and up

- 7<sup>th</sup> year – at least 350 adult species and not more than 400 – 16 different orders.
- 8<sup>th</sup> year – at least 400 adult species – 16 different orders.

All exhibitors must also enter an entomology collection to enter in these sections.

### **ENTOMOLOGY SCIENCE** – (Choose one)

- Special collections – Collect, prepare and preserve 25 different insect immature (nymphs and larvae) or 25 non-insect arthropods, or 25 species from a single order.

## Entomology Science continued

- Economic entomology – Collect, preserve and exhibit 30 different economic insects (pests and beneficial; adults and/or immature) and include information on their relationship to human society.
- Entomological studies – This can include photo observations, live specimen exhibits, identification demonstration, or drawings. Designed display to occupy not more than a 36” x 36” area against a wall or on a tabletop.
- Entomological experiments – This can include experiments on biology, ecology, genetics or behavior of insects. Design display to occupy not more than a 36” x 36” area against a wall or on a tabletop.

### **ENTOMOLOGICAL SKILLS** – (Choose one)

- Illustration – Prepare at least 5 illustrations (any medium) of insects showing form, habits, life cycle, or other interesting information.
- Laminations – Prepare at least 20 wing laminations, including a name for each species.
- Plastic embeddings – Prepare at least 5 plastic embeddings of various species where possible: arthropods and include names of species where possible.

## **BRANCH COUNTY BUYMANSHIP PROGRAM**

The 4-H Buymanship program holds many opportunities for members and leaders to explore. In this notebook you will need suggested guidelines and topics for meetings and the materials to conduct those meetings.

The goals of the buymanship program are for a member to:

1. Know the line, design, and colors that flatter their figure or physique the most.
2. Know about fabrics and construction so the garments you choose will maintain their good appearance with the wear and care that they are given.
3. Follow their wardrobe inventory or plan for new clothing purchases.
4. Coordinate the clothing in their wardrobe so that garment can be worn more than one way.
5. Be wise in the market place to credit and sales.
6. Be conscious of the “cost per wearing” of their clothes.

Project bulletins, “Looking Great: Your Fashion Formula” Members Guide (NCR 322A) and Leader’s Guide (NCR 3322B) are available to use as a part of your sessions.

The 4-H Project Guidelines and Fair Exhibition Guidelines are included in this notebook also. Members who participate in the buymanship may model their purchased garments at the fair. Please contact the MCU Extension Office if you have any questions.

## CLOTHING BUYMANSHIP GUIDELINES

### Novice Experience (8-11 Year Olds)

1. Learn about different fabric textures using “A Touch of Texture” sheet.
2. Learn the CPW using “CPW – Your Fashion Equation” sheet.
3. Purchase one item as your project.
4. Learn the basics of hand sewing: hem, button mending and minor repairs.
5. For your fair exhibit, complete a 22” x 28” poster that includes the following:
  - a. The Clothing Buymanship Sheet
  - b. A Photo of yourself wearing your purchased item and CPW
  - c. Four fabric swatches showing different textures

### Intermediate Experience (12-14 Year Olds)

#### First Year Intermediate Member

1. Use “LOOKING GREAT”, Bulletin 4-H 1365.
2. Learn design basics (I.E. balance, proportion, emphasis, rhythm, unity, sizing up your shape).
3. Learn facts about fabrics that you buy – fiber content, country of origin and care.
4. Purchase no more than two items as your project (maximum of \$30.00).
5. For your fair exhibit, complete “Your Clothing Profile” (minimum of 10 pages, but not more than 20) that includes the following:
  - a. 12” x 18” size pages with cover/title of members choice
  - b. Give different garment fabric facts (type of garment, fiber content, country of origin and care)
  - c. Picture of member wearing item purchased with CPW (cost per wearing)

#### Second Year Intermediate Experience

1. Use more design basics (unit, form, shape and lien).
2. Purchase no more than two items as your project (maximum of \$30.00)
3. For your fair exhibit, add to “Your Clothing Profile” (minimum of 10 pages, but not more than 20) that includes the following:
  - a. Illustration of “front”, “back”, “side”, etc.
  - b. Paper dolls showing body shapes (rectangle, inverted triangle, triangle, and hourglass). See Fashion Illusion Sheet. Dress dolls in appropriate fashions for shape. Use coloring crayons, pencils, fabrics, etc.
  - c. Picture of member wearing item purchased with CPW (cost per wearing).

#### Third Year Intermediate Experience

1. “Recycle a garment”. Find a garment or accessory in your closet, garage sale, etc. and recycle the item by making it a usable item.
2. Learn fashion terms (i.e. classic, etc.)
3. For your fair exhibit, add to your “Your Clothing Profile” (minimum of 10 pages, but not more than 20) to include the following:
  - a. Cutout outfits to illustrate classic, etc.
  - b. A picture of the garment before recycling.
  - c. A picture of yourself wearing the recycled garment.
  - d. CPW if there is one?

## Advanced Experience (15 Year Olds and Up)

### First Year Advanced Member

1. "History of Fashions" – Learn about one fashion present in today's fashions.
2. Trace the fashion to its origin or to where fashions throughout history have resembled this fashion.
3. Learn about the era and the people who wore those fashions.
4. For your fair exhibit, add to "Your Clothing Profile" (minimum of 10 pages, but not more than 20), including the following:
  - a. Information on the fashion style that you choose.
  - b. Pictures from magazines, etc. of the "original fashion" and picture illustrating the same fashion principals in styles today.
  - c. Include era of original fashion.
  - d. Where it was created.
  - e. What people wore fashions.
  - f. Any other information you would like to include.
  - g. CPQ of fashion you purchased.
  - h. Photo of you with project.

### Second Year and Up Advanced Member

1. Continue to add to "Your Clothing Profile".
2. Your choice of themes:
  - a. Seasonal Color Categories
  - b. Face Shapes
  - c. Be creative, pick a theme.

# CPW—Your Fashion Equation

CPW (cost per wearing) is the cost of a garment divided by the number of times you wear it. It's like MPG (miles per gallon). The more times you wear a garment, the less money it costs for each wearing.

Apply the cost per wearing formula to any garment before you decide to buy or make it. Using the formula can help you resist buying or sewing impulsively.

## HOW DO YOU FIGURE CPW?

Use this formula:

$$\frac{\text{cost}}{\text{\# of wearings}} = \text{CPW}$$

EXAMPLE: Classic blazer jacket at cost of \$52  
Projected number of wearings — Probably once a week for at least a year for a total of 52 times.

$$\frac{\text{cost}}{\text{\# of wearings}} = \frac{\$52}{52} = \text{CPW of \$1}$$

Try this yourself with a garment you have just purchased or made:

$$\frac{\text{_____}}{\text{_____}} \div \text{_____} = \text{CPW}$$



CLOTHING BUYMANSHIP SHEET

Name \_\_\_\_\_ Club \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ Zip Code \_\_\_\_\_

8-11 years old \_\_\_\_\_ 12-14 years old \_\_\_\_\_ 15 Years and up \_\_\_\_\_

Years in this project, counting this year: \_\_\_\_\_

1. Numbers of stores you usually shop before buying \_\_\_\_\_

2. Why I chose this outfit for exhibit \_\_\_\_\_

\_\_\_\_\_

3. Who helped you in selecting this outfit? \_\_\_\_\_

Does the color of this item coordinate with other items in your wardrobe? \_\_\_\_\_

\_\_\_\_\_

4. Which ones? \_\_\_\_\_

\_\_\_\_\_

5. Do you prefer to shop alone? \_\_\_\_\_ with family? \_\_\_\_\_ with friends? \_\_\_\_\_

6. List three things you learned in this project.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

7. Do you consider your exhibit outfit a bargain? \_\_\_\_\_ Why? \_\_\_\_\_

\_\_\_\_\_

8. What is your cost per wearing? \_\_\_\_\_ divided by \_\_\_\_\_ = CPW  
(cost) (number of wearings)

9. Would you wear your outfit to school? \_\_\_\_\_ Home? \_\_\_\_\_ Community? \_\_\_\_\_  
Recreation? \_\_\_\_\_ Other? \_\_\_\_\_

10. Tell about a buying mistake you have made. \_\_\_\_\_

\_\_\_\_\_

**DIVISION 30**  
**4-H & FFA EDUCATIONAL COLLECTIVE HOBBIES**

1. All collections **Must** be accompanied by a project notebook. The notebook must be added to each year and must contain the following items:
  - a. Collection Project Summary Sheet (available at the MSU Extension Office).
  - b. Photograph of the completed exhibit from the current project year. (Note: Photograph(s) of the exhibit from the previous year(s) must also be included in the notebook in order to visually show growth of the project from year to year.)
  - c. Any other information you would like to include about collecting and displaying your article, (i.e. information on where to purchase, cost, how to research availability of item, etc.)
2. Collection must be added to each year in order to show growth in the project. Exhibitor must label or otherwise identify collected items. Second year and up Members in the collective hobby project should bring only the 12 new items that they are required to add to their exhibit each year. Pictures of the whole collection should be contained in the project notebook. Don't forget to include a picture of your first year notebook so that you can use it to show growth for your second year project.
3. Collections shall be ready for exhibit and done in a neat, orderly, and organized manner.
4. EXHIBIT NOT TO EXCEED A 24" x 24" SPACE AND NOT BE OVER 36" HIGH. If the exhibit exceeds the allotted space it may be sent home.
5. ALL AGE GROUPS MUST EXHIBIT AT LEAST 12 ITEMS.
6. No alcoholic beverage cans or bottles will be allowed.
7. Animals must be all of one species (i.e. all horses, sheep, dogs, owls, etc.)
8. An exhibitor may exhibit in only 1 section in collective hobbies and may enter only 1 class per section.

Exhibits brought in and judged on Saturday from 9:00 a.m. to 3:00 p.m.



COLLECTIONS PROJECT SUMMARY SHEET

Name \_\_\_\_\_ Exhibitor No. \_\_\_\_\_ Birth date \_\_\_\_/\_\_\_\_/\_\_\_\_

Department \_\_\_\_\_ Division \_\_\_\_\_ Section \_\_\_\_\_ Class \_\_\_\_\_

Type of Collection \_\_\_\_\_

No. of Years you have exhibited a collection of this type \_\_\_\_\_

Where did you get the items in your collection? Please list on the back.

How did you become interested in this type of collection? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What did you learn as a result of taking this project? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What did you enjoy most about taking this project? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What, if any, problems did you encounter while working on this project? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What are your plans for next year's project? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please add any additional information you would like to share with the judge: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Member's Signature \_\_\_\_\_





## GUIDELINES FOR 4-H CLOWNS

### I) GENERAL RULES:

- a) Eligibility:
  - i) All youth who have completed a 4-H Clown Class will be eligible to participate in the competition.
  - ii) The age policy for the Branch County 4-H Youth Program will be followed.
  - iii) All members must participate in the make-up class and either individual or group skit classes or both.
- b) Judging Positions will be assigned by the Superintendent, grouped by category and by age as much as possible.

### II) JUDGING

- a) Judge will complete the appropriate score sheet for each Make-up or Skit Competition participant.
- b) All judging will be at the designated areas.
- c) The decision of the judges will be final on all scores.
- d) Club and member number should be worn on the back of each clown.
- e) Nametag with Clown name should be worn by each exhibitor.

### III) MAKE-UP COMPETITION

- a) Categories for Competition – A clown can enter only one make-up category.
  - i) Three categories will be used in judging:
    - (1) White face
    - (2) Auguste
    - (3) Tramp or hobo
  - ii) Only self-applied make-up will be allowed. Each member will apply make-up at home (Honor system), due to lack of suitable facilities at the judging area.
  - iii) Wardrobe must be suitable for the clown's character type and for clowning in general (enough pockets, etc.) Clown name must be on the costume (not member's name).
  - iv) A clown should display his character's basic qualities (a sad face clown should be sad, etc.)
  - v) Modeling: Each clown will be called into the judging area in the order assigned. They will approach the judge, moving and staying in character as much as possible. They should tell their clown name and why they chose it, and answer questions from the judge about their make-up, wardrobe, and character.
- b) Point System
  - i) Make-up will be judged on a 100-point system, 25 points per category.
    - (1) Character presentation (do name, movements, expressions, and discussion with judge project in the clown character.)
    - (2) Make-up (face design appropriate to size face and character, neat, even, smooth, thorough, nose is secure)
    - (3) Wardrobe (appropriate to type and character, color choice, design, originality, wigs, hair covering, gloves, shoes, trims secure, pocket size and placement, clean, pressed and in good repair).
    - (4) Overall impression (cohesive, attractive and pleasing to the eye, coordination of name, face and costume).

## SKIT COMPETITION

### c) Categories for Competition

- i) Skit competition will be divided into two categories
  - (1) Individual Skit (one person)
  - (2) Group Skit (two or more)
- ii) Skits should be suitable for all ages and be safe for all participants and spectators.
- iii) Skits will be presented in the order assigned. Requests for a specific place in the order may be made to Superintendent if the props require it (e.g., a skit using ice cream can ask to go first)
- iv) All clowns on stage during competition must be actively involved in the skit.
- v) All skits (group & individual) must be 2-5 minutes in length.
- vi) In individual skits, people from the audience may be used as props only if they are unrehearsed. Only skit members in an individual skit may participate. If in an individual skit, an “audience member” is used, that “audience member” cannot be rehearsed and may not speak.
- vii) Performers using pies, water, confetti, etc. must clean up the stage after the skit is done. If something lands in the audience it must be cleaned up by the appropriate skit member(s) immediately following competition.
- viii) Participants will supply their own sound cassette tapes only. The fair will supply a microphone system and cassette player.

### d) Point System

- i) Individual Skits will be judged on a 100-point system, 20 points per category.
  - (1) Clear message with definite beginning, middle, and end.
  - (2) Character, make-up and costume suited to roles in the skit
  - (3) Pace/timing, use of props/music
  - (4) Audience reaction
  - (5) Overall impression (creativity, presentation, staying in character)
  - (6) Each clown is actively involved in the skit

## 4-H Clowning Make-up Score Sheet

<p style="text-align: center;"><b><u>Character presentation</u></b> Do name, movements, expressions, and discussion with judge project the clown character (25 points)</p>	
<p style="text-align: center;"><b><u>Make-up</u></b> Face design appropriate to size face and character, neat, even smooth, thorough, nose is secure. (25 points)</p>	
<p style="text-align: center;"><b><u>Wardrobe</u></b> Appropriate to type and character, color choice, design originality, wigs, hair covering, gloves, shoes, trims, secure, pocket size and placement, clean, pressed and in good repair. (25 points)</p>	
<p style="text-align: center;"><b><u>Overall impression</u></b> Cohesive, attractive and pleasing to the eye, coordination of name, face and costume. (25 points)</p>	
<p style="text-align: center;"><b>Total (100 points)</b></p>	

### **4-H Gardening Projects**

Each vegetable and flower gardening member needs to complete a “Branch County 4-H Vegetable Gardening” or a “Branch County 4-H Flower Gardening” Study Sheet. The study sheet needs to be given to the judge with the flowers or vegetables at the time of judging.

Gardening bulletins are available at the MSU Extension Office. These bulletins will help members select their exhibits.

4-H Vegetable Gardening  
Judging Score Sheet

All Vegetable Commercial Garden Projects.

Vegetable: Freedom from injury:	Excellent	Good	Needs Improvement
Insects			
Disease			
Mechanical			
Weather			
Growth Quality: Maturity			
Marketable Size			
Freedom from Roughness			
Trueness to type			
Condition: Freshness			
Cleanliness			
Trimming			
Uniformity: Size			
Shape			
Color			
Maturity			
Type			

Check (X) indicate points that should be improved.  
Judge's comments:





# Branch County 4-H Flower Gardening

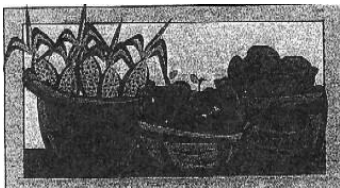
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Flower	Variety	Date Planted	Date Bloomed	Problems
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

What kind of fertilizer was used? \_\_\_\_\_

What kind of watering program was used? \_\_\_\_\_

**Make a diagram of the layout of your garden or take a photo & place it on the back of this sheet.**



# Branch County 4-H Vegetable Gardening

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Flower	Variety	Date Planted	Date Bloomed	Problems
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

What kind of fertilizer was used? \_\_\_\_\_

What kind of watering program was used? \_\_\_\_\_

**Make a diagram of the layout of your garden or take a photo & place it on the back of this sheet.**

## **4-H Landscaping Project and Guidelines**

Project: Design a flowerbed on the Fairgrounds in cooperation with the Fair board, or design a flowerbed at home.

Fair Exhibit: One of the following.

- 4-H member to be judged on notebook for flowerbed on Fairgrounds.
- 4-H member to be judged on notebook for flowerbed at home.

Project notebook required for a 4-H Landscaping Exhibit. The packet of information for your notebook is available at the extension office.

**Member must enroll at first meeting in March; if unable to attend, members must call the MSU Extension Office by the March meeting date to sign up.**

Members will be expected to attend meetings in March, April, May, June and July.

Project flowers on the Fairground must be planted by the third Friday in June and member will care for flowerbed all summer. Members must check on their flowerbeds at least once a week throughout the summer.

Landscaping members will tour each member's flowerbed site. (Clubs are invited, too).

### Guidelines

1. Flowerbeds to be cleaned by Friday before Mother's Day. Flowerbed debris to be bagged and placed in dumpsters on fairground site. Be sure to take a "before" picture of your flowerbed at that time.
2. Understand project requirements given at March meeting.
3. Study of plant bed site. Study ways to improve plant bed conditions (examples: light exposure, shady, dry, wet soil conditions, etc.) and site improvements (examples: mulches, compost, etc.)
4. Study and select annuals, perennials, shrubs and trees suitable for your climate zone and to supply color in August to Flowerbeds on Fairgrounds or home garden.
5. Design a flowerbed using a scale drawing.
6. Complete Gardening Journal including a picture of garden taken by Fourth Saturday in July.
7. Notebook must be complete for display at Fair.
8. For Fair – If guidelines are not followed, premiums may be withheld.
9. Plants in your bed that you planted may be removed after October 1<sup>st</sup>. It is suggested that all beds be cleaned in the fall. There is no guarantee that your perennials will be in the garden in the spring.

## Public Speaking

Description – Public speaking has many purposes, but our category of this name includes just speeches to inform and speeches to persuade. An informative speech attempts to educate the audience on a certain topic or issue. The speaker should establish some relevance of the information to himself and the audience. A persuasive speech, however, seeks to motivate the listeners to do something about an issue. Persuasion appeals more to the emotions, information more to the intellect.

The two varieties are judged together, and one is not preferred to the other. The speaker will be judged on his effectiveness and skill in oratory, in delivering well whichever type of speech is researched.

### Specific Guidelines:

1. Speeches should be five to ten minutes in length.
2. Speeches must be original (that is, written by the speaker).
3. Speeches may be informative in nature (see above).
4. Both content and delivery are important. The speech should reflect a significant amount of research, thought, and planning, as well as polish in performance.
5. Topics may be appropriate for a 4-H/FFA contest, and in good taste.
6. Topics may be of international, national, state, local, community, or personal interest.
7. The use of note cards is suggested, but not required. Sheets of paper for notes are not recommended, but will not be judged down.
8. At least one chart or poster is recommended, especially for an informative speech. It should be neat and each to read from the audience.
9. The speech should follow a general plan from introduction, through body, to conclusion.
10. Speeches should not be read to the audience, and should be judged down if they are.

### Preparing for the Contest:

1. Obtain copies of this sheet, including sample score sheet and Fair Book rules, prior to planning your speech.
2. Attend any workshop offered by the superintendent. See your monthly newsletter for details.
3. Ready any other useful materials, which the Extension Office may offer. Just be sure to distinguish other suggestions from our requirements.
4. Begin early, and practice, practice, practice.

Score sheet  
 Branch County 4-H Fair  
 Public Speaking

Name: \_\_\_\_\_ Age group (circle) Jr. Int. Sr.

Title/Topic: \_\_\_\_\_ \*Rank in round \_\_\_\_\_  
 (1 is best)

Time: \_\_\_\_\_ # of contestants in round \_\_\_\_\_

Content (check one)	Excellent	Good	Fair
Introduction (attention & focus)			
Body: Well organized			
Good information			
Conclusion (closure & memorable ness)			
Appropriateness of material			
Delivery			
Eye contact			
Volume			
Vocal expression/variety			
Pace/pauses			
Movement			
Gestures			
Use of language			
Enunciation			
Appearance of speaker			
Overall polish			

Other Comments:  
 (Positive only)

Superintendent Only Ribbon \_\_\_\_\_  
 Trophy \_\_\_\_\_

## Demonstrations

Description: Demonstration speaking is the art of showing and telling. Although the visual aspect – the action and materials – is what sets a demonstration apart from any other informative speech, the speaker must pay careful attention to what he says, as well as to what he does. The demonstrator must be thoroughly knowledgeable about this task and able to explain it to others. The test of a good demonstration is that the audience will feel that they have learned, within ten minutes, how to make, do, or use something interesting and practical.

### Specific Guidelines:

1. Demonstrations should be five to ten minutes in length.
2. The use of note cards is suggested, but not required. Sheets of paper for notes are not recommended, but will not be judged down.
3. Materials and props should be chosen and prepared for ease of use and ease of viewing.
4. At least one chart or poster is recommended. These should be neat and easy to read from the audience.
5. The speaker is required to include a question and answer period at the end of the demonstration. This period will not count against the speaker's time if it causes him to exceed the maximum. It may, however, count towards the minimum time if it is to the speaker's advantage.
6. The demonstrator should maintain a good balance of talking and doing, and the two should be paced well together.
7. The demonstrator should make necessary adaptations for scale (both time and size).

### Preparing for the Contest:

1. Obtain copies of this sheet, including sample score sheet and Fair Book rules, prior to planning for your demonstration.
2. Attend any workshop offered by the superintendent. See your monthly newsletter for details.
3. Read any other useful information, which the Extension Office may offer. Just be sure to distinguish other suggestions from your requirements.
4. Begin early, and practice, practice, practice.

Score sheet – Branch County 4-H Fair Demonstration

Name: \_\_\_\_\_ Age group (circle) Jr. Int. Sr.  
 Title/Topic: \_\_\_\_\_ \*Rank in round \_\_\_\_\_  
 (1 is best)

Time: _____ # of contestants in round _____ (check one)	Excellent	Good	Fair
Attention			
Focus			
Explain why subject chosen			
Materials			
Prepared, neat, organized			
Adapted to scale: size : time			
Charts or posters (neat, attractive, easy to read)			
Delivery			
Step by step (each clearly explained)			
Stressed key points or steps			
Pace (explained each step shown)			
Filled in gaps with extra information			
Volume			
Vocal expression/variety			
Facial expression			
Language usage			
Enunciation			
Appearance of demonstrator			
Overall smoothness of demonstration			
Conclusion			
Summary (closure)			
Memorable ness			

Other Positive Comments:

Superintendent Only: Ribbon \_\_\_\_\_  
 Trophy \_\_\_\_\_

Suggestions for Planning and Giving a 4-H and FFA Demonstration  
Members and Leaders Should Ask Themselves These Questions

I. Organization and Presentation:

A. Introduction of Demonstration

1. Did the demonstrator tell why the subject was chosen?
2. Did the introduction serve to create interest in the subject?
3. Was introduction short and to the point?

B. Demonstration

1. Was only one main idea demonstrated?
2. Did the discussion relate directly to the step as it was shown?
3. Was each step shown just as it should be done in an actual situation?
4. Could the audience see each step?
5. Were materials and equipment carefully selected, neatly arranged and well organized?
6. Were charts and posters used if and when needed?
7. Were key points stressed?
8. Were approved practices used?
9. Was the demonstration too fast or too slow?

C. Summary of Demonstration

1. Were the key points briefly reviewed?

II. The Demonstrator(s)

- A. Neat and appropriate dress?
- B. Appear to enjoy giving the demonstration?
- C. Expression natural not memorized; good English used?
- D. Good teamwork displayed (if a team)?  
(Generally not advisable for one to do the talking and the other one the demonstrating.)

III. Effect on the Audience

- A. Did the audience show interest and enthusiasm?
- C. Could the audience go home and carry out the idea?

IV. Material and Equipment

- A. Could expense of material and time in preparation be justified?
- B. Could equipment be easily carried for repeating demonstration in different places in community?

NOTE: An illustrated talk also qualifies in a demonstration contest.



## **ORAL INTERPRETATION**

**Description:** Oral interpretation is the art of bringing good literature to life. The interpreter should try, through the use of voice, eyes, posture, and gestures, to recreate the words and feelings of the selection. The interpreter analyzes the characters he will perform, and then seeks to “become” those characters. Good interpretation transports the audience, for a few short moments, into the time, place, and situation, which the author has created.

### **Specific Guidelines:**

1. Selections (also known as cuttings) should be five to ten minutes in length.
2. Selections may be read from a neatly prepared script or memorized. One style of delivery should not be preferred in judging.
3. Selections may come from published plays, short stories, novels, or poems.
4. If comprising poetry, the selection should contain two or more poems, related by theme or common authorship. Short transitions between poems are suggested.
5. If prose, the selection should be one unified cutting, with adaptations made for purposes of continuity only.
6. The interpreter must begin with an introduction (preferably memorized), which should include the author and title of the selection and a brief explanation.
7. The material must be appropriate and in good taste for a 4-H/FFA contest.
8. Limited use of props, costuming, and movement is acceptable.

### **Preparing for the Contest:**

1. Obtain copies of this sheet, as well as a sample score sheet and Fair Book rules, prior to planning your cutting.
2. Attend any workshops offered by the superintendent. See your monthly newsletter for details.
3. Read any other materials, which the Extension Office may offer. Just be sure to distinguish other suggestions from our requirements.
4. Begin early and practice, practice, practice.

Score Sheet  
 Branch County 4-H  
 Oral Interpretation

Name \_\_\_\_\_ Age group (Circle) Jr. Int. Sr.  
 Title/Topic \_\_\_\_\_ \*Rank in round (1 is best) \_\_\_\_\_  
 Type of selection (check): # of contestants in round \_\_\_\_\_  
 \_\_\_\_\_ poetry \_\_\_\_\_ prose \_\_\_\_\_ drama

	Excellent	Good	Fair
<b>Introduction</b>			
Memorized (at least very familiar)			
Gives title and author(s)			
Brief explanation			
Arouses interest			
<b>Transitions</b> (if any)			
<b>Delivery</b>			
Visual focus (correct placement of characters)			
Use of voices: not over- or underdone consistent			
Volume			
Pace			
Body posture			
Gestures			
Movement (optional)			
Costuming and props (optional)			
Smoothness of reading or recitation			
Appearance of Interpreter			

**OTHER POSITIVE COMMENTS:**

Superintendent Only ribbon \_\_\_\_\_ trophy \_\_\_\_\_

## 4-H Power Point-like Presentation Project Guidelines

A “PowerPoint” presentation is another means of sharing your knowledge on a topic area of your choice. The purpose of the project is to demonstrate your mastery of technology that will be an asset in future endeavors. The term “PowerPoint” is a specific company’s software; however, the term will represent all computer software programs designed for group presentations.

For the fair ....

1. Age groups will be:
  - a. Novice: 8-11 years old
  - b. Intermediate: 12-14 years old
  - c. Advanced: 15 years and up
2. Time limits: (10 minute max for all groups)
  - a. Novice: 3-10 minutes
  - b. Intermediate: 4-10 minutes
  - c. Advanced: 5-10 minutes
3. Number of slides in presentation:
  - a. Novice: 8-12 (10-15)
  - b. Intermediate: 10-20 (16-25)
  - c. Advanced: 15-30 (26-35)

Members are encouraged to consider the quality of their slides more than the quantity and coordinating their speaking presentation to flow with the slides.

4. **Presentations must be turned in a week before fair entry day on a CD.**
5. Presentations must be original and created by 4-H members. It cannot be a school project unless the format is changed as part of a 4-H project.
6. 4-H’ers will be evaluated using the 4-H PowerPoint score sheets found in the 4-H Guideline book.
7. The topics should be appropriate for a 4-H/FFA contest, and in good taste.
8. Topics may be of international, national, state, local, community or personal interest.

Branch County 4-H  
 Informational Speaking/PowerPoint Presentation – Score Sheet

Name \_\_\_\_\_ Age group (Circle) Jr. Int. Sr.

Title/Topic \_\_\_\_\_ \*Rank in round \_\_\_\_\_

Time \_\_\_\_\_ # of contestants in round \_\_\_\_\_

Content Check One	Excellent (3)	Good (2)	Fair (1/0)
Introduction – Presents overall topic and draws the audience into the presentation			
Organization – Sequence of information is logical and easy to understand			
Enhancements – All graphics, video, audio, or 3D are attractive and support theme/content			
Mechanics – Grammar, spelling, punctuation and capitalization are correct. No errors in test.			
Content – Gives audience a clear sense of project's main idea. Information is accurate, current and comes mainly from primary sources.			
Lay-Out – Visually pleasing and contributes to the overall message.			
Text Elements – Fonts easy to read, text is to point, background and colors enhance readability.			
Interview – Could answer topic questions.			
Interview Technical – Able to make changes and create slides for Judge(s)			

**Other Comments: (Positive Only)**

## Computer Created/aided Projects

- You will be contacted with the exhibition time of these projects.
- Must use a computer to create or edit project in this area.
- All Movie Maker-like projects must be turned into the fair office one week before fair. They need to be turned in on a flash drive or CD that will be returned to the member after judging. Identification including name, address, phone number and fair class must be with the drive or CD.
- Score sheets will be available at the MSU Extension Office.

From the Fair book....

### Classes

- Printed Products 8-11
- Printed Products 12-14
- Printed Products 15 and up
- Movie Maker-like 8-11
- Movie Maker-like 12-14
- Movie Maker-like 15 and up
- Web page Design 8-11
- Web page Design 12-14
- Web page Design 15 and up

The judges will award a trophy to the first place winner in each section. They will give the best of show and honorable mention ribbons to the first and second place contestants in each class.

Winners will be announced at the conclusion of each section and awards will be presented at that time.

## BRANCH COUNTY

### TEEN LEADER/CLUB BOOTH EXHIBITS

1. The approximate size of booth space is 28 inches deep, 4 feet wide and 42 inches from top of table. A \$15.00 deposit is required to hold your booth. Once you have completed your booth your deposit will be returned with your premium check.
2. Exhibitor will furnish the wall covering. Do **NOT** paint the booth
3. The tables are a part of the booth. The table will be furnished.
4. Suggested color scheme of booth is green and white – use what you like.
5. Use mounted pictures to tell your story, or your club's story especially livestock, poultry, crops, garden, forestry and dairy members because it will help to portray the club project results, or the size and extent of the project.
6. Remove all tape, tacks and staples when leaving.
7. Booths can be set up between 5:00 and 9:00 p.m. on Friday, 6:00 to 8:00 p.m. on Saturday or Sunday between 9 & 11:00 a.m. All booths must be in place by Sunday at 11:00 a.m. No club booths will be set up on Saturday during club entry times.
8. Fourteen leader booths will be judged on Monday by appointment. Members need to sign-up for an appointment when setting up their exhibit in the Home Ec Building. Members will be interviewed during their judging time.

## AVIATION GUIDELINES

### PRINCIPLES OF FLIGHT

Novice: Aircraft anatomy – be able to name, label, etc. parts of an aircraft either fixed wing or rotorcraft. You may either use poster board drawings, paintings, models, etc. Be able to explain or show how each part works and its effects. Four forces of flight – be able to explain and show the meaning of the forces of flight and the cause and effect they have on each other.

Intermediate: Four forces of flight as above with the Aerodynamics of flight – show how an aircraft can turn, what causes it to sustain slight, etc.

Experienced: Flight environment – explain and show airspace types, proper procedure to get in and out of a controlled field, all aspects.

### WEATHER

Novice: Name different types, how produced, explain fronts (clouds, fog, dew, frost).

Intermediate: Atmospheric pressure and global patterns explain high low rations, jet stream, and frontal patterns.

Experience: Interpreting data show and explain charts using meter, standard weather briefing, surface weather reports, radar weather reports, terminal forecasts, area forecasts, winds and temperature aloft forecasts, severe weather reports and forecasts, surface analysis chart, weather depiction chart, radar summary chart, constant pressure charts, low level significant weather program, or a tropopause chart, your choice. Show how information was received and what the information is telling you. Also show the format.

### FLIGHT PLANNING

Novice: Chart out a cross-country trip on an actual chart using pilotage (check points). Trip must be at least 75 nautical miles. Fill out a flight plan showing information needed to land at intended destination airport. Use radio frequencies, airport altitude, runways, weather, fuel usage, time expected due to wind. Show true course, true heading, magnetic course, and magnetic heading.

Intermediate: Plan a cross country trip as above at a minimum of 150 nautical miles with adding the use of dead reckoning which is using VOR NBD-ADF also add weight and balance.

Experienced: Chart a cross-country trip of at least 300 nautical miles as above and use of GPS, RNAV or Loran. In the expert division you may use sectional charts (VFR) or low altitude enroute charts (IFR).

Continued

## Aviation Guidelines continued

### COMMUNICATION

Novice: Should show knowledge of the alphabet, could use a poster showing the phonetics. Radio usage should be shown, proper format where and how to get frequencies needed. Could have a written format of how a conversation should be held on air.

Intermediate: ATC – show how a conversation should be held between an aircraft and an airport control tower. Show how and where information is obtained to get into a controlled airport, out of a controlled airport and the difference in an uncontrolled airport. Show the differences in communications between airport types.

Experienced: The above information with emergency procedures added, squawk codes on transponder and IFR loss communication procedure.

### AIRCRAFT SYSTEMS

Novice: Show how pilot static and gyroscopic instruments work using charts, models or actual instruments. Show and explain what each control or what information it is giving you and how you interpret it. You could show how the instruments are set up on the aircraft dash panel.

Intermediate: Engine and prop – Show how the engine work, the difference from a regular 4-stroke engine, how the magnetos differ, etc. Prop show and explain the difference between a fixed prop and a constant speed prop and how each works.

Experienced: Electrical systems – show how it is set up and how the system works. Performance charts, using actual charts show or demonstrate how you can find the information and knowledge of what to expect out of your aircraft before you even get into it by using performance charts. Take off, landing, rate of climb, cruise power setting, etc.

### AVIATION PHYSIOLOGY

Novice: Vision explain and show how the eye works, show the aspects of night vision and night scanning.

Intermediate: Drug and alcohol effects and motion sickness. What are the symptoms and effects?

Experienced: Spatial Disorientation, Hypoxia, Pressure effects; what are the symptoms, causes, effects and responses.

Projects may be mounted on something substantial but no larger than 16" x 20" (unless advance notification is given) or as models, charts, photographs, in writing or any format you can think of. Books of suggestion are Jeppesen Private Pilot Manual and Instrument Commercial Manual. Help from flight instructors or licensed pilots are suggested. If more information is needed, contact Jody Lewis 238-2136 or Riley Aviation 278-6516.



## Project Guidelines for Electricity/Electronics Projects

The main objective of the electricity project is to provide members with a basic understanding of the principles of electricity, its' generation, transmission, use, and most importantly how to work safely with and around simple electrical systems. The objectives of the electronics project are similar to the electricity project, but have an additional focus on the design, building and use of microcircuits and microprocessors as found in most home electronic systems.

While a number of excellent reference books can be found for both projects in the local library, the extension service provides the following reference manuals for check out through the Extension Office.

1. 4HCCS BU-06848 The Magic of Electricity (A Beginners Activity Guide)
2. 4HCCS BU-06849 Investigating Electricity (An Intermediate Activity Guide)
3. 4HCCS BU-06850 Wired for Power (An Advanced Activity Guide)
4. 4HCCS BU-06851 **Entering Electronics** (An Electronics Activity Guide)
5. 4HCCS BU-06852 Electric/Electronic Group Helpers Guide

### **Beginner electrical (Class 3300)**

1. Complete four to five of the activity sections in the Magic of Electricity activity guide, including the Brain Booster activity.
2. Complete and display one of the beginner electrical learning projects listed below, or one of a similar level of difficulty/complexity.

#### Learning Objectives:

Principles of Electrical Safety

Basic Electrical Principles: Circuits, Switches, Conductors and Insulators, Magnets and Electricity, Alternating Current and Direct Current.

Types and uses of common cords and cables

### **Beginner Electronics (Class 3305)**

1. Complete four of the activity sections in the Magic of Electricity activity guide, including the Brain Booster Activity.
2. Complete one of the activity sections in the Entering Electronics activity guide, including the Brain Booster Activity.
3. Complete and display one of the beginner electronic learning projects listed below, or one of a similar level of difficulty/complexity.

#### Learning Objectives:

Principles of Electrical Safety

Basic Electrical Principles: Circuits, Switches, Conductors and Insulators, Magnets and Electricity, Alternating Current and Direct Current

Use and safety principles for using a soldering iron

Types and uses of common electronic components and how to connect them.

### **Intermediate Electrical (Class 3301)**

1. Complete four of the activity sections in the Investigating Electricity activity guide, including the Brain Booster activity.
2. Complete and display one of the intermediate electrical learning projects listed below, or one of a similar level of difficulty/complexity.

#### Learning Objectives:

Understand how electrical energy is generated, transported, stored and used

Understand and be able to explain how a CFIC out functions

Understand the differences between Series and Parallel circuits

Understand the basics of Ohm's Law and how it can be used to calculate circuit loads

Understand and demonstrate use of a meter to identify energized circuits, open circuits and short circuits.

Electricity/Electronics continued

**Intermediate Electronics (Class 3306)**

1. Complete two of the activity sections in the Investigating Electricity activity guide, including the Brain Booster Activity.
2. Complete two of the activity sections in the Entering Electronics activity guide, including the Brain Booster Activity.
3. Complete and display one of the intermediate electronic learning projects listed below, or one of a similar level of difficulty/complexity.

**Advanced Electrical (Class 3302)**

1. Complete four of the activity sections in the Wired for Power activity guide, including the Brain Booster activity.
2. Complete and display one of the advanced electrical learning projects listed below, or one of a similar level of difficulty/complexity.

Learning Objectives:

Understand and be able to explain the use and installation of GFCI circuits

Be able to calculate operating costs of various appliances based on power usage

Be able to complete and select most efficient appliances based on energy usage and annual operating cost

Understand and explain the application of multiple switch circuits (3-way, 4-way)

Be able to explain and diagram electrical circuits

Understand and be able to explain electrical box fill limits and wire capacity

Be able to describe and explain specialty circuits for large appliances and outdoor applications

Understand and explain specialty-wiring situations/needs; audio systems, telephones, security alarms, cable TV or computer networks

**Advanced Electronics (Class 3307)**

1. Complete two of the activity sections in the Wired for Power activity guide, including the Brain Booster activity.
2. Complete two of the activity sections in the Entering Electronics activity guide, including the Brain Booster activity.
3. Complete and display one of the advanced electronic learning projects listed below, or one of a similar level of difficulty/complexity.

**Beginners Electrical Learning Projects:**

The list below contains several suggested learning projects for beginning members in the electrical project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate.

1. Complete and exhibit a Simple Switch Board
2. Complete and exhibit a Cord or Cable Identification Board
3. Complete and exhibit a 25' Extension Cord fabricated from new components
4. Complete and exhibit an Electrical Safety Poster
5. Complete and exhibit a renewable Energy Poster

**Beginners Electronic Learning Projects:**

The list below contains several suggested learning projects for beginning members in the electronics project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate.

1. Complete and exhibit a Simple Electronics Project (buzzer, flasher, or timer)
2. Complete and exhibit an Electronics Components Identification Board
3. Complete and exhibit an Electrical Safety Poster
4. Complete and exhibit a Renewable Energy Poster

**Intermediate Electrical Learning Projects:**

The list below contains several suggested learning projects for intermediate members in the electrical project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate. Include a circuit diagram for the project.

1. Complete and exhibit a Switch to Light to Receptacle Combination Board
2. Complete and exhibit a Switched Outlet Board
3. Complete and exhibit a Series GFCI Outlet Board
4. Complete and exhibit a Trouble Light fabricated from new components

**Intermediate Electronics Learning Projects**

The list below contains several suggested learning projects for intermediate members in the electronics project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate. Include a circuit diagram for the project.

1. Complete and exhibit a Simple Radio Receiver
2. Complete and exhibit a Quiz Board Game, including a buzzer or bell
3. Complete and exhibit an Electronic Door Bell system
4. Complete and exhibit an Electronic LED Timer or LED Message Board

**Advanced Electronic Learning Projects:**

The list below contains several suggested learning projects for advanced members in the electrical project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate. All projects must include a circuit diagram and component list.

1. Complete and exhibit a 3-way Switch Board (Switch – Lamp – Switch) or variation
2. Complete and exhibit a 4-way Switch Board
3. Complete and exhibit an Electrical Service Entrance Panel
4. Complete and exhibit an Electrical Sub-panel Board
5. Complete and exhibit a Renewable Energy Project

**Advanced Electronic Learning Projects:**

The list below contains several suggested learning projects for advanced members in the electronics project field. These are suggestions only, and projects of similar difficulty/complexity may be substituted as appropriate. All projects must include a circuit diagram and components list.

1. Construct and exhibit an Audio Speaker or Speaker System
2. Complete and exhibit a Renewable Energy Project
3. Construct and exhibit an Advanced Electronic Project (Tunable Radio, Voice Recorder)
4. Construct and exhibit an Electronic Control System for an HVAC or Renewable Energy System