

4-H COMPETITION GUIDE



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**Schedule of 4-H Activities**

HOUR	EVENT	LOCATION
Tuesday, September 7		
12 a.m. (midnight)	Deadline for all requests for admission either teachers/instructors or for Livestock and Dairy Judging Contest: Fill out Wufoo survey at links below: <i>Livestock Judging contest link:</i> Livestock Judging Contest Admission Form <i>Dairy Judging contest link:</i> Dairy Judging Contest Admission Form <i>AG Education Instructors Admission Request link:</i> Ag Education Instructors Admission Form	
Friday, September 10		
by 5 p.m.	Should receive email with the temporary Gate 8 passenger vehicle access pass for Livestock and Dairy Judging Contests.	
Monday, September 13		
12 a.m. (midnight)	Deadline for online entries. Entries must be made prior to arrival at OSF. (Only corrections will be made on-site)	
Tuesday, September 14		
11 a.m.	OVA Giant Pumpkin weigh-in	Oklahoma Expo Hall #1
Wednesday, September 15		
7:30 a.m.	Entry of 4-H exhibits begins	Oklahoma Expo Hall #1
11:30 a.m.	Judging of all 4-H Exhibits	Oklahoma Expo Hall #1
Thursday, September 16		
9 a.m.	Farm Bureau Livestock Judging Registration	Barn 3
10 a.m.	Farm Bureau Livestock Judging Contest	Barn 8
Monday, September 20		
9 a.m.	OSF Dairy Judging Registration	Barn 3
10 a.m.	OSF Dairy Judging Contest	Barn 3
Saturday, September 25 (TENTATIVE)		
11 a.m.	OK 4-H Cupcake Wars (Group 1)	Oklahoma Expo Hall #1
1 p.m.	OK 4-H Cupcake Wars (Group 2)	Oklahoma Expo Hall #1
3 p.m.	OK 4-H Cupcake Wars (Group 3)	Oklahoma Expo Hall #1
Sunday, September 26 (TENTATIVE)		
2 p.m.	OK 4-H Fruit/Vegetable Sculpting (Group 1)	Oklahoma Expo Hall #1
3:30 p.m.	OK 4-H Fruit/Vegetable Sculpting (Group 2)	Oklahoma Expo Hall #1
5:00 p.m.	OK 4-H Fruit/Vegetable Sculpting (Group 3)	Oklahoma Expo Hall #1
Monday, September 27		
8:30 a.m. – noon	Release of 4-H exhibits	Oklahoma Expo Hall #1



About 4-H

- 4-H Club work in Oklahoma was first exhibited at the Oklahoma State Fair (OSF) in 1910, which makes this the 111th year of 4-H involvement. The Fair exhibits have been an important part of the 4-H Youth Development Educational Program, allowing young people the incentive to achieve and then to be recognized for outstanding achievement.
- The major goal of 4-H is the individual development of youth in personal, leadership and positive citizenship skills expressed throughout life in the home, school, state, nationally and internationally.
- The 4-H exhibits and activities at OSF are planned to reflect the many phases of 4-H and the use of projects in the development of boys and girls. The public is invited to visit the 4-H exhibits to observe the accomplishments of 4-H youth.

Exhibitor Eligibility

- Exhibition in this department is limited to Oklahoma 4-H members who have been enrolled and actively participating in the program for a minimum of 30 days prior to this state fair and meet the following requirements.
- Each county must enter and exhibit all members' entries in sections 4300-4325 at the one (1) State Fair they designate. Unless the State 4-H Office is notified by July 1, it is understood the county will exhibit at the same State Fair as the previous year.
- All 4-H exhibits must be entered by county extension educators.
- Members should be enrolled in the project area to exhibit.
- The 4-H member should enter the class that matches his/his grade (grade as of September 1 of the 4-H year). ***If youth are in the 3rd grade they must have been 8 years old before September 1*.**
- All exhibits must have been made and completed by the exhibitor during the last year, and cannot be entered more than once, except for classes that are collections and that are added to successive years.
- For each class, entries are limited to one (1) per individual and also one (1) per county. For other pertinent information relative to project being exhibited, refer to specific sections, classes and respective project curriculum.
- 4-H members who enter crops and horticulture must be able to prove that the member produced the crops during the current year.

Responsibility for all exhibits

- 4-H exhibits at OSF are entered and displayed at the risk of the exhibitor. The 4-H program of Oklahoma State University, in cooperation with the board of directors, OSF accepts exhibits and will exercise due care to protect them. However, neither the 4-H program nor OSF can accept responsibility for loss or damage to any exhibit due to the conditions imposed by large crowds, the arrangement of buildings where exhibits are housed or the large number of exhibits. Members who have exhibits of great sentimental and/or monetary value should carefully consider whether such exhibits should be exposed to the hazards of OSF.

Exhibits Display

- The 4-H superintendents reserve the right to display only first thru tenth place exhibits, or less, as space allows.

Copy-Written material and referencing sources

- All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines or from the internet, it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (*) or a number, if more than one, and name the actual source at the end of the paper, poster or educational display following an asterisk or corresponding number in text.
- No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications, professional photographers or from the internet without permission from the original creator. If the 4-H member



applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number. If an item (picture, photo drawing, illustration, etc.) is not protected and is used, its source must be cited and referenced by using an asterisk (*) or number, and the source information placed at the end of the paper, poster or educational display, following an asterisk or corresponding number.

Education Displays

- All educational displays must have stable, freestanding backs with sides attached. This includes Sec. 4301 and educational displays in specific project areas. See the class description for size requirements. Educational displays must be 3-dimensional (3D). Note: the sizes indicated in specific classes is the maximum table space allowed when sides are extended.
- Do not include valuables, food items that will spoil or potentially harmful products (i.e.: aspirin, cleaning products, chemicals) in any educational display. Neither OSF nor the 4-H program can accept responsibility for loss of valuables. Potentially harmful products will be discarded.
- Text of displays should be readable from at least 10 feet away.

Posters

- For display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be signed and dated on the back with a permanent marker before laminating. If not marked, the judging committee may mark or punch. All posters must be flat (no 3-dimensional posters).
- Text of posters should be readable from at least 10 feet away.
- Posters in section 4300 **MUST** include the 4-H clover or mention 4-H. Posters in other sections/classes are encouraged, but NOT required, to include the 4-H clover or mention 4-H, unless requested in the section/ class description.

Signing and Dating Exhibits

- Exhibits should be signed and dated, in an inconspicuous location, with a permanent marker, if material permits. Some exhibits that should be signed and dated are posters; most expressive arts, including: fine art, ceramics, woodworking and woodcrafts, herbarium cards, seed boards, forestry exhibits and model rocketry. The judge or judging committee may permanently mark the exhibit with the State Fair and year (i.e.: OSF 2021), if not signed and dated. Effort will be made to mark it in an inconspicuous place.

Required Trademark Designation for use of 4-H Clover

- When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn. For more information on proper use of the 4-H clover please refer to <https://4h.okstate.edu/educators/clover-and-emblem/index.html>

COMMUNICATION AND EXPRESSIVE ARTS

Poster-Art Exhibit (Division 4300)

- Poster must be constructed on poster board 14" x 22" (1/2 of a poster board). They may be horizontal or vertical. Poster may be produced by any medium — watercolor, ink, crayon, acrylic, charcoal, collage, computer, etc. Posters must be flat. Do not use 3 dimensional pieces on posters. Posters will be judged on: educational idea portrayed, public appeal and creative and original ability presented. Copyrighted, trademarked cartoon characters or other designs must not be used due to copyright restrictions.
- For display purposes, exhibitors are encouraged to laminate or cover all posters with clear plastic film.
- Posters must be signed and dated on the back in permanent marker before laminating. If not marked the judging committee may mark or punch. Text of posters should be readable from at least 10 feet away.



- Each county is limited to one (1) poster per class. Individual 4-H member is restricted to those exhibits designed for his or her grade group.
- The 4-H member's name, grade before September 1 and county should be in the upper left-hand corner on the back of the poster.
- Posters in this section must include 4-H clover or mention 4-H. See page 2 for guidelines when using the 4-H clover.
- **Award/Premiums:**
Ribbons will be awarded to the top 10 in each class.
First Place: \$7 Second Place: \$5 Third Place: \$3

Classes:

Beginner division (grades 3 - 5)

01. 4-H promotional poster designed to recruit 4-H members, volunteers, promote any 4-H event or project.
02. Poster designed to promote 4-H using the national campaign, "4-H Grows Here."
03. Poster recognizing or documenting one (1) of the following: Oklahoma 4-H history during one (1) decade or the evolution of a particular 4-H project area over the decades.

Intermediate division (grades 6 - 8)

04. 4-H promotional poster designed to recruit 4-H members, volunteers, promote any 4-H event or project.
05. Poster designed to promote 4-H using the national campaign "4-H Grows Here."
06. Poster recognizing or documenting one (1) of the following: Oklahoma 4-H history during one (1) decade or the evolution of a particular 4-H project area over the decades.

Advance division (grades 9 – 12)

07. 4-H promotional poster designed to recruit 4-H members, volunteers, promote any 4-H event or project.
08. Poster designed to promote 4-H using the national campaign "4-H Grows Here."
09. Poster recognizing or documenting one (1) of the following: Oklahoma 4-H history during one (1) decade or the evolution of a particular 4-H project area over the decades.

Education Booth Display (Division 4301)

- Each county is eligible to enter one (1) educational booth per class. All grades are accepted in each class.
- This must be an in-depth look at a 4-H project or projects. Space for the booth is 3' deep, 4' wide, with sides extended for display, and 4' high. There will be no solid dividers between booths, use lightweight materials for ease in transporting. Display must be freestanding. Models, photographs, posters or other means for display may be used. An individual, or group from a county, may prepare display. Judging criteria will be: effectiveness of the message, appropriateness to the theme and interest and attractiveness to the public.
- Display must focus on **one (1)** of the following and be suitable for display at a local business during National 4-H Week or at another time:
 - Promotion of a specific 4-H project, member recruitment, current youth issue, event, etc.
 - Community service
- Exhibits in this section **MUST** include 4-H clover or mention 4-H. See **page 6** for guidelines when using the 4-H clover.
- Do not include: valuables, food items that will spoil or potentially harmful products in any educational display. Neither OSF nor the 4-H program can accept responsibility for loss of valuables. Potentially harmful products will be discarded.
- **Award/Premiums:**
Ribbons will be awarded to the top 10.
Premiums: Class 01: First Place: \$75, Second Place: \$50, Third Place: \$25
Class 02 – 03: First Place: \$60, Second Place: \$40, Third Place: \$20



• **Classes:**

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

Photography (Division 4302)

- These exhibits consist of photos taken by the individual exhibitors. A photo can be entered only one (1) year.
- Individuals can exhibit in only one (1) level and may enter only one (1) exhibit per class in that level.
 - Level 1 is for members who have beginning skill level,
 - Level 2 is for those who have intermediate skill level and
 - Level 3 is for those who have advanced skill level.
- All grades within each level are before September 1 of the current calendar year.
- **Digital photos:** adjustments to digital photographs are limited to color and contrast adjustments, cropping, gray scaling, exposure adjustments, and red eye reduction - with the exception of Classes 25 to 28.
- **Prints:** black and white, or color prints may be exhibited. Prints must be no smaller than 4”x6” and no larger than 5”x7”, except when panoramic prints are used, for all classes except 05, 10, 14, 18 and 22 where prints may be up to 8”x10”. Prints should be printed on photo-quality paper. Judges take print quality into consideration. Photos will be disqualified if in a frame.
- **Titles, captions & other required information:** On the front of the board, there must be: a title (i.e. My Trip to the Zoo) and caption for each photo giving the viewer more information. The back of each board must include the exhibitor’s name, county, number of years in the 4-H photography project, camera type and megapixels, if it is a digital camera.
- **Boards:** prints must be securely attached to the surface of a single black or white 14”x14” poster board, foam core or mat board. Photos will be disqualified if on regular printing paper or cardstock. No double matting, use of multiple layers or more than one (1) color. The entire print must be seen and cannot be masked in any way.
- **Awards/Premiums:**
 - Ribbons will be awarded to the top 10.
 - First place: \$7 Second place: \$5 Third place: \$3

Classes:

Level 1: Focus on Photography (*For members who have a beginning skill level*)

Junior (grades 3 – 7)

01. Four (4) photos, one (1) from each of the following categories: people, animals, plant life and scenery.
02. Four (4) photos of people doing different things, showing a variety of activities, camera angles and lighting choices.
03. Four (4) otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.
04. Series of four (4) photos telling a story or illustrating a single event.
05. Best individual photo made this year.

Senior (grades 8 – 12)



06. Four (4) photos, one (1) from each of the following categories: people, animals, plant life and scenery.
07. Four (4) photos of people doing different things, showing a variety of activities, camera angles and lighting choices.
08. Four (4) otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.
09. Series of four (4) photos telling a story or illustrating a single event.
10. Best individual photo made this year.

Level 2: Controlling the Image (*For members who have intermediate skill level*)

Junior (grades 3 – 7)

11. Four (4) photos showing good composition, i.e.: subject placement, framing, contrast or perspective. The caption for each photo or the title of the board must explain the ideas being illustrated.
12. Four (4) action photos showing use of film speed or digital ISO, shutter speed and aperture (if the camera is adjustable).
13. Four (4) photos showing effect (lighting, media, techniques and processes). The caption for each photo or the title of board must explain the ideas being illustrated.
14. Best individual photo made this year.

Senior (grades 8 – 12)

15. Four (4) photos showing good composition, i.e.: subject placement, framing, contrast or perspective. The caption for each photo or the title of the board must explain the ideas being illustrated.
16. Four (4) action photos.
17. Four (4) photos showing effect (lighting, media, techniques and processes). The caption for each photo or the title of board must explain the ideas being illustrated.
18. Best individual photo made this year.

Level 3: Mastering Photography (*For members who have advanced skill level*)

All Grades

19. Four (4) photos showing members' knowledge of one (1) of the following: different lenses, photo lamps, existing light, filters or special effects. The caption for each photo or the title of the board must explain the idea(s) being illustrated.
20. Four (4) outstanding "people" pictures.
21. Four (4) landscapes or nature photos.
22. Best individual photo taken this year.

Digitally Adjusted Photos

Exhibit must include both the original photo labeled "original photo," the digitally adjusted photo labeled "adjusted photo," with a short summary of what was done (cropping, red-eye removal, color or contrast adjustment, gray scaling, exposure adjustment, etc.). Must be on a 14"x14" single black or white poster board, form core or mat board.

23. Junior (grades 3 – 7)
24. Senior (grades 8 – 12)

Digitally altered photographic illustration taken with a digital camera by the exhibitor

Alterations are beyond common photography techniques of red eye removal, cropping, etc. Exhibit includes a print of the original photograph labeled "original photo," and the digitally altered image labeled "photographic illustration." Must be on a 14"x14" single black or white poster board, form core or mat board. Attach up to 0.5 page of written explanation of the alterations to the back of the exhibit.

25. Junior (grades 3 – 7)
26. Senior (grades 8 – 12)

Digitally altered scanned image



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

SCIENCE AND TECHNOLOGY

Technology Exhibits (Section 4304)

- The 4-H technology exhibits are open to all grades. They will be judged separately in two (2) grade groups: junior (grades 3 – 7), and seniors (grades 8 – 12).
- Every exhibit must be labeled on the back with the following information: name, club, county, grade before September 1 and date poster or exhibit was made.
- Copy written material such as professional photos, books, publications or items on the internet should not be used as original.
- Exhibits displayed as posters must be constructed on poster board 14"x22" (½ of a poster board). They may be horizontal or vertical. Posters will be judged on: educational idea portrayed, public appeal, and creative and original ability presented. Copyrighted, trademarked cartoon characters or other designs must not be used due to copyright restrictions.
- For poster displays purposes, exhibitors are encouraged to laminate or cover all posters with clear plastic film. **Text of posters should be readable from at least 10 feet away.**
- Promotional exhibits in this section must include 4-H clover or mention 4-H. See page 2 for guidelines when using the 4-H clover.

- **Awards/Premiums:**

Ribbons will be awarded to the top 10.

First place: \$7

Second place: \$5

Third place: \$3

- **Classes:**

- **Flat Flyer (one-sided)**

Designed by the exhibitor to promote a club or county 4-H educational program or activity.

Computer generated flat flyer (8½"x14" or 8½"x11"). Flat flyers should be securely attached to an appropriately sized poster board.

01. Junior (grades 3 – 7)

02. Senior (grades 8 – 12)

- **Brochure, card or invitation related to 4-H**

May be double-, tri-, or four-fold measuring 8½"x11" or 8½"x14" before folding. Attach two (2) flat copies of the brochure - one side showing the front and the other side showing the back - to an appropriately sized poster board no larger than 14"x22" – ½ of a poster board. Attach a large envelope to the back of the poster board and insert a folded copy of the brochure.

03. Junior (grades 3 – 7)

04. Senior (grades 8 – 12)

- **PowerPoint Presentation related to 4-H**

Can be PowerPoint, Google slides or any other presentation program. Presentation should either promote 4-H or educate about a 4-H project. Presentations should include an official 4-H clover or mention 4-H. Presentation entry includes a printout of at least five (5) slides and script/presentation notes in a folder or notebook. Include presentation file in a labeled CD, in an envelope. All Power Point presentations should be mounted on a freestanding display board not to exceed 3'x4' when the sides are extended for display. Commercially available "Science Fair" presentation boards are encouraged. First place exhibits in each class will be displayed. Second place and sub-sequential exhibits may be displayed based upon space available and judges'/committees' discretion.

05. Junior (grades 3 – 7)



06. Senior (grades 8 – 12)

Digital Media for a group or club project

Submit a video, maximum of three (3) minute, designed for social media use on STEM projects. The video must be in an .MP4 format and submitted on a flash drive. Video may only contain first names of the participants and participants must have a signed media release form on file in their county 4-H office (found on the 4-H enrollment card.)

07. Group Media

STEM Career Poster

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

08. Junior Poster (grades 3 – 7) – Draw a Scientist

09. Senior Poster (grades 8 – 12) – Careers in STEM

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

- 4-H youth will learn about Geographic Information Systems (GIS) concepts by collecting data on a location, describing the attributes.
- Youth will learn about geospatial technology applications and future career opportunities by working with local government agencies and project partners in their own communities.
- Increased youth involvement in community service and awareness projects that impact local communities by enhancing economic and community development.
- The 4-H GPS/GIS exhibits will be judged in two (2) grade groups: juniors (grades 3 – 7) and seniors (grades 8 – 12).
- Every exhibit must be labeled on the back with the following information: name, club, county, grade and date poster, map or exhibit was made.
- Posters/maps must be 14"x22" – ½ of a poster board. Exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Maps may be affixed to poster board. The map itself doesn't have to be the full 14"x22".
- Displays must be free standing and not be larger than 3'x4' (width x depth) with sides extended for display.

Display illustrating how GPS works

Including the user, control and space segments of the system.

10. Junior (grades 3 – 7)

Display illustrating how GPS has been used to improve society

11. Seniors (grades 8 – 12)

Geocache box

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

12. Junior (grades 3 – 7)

13. Senior (grades 8 – 12)

Hand drawn map

Map can either be informational or directional. Attach a one (1)-page explanation of the purpose for the map.

14. Junior (grades 3 – 7)

15. Senior (grades 8 – 12)

Computer generated map

Map can be either informational or directional. Attach a one (1)-page explanation of the purpose for the map.

16. Junior (grades 3 – 7)

17. Senior (grades 8 – 12)



4-H ROBOTICS

- The goal of the 4-H robotics program is for 4-H members to explore science, technology and engineering through designing and building a functioning robot. The robot can be either programmable or remote controlled. The robot can be created by an individual or a group.
- The 4-H robotics exhibits are open to all grades. They will be judged separately in two (2) grade groups: junior (grades 3 – 7) and senior (grades 8 – 12).
- Every exhibit must be labeled on the back with the following information: name, club, county, grade and date poster or exhibit was made.
- Attach a 3"x5" index card to each robot/exhibit, explaining:
 - a. Construction material, how constructed and goal of project.
 - b. Year in project
 - c. Grade of Member
 - d. Whether or not made from kit
 - e. Other pertinent information
- Each exhibit should have a one (1)-page report explaining the function, purpose and construction of the robot.
- Displays must be free standing and are limited to 3'x4' (width x depth) when sides are extended for display.

Programmable or Remote-Controlled Robot

18. Junior (grades 3 – 7)

19. Senior (grades 8 – 12)

Display with photographs and explanation of a member-developed robot

(which is not available for exhibit)

20. Junior (grades 3 – 7)

21. Senior (grades 8 – 12)

Projects Group Developed by two (2) or more 4-H members working together

(Include all 4-H members' information involved on index card)

22. Programmable or Remote-Controlled Robot

23. Display with photographs and explanation of a member developed robot which is not available for exhibit.

Engineering Design Challenges (Criteria)

- Engineering design challenges are intended to encourage 4-H members to use the Engineering design process to create their own projects. These projects should include an engineering notebook, journal or description which answer the following questions about their project. Projects without an engineering notebook will be judged accordingly. Projects with notebooks will place before projects without notebooks, journals, or descriptions.
 - a. What is the challenge or task of your project Examples:
 - Throw a marshmallow six feet
 - Incorporate technology into clothing
 - Create alternative energy
 - Design and build a rubber band powered car, etc
 - b. Draw your design
 - c. How did you test your design?
 - d. What were the results?
 - e. How did you change your design to improve it?
 - f. Did you retest it? Did the results improve?
 - g. Describe your final design and does it work?
- Engineering Design Challenges will be judged based on:
 - a. Creativity
 - b. Design
 - c. Function
 - d. Recordkeeping (journal or engineering notebook)



Marshmallow catapult challenge design task

- Design a trebuchet-style swing arm catapult. It may be similar to a teeter-totter or swing set. The beam (arm) is able to swing (go up and down).
- The arm of the catapult must be adjustable from the center to an offset. One (1) side of the beam is longer from center pivot point.
- Use at least five (5) different types of materials or parts (craft sticks, brads, dowels, etc.).
- Use weights and gravity as the power source.
- Catapult cannot be any larger than a 3-foot cube (3'x3'x3')
- Launch a marshmallow at least 6 feet.
- A journal or engineering notebook should be included to describe the creation, purpose and function of the device.
- Explain how you built and tested your catapult.
- Chart your marshmallow launches.
- Reference: National 4-H Curriculum, Junk Drawer Robotics, Level I Link:
<https://shop4-h.org/products/junk-drawer-robotics-curriculum-1-give-robotics-a-hand>

24. Junior (grades 3 – 7)

25. Senior (grades 8 – 12)

Alternative Energy Design Challenge

- Design and build a device to utilize wind, solar, or water power. Commercially available parts are acceptable, but the majority of the project must be homemade by the member. Must fit entirely within a 12" cube (12"x12"x12").
- A journal or notebook should be included to describe the creation, purpose and function of the device.
- References for this project may include but are not limited to:

Wind Power

- 4-H Power of Wind Curriculum link:
<https://shop4-h.org/products/power-of-the-wind-curriculum-set-of-2>
- 2011 NYSD Wired for Wind:
<http://www.4-h.org/parents/national-youth-science-day/wired-for-wind/>

Solar Power

- Solar Powered Housed Activity link:
<https://shop4-h.org/products/solar-powered-houses-activity-kit>
- Solar Powered Car Activity link: <https://shop4-h.org/products/solar-powered-car-activity-kit>
26. Junior (grades 3 – 7)
27. Senior (grades 8 – 12)

Wearable Technology Design Challenge

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

References

- WearTec Curriculum Series books 1-4 link:
<https://shop4-h.org/products/weartec-1-circuitry-leaders-guide>
- 2017 NYSD Incredible Wearables link:
<http://www.4-h.org/parents/national-youth-science-day/4-h-nysd-2017-incredible-wearables/>
28. Junior (grades 3 – 7)
29. Senior (grades 8 – 12)

Rubber Band-Powered Vehicle Design Challenge

- Design a wheel-driven vehicle, powered only by one (1) rubber band, size: #64 approx. ¼" w X 3½" l X 1/32" gauge (thickness), which will transport a one (1) pound "load" (box of baking soda approx.. size: 3½" w x 4½" l x 2" gauge (thickness), at least 9' (on a smooth flat floor) while



remaining within the boundaries of a 3' wide parallel track (marked off with masking tape). Speed is not a criteria.

- There are no restrictions on materials, size, weight or number of wheels.
- The only energy source permitted is the elastic energy of one rubber band.
- Commercially assembled vehicles are NOT permitted. However, commercially manufactured components may be used as parts of the vehicle.
- The vehicle must be self-starting (i.e., no pushing, external power starts, etc.)
- Propulsion of the vehicle must be through the wheels (i.e., no propellers, no launching mechanism).
- Transferring the energy of the rubber band to wheels via gears, fly wheels, etc. is encouraged.
- No remote-control devices are permitted.
- A journal or engineering notebook should be included to describe the creation, purpose and function of the device.
- Explain how you built and tested your vehicle and if you made any modifications.
- Chart or graph collected data and explain how you measured improvements in your engineering notebook or journal.

30. Junior (grades 3 – 7)

31. Senior (grades 8 – 12)

The Future of Agriculture Research Challenge Displays

- The future of agriculture research displays will illustrate current research and forward/futuristic thinking that is changing the field agriculture and agricultural based careers.
- 4-H members will research current trends, future thoughts and ideas for continuing to effectively feed the world.
- These projects should have a minimum of three (3) scholarly references identifying where and when the information was published.
- These projects may:
 - a. Describe the challenging need for increased food production for a growing population
 - b. Describe a new agricultural production technique or an emerging agricultural technology that will enhance or improve our agricultural and food production systems,
 - c. Illustrate a new vision for the future of agriculture
 - d. Describe new STEM-based careers in agriculture.
- Research displays should use research-based information and resources to answer questions similar to the following, “What will the future of Agriculture look like?”, “How will agriculturalist feed an ever-growing population?” or “What are future careers in agriculture?”
- All research displays should be mounted on a free-standing display board not to exceed 3' x 4' when the sides are extended for display. Commercially available “Science Fair Presentation boards” are encouraged.
- First place exhibits in each class will be displayed. Second place and sub-sequential exhibits may be displayed based upon space available and judges'/committees' discretion.
- Displays should be readable/understandable from a distance of 10'.
- A complete research report should be included with the display in a notebook.

32. Juniors (grades 3 – 7)

33. Senior (grades 8 – 12)

Science Discovery Projects (Division 4305)

- The goal of this project and exhibit is to allow 4-H members to:
 - a. Use the scientific method to gain an understanding of how things work and the variables affecting them.
 - b. Take an open and creative approach to problem solving.
 - c. Learn that a successful outcome is based not on personal opinion but on scientific fact.
 - d. Improve written and visual communication skills



- 4-H members are encouraged to use their 4-H projects as the basis for their scientific research and discovery project. Exhibits should relate to one of the following topics:
 - a. Behavioral and Social Sciences
 - b. Biochemistry, Medicine, and Health Sciences
 - c. Botany and Zoological Sciences
 - d. Computer Science
 - e. Earth and Space Sciences
 - f. Engineering
 - g. Environmental Sciences
 - h. Mathematics
 - i. Physical Sciences
- A few resources for finding project ideas are:
 - a. The WWW Virtual Library: Science Fairs: <http://physics.usc.edu/~gould/ScienceFairs/>
 - b. Information about Oklahoma Science Fairs: <https://ossef.zfairs.com>
- Displays must be free standing and are limited to 3'x4' (width x depth) when sides are extended. Commercially available "Science Fair" presentation boards are encouraged.
- Counties may enter one (1) exhibit in each class.
- First place exhibits in each class will be displayed. Second place and sub-sequential exhibits may be displayed based upon space available and the judges' discretion.
- Displays without reports will be judged accordingly. Displays with reports will be placed above those missing reports.
- **Awards/Premiums:**

Ribbons will be awarded to the top 10.
Classes 01 – 04: First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 01. Beginning Division (grades 3 - 5) - A display illustrating the project.
 02. Intermediate Division (grades 6 - 8) - A display with an accompanying report of approximately two (2) typewritten pages.
 03. Advanced Division (grades 9 - 12) - A display and a written report about the project that includes an interview with a scientist, science teacher or someone who is knowledgeable about the area that is being studied. (example: a beekeeper could help with bee projects) Reports should be three (3) to five (5) pages in length.
 04. Team Exhibit (all grades) – Team may include a maximum of three (3) members. - A display and a written report about the project. It is recommended that it include an interview with a scientist, science teacher or someone who is knowledgeable about the area that is being studied. (example: an engineer could help with engineering projects) Reports should be three (3) to five (5) pages in length.

CONSUMER/FAMILY SCIENCES

Fabrics and Fashion (Section 4306)

- The skill mastery sheet (<https://4h.okstate.edu/projects/design-and-construction/curriculum-and-patterns.html>) is an education tool to guide project work. Click Sample Technique Cards to find instruction for many of the techniques noted in skill sheets (i.e. facings, zippers, hems, fasteners, etc.).
- Instruction Sheets for the projects listed can be found at: <https://4h.okstate.edu/projects/design-and-construction/project-guide-sheets.html>.
- Fair exhibits have been carefully selected and directed for members to investigate and learn specific skills/information and to demonstrate mastery of these skills/information.
- The end product/exhibit is being evaluated on the skills "learned/mastered." The skill sheet serves as the member's "personal reflection" and communicates to the judge what was learned. Why is this



important? Because in 4-H, the reflection and application of what was learned is more important than the end product/exhibit.

- Use the skill sheet as a planning tool. It is important that each 4-H member take responsibility for the life skill of “learning to learn.” This may require members, leaders and educators to look up terms and learn techniques as part of the educational process.
- Resources, instructions and project guides are posted online. Members are encouraged to seek out other valid resources which teach proper technique and knowledge in the areas of design and construction.
- General Skills to be mastered in project/product in ADC, IDC and HTDC:
 - a. **Structural design:** construction technique, size, form, color and texture suited to the materials and product end use.
 - b. **Elements of design:** The finished product illustrates the member is learning or “mastering” the basic elements of design - line, shape or form, texture, color and space.
 - c. **Principles of design:** The finished product illustrates an awareness and application of the principles of harmony, proportion, balance, rhythm and emphasis adding dimension, interest and/or appeal to the finished product.
 - d. **Surface design:** This is any lines, shapes, colors, textures or materials applied to the product or item’s design that creates an emotional or personal quality, individuality and creative expression without disturbing initial/end purpose/how it is used. Design is that “something” which makes the item unique to the individual designer.
- **Reports/Descriptions/Expense Sheet/etc.:** Exhibits requiring a report/description/expense sheet of any kind, can be typed or neatly/legible hand written. Report should be one-two pages. If typed, it must be double spaced using a minimum of 12-point font. Report **MUST** be **SECURELY** attached to the exhibit.
- A county may enter one (1) exhibit in each class. A 4-H member may enter one (1) exhibit per class.
- Hangers will not be returned.
- **Awards/Premiums:**
 - Ribbons will be awarded to the top 10.
 - First place: \$7 Second place: \$5 Third place: \$3

- **Classes:**

- **APPAREL DESIGN & CONSTRUCTION (ADC)**

- Level 1 (grades 3 – 4)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the ADC Level 1 project work. Some classes have specific Level 1 skills/techniques which must be incorporated into the exhibit.

01. **Simple Tops** – shirt, tank top, t-shirt, vest, poncho, costume, or any other similar top. No lined garments. Exhibits in classes 01 and 02 are to be SIMPLE. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery sheet: Level 1 Mastery Sheet: buttons, casing, hem, seams and seam finishes.
02. **Simple Bottoms** – shorts, capris, pants, skirts, costume, or any other similar simple bottom. Garments are not to be lined, have pockets or a zipper. Exhibits in classes 01 and 02 are to be SIMPLE. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery sheet: hem, seams, seam finishes, waistband.
03. **Non-human Apparel** – doll, pet or livestock garment/costume, or any other **similar** item.
04. **Simple Sewn Fashion Accessory** – sewn hats, scarf, bag, wallet, purse, mittens, string-pack or textile-based jewelry, or any other **similar** sewn fashion accessory.
05. **Knitted/Crocheted Fashion Accessory** – knitted/crocheted hats, scarf, bag, wallet, string-pack, or textile-based jewelry, or any other **similar** knitted/crocheted fashion accessory. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 1 Mastery Sheet: crochet, knitting.

***See Class 23 All Grades: Apparel Design Project Portfolio**

- Level 2 (grades 5 – 6)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills/techniques for the ADC Level 2 project work. Some classes have specific Level 2 skills/techniques which must be incorporated into the exhibit.

06. **Lined or Unlined One piece garment with facing** – top, robe, jacket, dress, jumpsuit, vest, costume, or any other **similar** one-piece garment with a facing. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 2 Mastery Sheet: facing, interfacing, seam finish.
07. **Lined or Unlined Bottom with one or more pocket, waistband or facing** – shorts, capris, pants, skirts, costume, or any other **similar** bottom. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 2 Mastery Sheet: facing, pocket, waistband, zipper. No invisible zippers in level 2. Waistband can be a flat front band and elastic back.
08. **Lined or Unlined Two-piece garment** with one or more: pocket, waistband or facing – coordinating top and bottom, jacket/vest with bottom/dress, PJ's, costume, or any other **similar** two-piece garment. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 2 Mastery Sheet: facing, pocket, waistband. No invisible zippers in level 2. Waistband can be a flat front band and elastic back.
09. **Non-human Apparel** – doll, pet or livestock garment/costume, or any other **similar** item.
10. **Sewn Fashion Accessory** – sewn hat, scarf, bag/string-pack/purse/backpack/hip pack, wallet, or textile-based jewelry, or any other **similar** sewn fashion accessory.
11. **Knitted/Crocheted Fashion Accessory** – knitted/crocheted hat, scarf, bag, wallet, string-pack, or textile-based jewelry, or any other **similar** knitted/crocheted fashion accessory. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 2 Mastery Sheet: crochet and/or knitting.

***See Class 23 All Grades: Apparel Design Project Portfolio**

Level 3 (grades 7 – 8)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the ADC Level 3 project work. Some classes have specific Level 3 skills/techniques which must be incorporated into the exhibit.

12. **Blouse/Shirt with sleeves and closure** – Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: buttons and buttonhole, fasteners, sleeves, zipper. No jackets, coats or vests.
13. **Lined or Unlined Bottom with zipper and pockets** - Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: interfacing/underlining, lining, pockets, zippers. Pocket style must be one described on the skill sheet.
14. **Lined or Unlined Two-piece garment** – coordinating top and bottom, jacket/vest with bottom/dress, PJ's, uniform, costume, or any other **similar** two-piece coordinate. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: buttons and buttonhole, fasteners, interfacing/underlining, lining, pockets, sleeves, zipper.
15. **Sewn Fashion Accessory** – with closure/fastener and seams. Example: hat/earmuffs, wallet, bag/purse/backpack, costume accessory (such as: gloves, apron, bustier), textile based jewelry, or any **similar** sewn accessory. See specific skills/techniques listed under the following headings Level 3 Mastery: buttons and buttonholes, fasteners, seams, and seam finish which may apply.
16. **Fashion Garment or Accessory** – created by knitted/crocheted/tatted/felting or similar technique. No accessory is to be constructed from commercial/purchased fabric – woven, knit, felt, etc. Knitted or crocheted exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: crochet and/or knitting.

17. **Redesigned Original Apparel/Fashion Garment** – with before and after (garment being worn) pictures and a written description of the design and construction process/steps the member undertook and reason(s) for “redesign.” See Frugal Fashion Instruction Sheet and other OK Instruction Sheet and other OK Recycle and Redesign resources.

***See Class 23 All Grades: Apparel Design Project Portfolio**

Level 4 (grades 9 – 12)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the ADC Level 4 project work. Some classes have specific Level 4 skills/techniques which must be incorporated into the exhibit.

18. **One-piece lined or unlined, garment** – pants, skirt, coat, jacket dress, jumpsuit, uniform, formal wear, costume, or any other **similar** garment. Exhibit with two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: collar/cuff, buttons and buttonholes, fasteners, hem, interfacing/under lining/interlining, lining, seam, seam/finish, zipper.
19. **Two-piece lined or unlined ensemble/coordinate** – coat/jacket/vest/shirt/blouse with dress/pants/slacks/skirt/etc., suit, costume, or any other **similar** two-piece coordinate. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: collar/cuff, buttons and buttonholes, fasteners, hem, interfacing, under lining, interlining, lining, seam, seam, finish, and zipper.
20. **Fashion Garment or Accessory** – created knitting/crocheting/tatting/felting, or similar technique. No accessory is to be constructed from commercial/purchased fabric – woven, knit, felt, etc. Knitted or crocheted exhibit must have two (2) or more of the specific skills, techniques listed under any of the following headings in the Level 4 crochet and/or knitting.
21. **Fashion Accessory or Garment designed for Special Needs** – “Special Needs” being the individual requirements of a person with a mental, emotional, physical disability or disease. **MUST** Include a description of whom it was made for, why the need, any special adaptations per the individuals request and any other pertinent information supporting the finished product. Examples of fashion accessories or garment: apron/tidy-top; garment adaptation; mastectomy pillow; cancer cap/hat; slippers/shoes; wheel chair – coat, gloves, backpack, cell phone caddy; etc. This exhibit is for fashion accessories and garments worn by the person. See IDC class 40 for other special needs item. See Citizenship through Service Learning and Sewing for Special Needs instructions.
22. **Recycling/Upcycling Apparel on a Budget** – Focus is on the skill/technique mastery applied to the recycling/upcycling of a garment with a budget of \$10. Must include an expense sheet for any supplies/garments purchased. In kind or on hand supplies (thread, fabric/trim scraps, buttons, interfacing, etc.) used in the design and construction are also to be listed on the expense sheet. Exhibit must include before and after (garment being worn) pictures and a written description of design and construction process/steps the member undertook. See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.

All Grades – ADC

23. **All Grades: Apparel Design Project portfolio** – A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in ADC and provide a place to show samples of new techniques or knowledge explored in ADC. It is a notebook with three (3) sections: 1) Projects/Products, 2) Sample Technique Pages, and 3) Creative Inspirations and Ideas. See Design Portfolio instructions. All portfolios, regardless of grade, will be judged together.

***See Class 23 All Grades: Apparel Design Project Portfolio**

INTERIOR DESIGN & CONSTRUCTION (IDC)

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

Level 1 (grades 3 – 4)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the IDC Level 1 project work. The following headings on the Mastery Sheet will apply to many of the projects listed: buttons, casing, gathering, hem, seam and seam finish.

24. **Home Accent Kitchen:** apron, food caddy/warmer, appliance cover, message center/board, simple curtains, table cloth, simple table runner, hand/dish towel, potholders, hot pad, lunch bag (1) placemat, (2) napkins, or any other **similar** item for the kitchen. All exhibits should illustrate some skill mastery of hand or machine sewing techniques.
25. **Simple Storage Bag without zipper:** laundry, jewelry, cosmetic/toiletry/shaving/pencil, book/electronic cover, or any other similar bag for home/school/office/shop/vehicle/exercise/hobby/barn/etc. No fashion accessory type bags.
26. **Home Accent Storage:** bucket caddy, hanging storage unit, under-bed storage, basket liners, storage box, locker storage, scrapbook cover, or any other **similar** item. No bags.
27. **Seasonal décor sewn from fabric** – table runner, one (1) placement with napkin, wall hanging, yard flag, banner, windsock, centerpiece, decoration, or any other similar item, sewn by hand or machine stitching. **This class is not intended for full size quilts, blankets which do not fit “seasonal décor”.**

***See Class 40 All Grades: Special “Needs” Accessory**

***See Class 41 All Grades: Seasonal Décor non fabric**

***See Class 42 All Grades: Interior Design Project Portfolio**

Level 2 (grades 5 – 6)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the IDC Level 2 project work. The following headings on the Mastery Sheet will apply to many of the projects listed: buttons and buttonhole, casing, crochet, darts, facing, fasteners, gathering, hem, interfacing, knitting, pleats, seam, seam finish, and zipper.

28. **Home Accent Bedroom:** Examples: two pillow cases, two (2) coordinating pillows, pair of curtains (NO commercially produced lines), or any combination of two (2) coordinating pieces (i.e. blanket, quilt with binding, lamp shade, lap desk, rug-latched/woven/braded/ etc., painted floor cloth, any other item) for the bedroom. No fashion accessory type bags.
29. **Storage Bag with some type of closure other than drawstring** – laundry, jewelry, cosmetic/toiletry/shaving/pencil, gym/tool/equipment/sewing bag. Book/electronic/computer cover, garment bag or any other **similar** bag for home/school/office/shop/vehicle/exercise/hobby/barn/etc.
30. **Home Accent Storage:** bucket caddy, hanging storage unit, under-bed storage, basket liners, storage box, scrapbook cover, or any other **similar** item.
31. **Seasonal Décor sewn from fabric** – table runner, two (2) placements with napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other **similar** item, sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit “seasonal décor.”

***See Class 40 All Grades: Special “Needs” Accessory**

***See Class 41 All Grades: Seasonal Décor non fabric**

***See Class 42 All Grades: Interior Design Project Portfolio**

Level 3 (grades 7 – 8)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills/techniques required for the IDC Level 3 required for the IDC level 3 project work. The following headings on the Mastery Sheet will apply to many of the projects listed: Applique, buttons and buttonholes, crochet, darts, facing, fasteners, hem, interfacing, underlining, knitting, lining, pleats, pockets, seam, seam finish, staystitching, trim(s), top stitching and zipper.

32. **Home Accent Living/Family room** – any combination of **two-piece coordinates** for the living/family room (slipcovers, lined or unlined curtains/drapes/shades, pillows, lap throw/lap quilt, remote caddy, ottoman, lamp shade, fireplace mantel scarf, doily, or any other **similar** item). No full-size quilts, full size quilts would be exhibited in classes 55 or 56.

33. **Recycled/Upcycled Furniture** – painted, stained, refinished, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle or repurposed a piece of furniture. Purchasing an unfinished piece of furniture does not qualify as recycling or repurposing. MUST include before and after (furniture displayed, showing how it was designed to fit a room’s décor) photos, a description of the process – inspiration/ design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. Recycle and Redesign instruction sheet.
34. **Seasonal Décor sewn from fabric** – table runner, two (2) placemats with napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other **similar** item, sewn by hand or machine stitching. This class is not intended for full size quilts/ blankets which do not fit “seasonal décor.”
35. **Design Story Board** – For an “Ultimate/Ideal” Room. Include color scheme, wall treatment, floor treatment, floor plan, etc. Exhibit will consist of a multimedia presentation, notebook or story board (matte or foam core board 20” x 15”) with above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangement, drawings, narration, cost comparison of supplies, arrangements and budget/cost, etc. for project. See Storyboard instruction sheet.
- *See Class 40 All Grades: Special “Needs” Accessory
 - *See Class 41 All Grades: Seasonal Décor non fabric
 - *See Class 42 All Grades: Interior Design Project Portfolio

Level 4 (grades 9 – 12)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the IDC Level 4 categories. The following headings on the Mastery Sheet will apply to many of the projects listed: Applique, buttons and buttonhole, bias tape, couture technique/historic technique, crochet, fasteners, hem, interfacing/underlining, knitting, lining, mitered corners, pocket, seam, seam finish, staystitching, trim(s) and zipper.

36. **Home Accent Outdoors/Patio/Camping** – any combination of a two-piece coordinate (picnic/bbq accessories, patio furniture cushions/covers, shades, one (1) placemat with napkin (this is a “set” and does not count as a two-piece coordinate), utensil/condiment caddy, insulated carrier, picnic blanket, outdoor sling chair, hammock, sleeping bag, or any other **similar** item not stated for outdoors/patio/camping.
37. **Design Story Board** – For an “Ultimate/Ideal” Room. Include color scheme, wall treatment, floor treatment, floor plan, etc. Exhibit will consist of a multimedia presentation, notebook or story board (matte or foam core board 20” x 15”) with above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangement, drawings, narration, cost comparison of supplies, arrangements and budget/cost, etc. for project. See Storyboard instruction sheet.
38. **Recycled/Upcycled Furniture** – painted, stained, refinished, decoupage, tiled and/or upholstered furniture, or any other appropriate technique not stated. MUST include before and after (furniture displayed, showing how it was designed to fit a room’s décor) photos, a description of the process who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycle and Redesign instruction sheet.
39. **Seasonal décor sewn from fabric** – table runner, two (2) placements with napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other **similar** item, sewn by hand or machine stitching. **This class is not intended for full size quilts/blankets which do not fit “seasonal décor.”**
- *See Class 40 All Grades: Special “Needs” Accessory
 - *See Class 41 All Grades: Seasonal Décor non fabric
 - *See Class 42 All Grades: Interior Design Project Portfolio

All grades - IDC

40. **Functional Home Accessory design for a Special “Needs”** – “Special Needs” being the individual requirements of a person with a mental, emotional, physical disability or disease. MUST include a description of who it was made for, why the need, any special adaptations per the individuals request and any other pertinent information supporting the finished product. (Examples of housing accessories for special needs: sensory swing/activity station; fidget quilt/blanket/mat; bedding/pillows/lap blanket; weighted/pressure/gravity blanket; bed/chair/walker caddy; bath or kitchen accessory; bedrail; storage; etc.) See Citizenship through Service Learning and Sewing for Special Needs instructions.
41. **Seasonal Décor non fabric/textile** – Wall hanging, centerpiece, decoration, or any other **similar** item not stated. Exhibit is not to be constructed primarily from fabric or any textile based product. It can have some textiles (i.e. lace, ribbon, buttons, etc.).
42. **Interior Design Project portfolio** – A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in IDC, and provide a place to show samples of new techniques or knowledge explored in IDC. It is a notebook with three (3) sections – 1) Projects/Products, 2) Sample Technique Pages and 3) Creative Inspirations and Ideas. See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.

HOBBIES/TEXTILE DESIGN AND CONSTRUCTION (HTDC)

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

Level 1 & 2 (grades 3 – 6)

Be sure to review section 4306 general instructions. Project must have at least two (2) of the skills required for the HTDC Level 1 project work. See sample technique cards for some of the HTDC techniques.

43. **Simple Sewn Stuffed animal, doll or puppet** – with both hand and machine stitching techniques. Focused on showing technique mastery/what was learned constructing the finished product.
44. **Decorative Textile Technique** – Skill technique(s) being mastered/learned – screen printing, transfer printing, fabric pens, tie dye, batik, stenciling, block printing or a **similar** method applied to a textile foundation such as a piece of clothing (shirt/apron/accessory/etc.), home décor (wall-hanging/picture/pillow/rug/pillowcase/etc.) purchased or sewn by the exhibitor. Any skill technique listed in classes 45-48 are not to be exhibited in this class. Focus is on the 1) mastery of one or more decorative textile technique, 2) creativity, and 3) mastery of the use of the elements and principles of design.
45. **Textile Fabric Creation** – skill technique(s) being mastered/learned – weaving (beading or textile), latch-hook, braiding, macramé, knitting, crochet, felting, basket weaving or a combination of one of these techniques to create a textile. “Textile” defined as any woven, looped or felted thread or fiber. Textile is to be constructed into a finished end product no larger than 16” x 16” or an equal surface area (examples of equal surface area: knitted scarf 6” x 42” or a macramé plant hanger 8” x 32”). Knitted or crocheted exhibits refer to Level 1 & 2 Mastery Sheets for specific skills/techniques. Focus is on 1) the mastery of one or more textile technique(s) used to produce a textile which is incorporated into an end product, 2) creativity and 3) master of the use of the elements and principles of design. Examples – toys/game (rug for doll house, doll, ball, etc.), home décor (doily, table scarf, pillow, coaster, wall hanging, plant hanger, small basket, linen - dish cloth, scrub, towel, pillow cover, etc.), clothing/fashion accessory (hat, scarf, purse/bag, jewelry, etc.) or **similar** small item. Any skill technique listed in classes 44, 46-49 are not to be exhibited in this class.
46. **Needle Art by Hand** – Skill technique(s) being mastered/learned - hand embroidery, counted cross-stitch, needlepoint, crewel embroidery, needle punch or smocking applied to towel, pillowcase, garment, home accessory. Pictures must be framed. Base/foundation for needle art can be purchased or sewn by the exhibitor. Focus is on 1) the mastery of one or more

“hand” needle art technique(s), 2) creativity, and 3) master of the use of the elements and principles of design.

47. **Needle Art by Machine – Simple** machine embroidery, cross stitch/decorative stitches, or applique applied to small decorative items, home accessories, towel, pillowcase, garment, picture, flag, banner, windsock, etc. Base/foundation for needle art can be purchased or sewn by the exhibitor. Focused on 1) the mastery of machine created needle art techniques, 2) creativity, and 3) master of the use of the elements and principles of design. **NO full size quilts.**
48. **Machine Pieced or Appliqued Item** - Skill technique(s) being mastered/learned is machine piecing and/or applique in the creation of a “textile/fabric” and then incorporated into an end product. Finished product no larger than 16” x 16” or an equal surface area (examples of equal surface area: fireplace mantel scarf 6” x 42”). Focus is on 1) the mastery of one or more “machine pieced or appliqued technique(s)”, 2) creativity, and 3) master of the use of the elements and principles of design. Examples might include: picture or wall art, pillow, bag, doll quilt, flag, banner, windsock, etc. **NO full size quilts.**
49. **Repurposed Textile Creation** – Item made from repurposed textile material/product which can be worn/carried or used in the home. MUST include before and after (a picture being worn or displayed, showing how it was designed to fit room décor) photos, a description of the process – inspiration/ design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. *Focused on 1) appropriate use of repurposed textile, 2) quality of end product, 3) creativity, and 4) application of the elements and principles of design.* Attach See Recycle and Redesign instruction sheet.

***See Class 58 All Grades: Hobbies and Textiles Design Project Portfolio**

***See Class 59 All Grades: Quilts of Valor Community Service**

Level 3 & 4 (grades 7 – 12)

Be sure to review section 4306 general instructions. Project must have at least four (4) of the skills required for the HTDC Level 3 & 4 project work. See sample technique cards for some techniques in HTDC.

50. **Stuffed animal, doll or puppet** – with a minimum of two (2) hand and two (2) machine sewing techniques (i.e. embroidered/appliqued/textile painted facial features, hair constructed from yarn/floss/fur, movable parts (arm, mouth, legs, etc.) use of fake fur, or any other **similar** combination of techniques showing mastery of skill/technique applied to the finished product.
51. **Decorative Textile Technique** – Design and construction of an apparel/fashion accessory or home décor item from fabric created using two (2) or more decorative textile techniques described in class 44. Any skill technique listed in classes 52-57 are not to be exhibited in this class. Focus is on the 1) mastery of technique, 2) the creative and appropriate blending of two or more decorative textile techniques, 3) fabric/trim fittingly showcased in a finished product, and 4) master of the use of the elements and principles of design.
52. **Textile Fabric Creation** – Design and construction of an original “fabric/trim” using at least two (2) techniques described in class 45. No size limit. Additional techniques might include but are not limited to hand spinning, cotton linter, and tatting. Additional example: shawl, afghan, stool, socks, etc. Fabric and/or trim must be made into a finished product. Knitted or crocheted exhibits refer to Level 3 & 4 Mastery Sheets for specific skills/techniques. Focus is on 1) the mastery of two or more textile technique(s) used to produce a fabric/trim, 2) creative and appropriate use of “fabric/trim” in finished product, and 3) master of the use of the elements and principles of design. Any skill technique listed in classes 51, 53-57 are not to be exhibited in this class.
53. **Needle Art by Hand** – Two (2) of the following skill technique(s) being mastered/learned and applied to clothing (shirt/apron/jacket/accessory/etc.) or home/school/office décor (wall-hanging/picture/pillow/rug/pillowcase/quilt/blanket/banner, etc.) by “hand.”- Techniques include but not limited to embroidery (floss, yarn (crewel) or ribbon), cross-stitch, needlepoint, needle punch, smocking, Trapunto quilting, hand quilting, or similar techniques.

Base/foundation for needle art can be purchased or sewn by the exhibitor. Focus is on 1) the mastery of two or more “hand” needle art technique(s), 2) creativity, and 3) a mastery of the use of the elements and principles of design. This class is not to be exhibited as class 55 or 56.

54. **Needle Art by Machine** – Two (2) or more of these techniques – original free motion embroidery/thread painting, “modified” commercial/software based embroidery design (must describe modification(s) on skill mastery sheet), Trapunto quilting, quilting, applique, or other advanced needle art technique(s) applied to clothing (shirt/apron/jacket/ accessory/etc.) or home/school/office décor (wall-hanging/picture/pillow/rug/pillowcase/ quilt/blanket/banner, etc.) by “machine.” Base/foundation for needle art can be purchased or sewn by the exhibitor. Focus is on 1) the mastery of two or more “machine” created needle art techniques, 2) creativity, and 3) a mastery of the use of the elements and principles of design. This class is not intended for pieced quilts which do not fit the criteria described. A pieced quilt would be exhibited as class 55 and 56.
55. **Hand Pieced and/or Hand Appliquéd Item finished with Hand quilting** – Piecing and/or applique and quilting **MUST** have been done by hand, not by machine. Examples might include picture or wall art, pillow, bag, doll quilt, table runner, lap robe, etc. Focus is on 1) the mastery of “hand work,” 2) creativity and 3) the mastery of the use of the elements and principles of design.
56. **Machine Pieced and/or Machine Appliquéd Item finished with Machine quilting** – Quilting must be done by the exhibitor. Examples might include picture or wall art, pillow, bag, doll quilt, lap robe, table runner, etc. Focus is on 1) the mastery of one or more “machine pieced or appliquéd technique(s),” 2) creativity, and 3) mastery of the use of the elements and principles of design.
57. **Repurposed Textile Creation** – Item made from **repurposed textile** material/product which can be worn, used in the home, at school, in the office, on the job, car/boat/vehicle, etc. or any similar item not stated. **MUST** include before and after (a picture being worn or displayed, showing how it was designed to fit room décor) photos, a description of the process - inspiration/ design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. *Focused on 1) appropriate selection of textile, 2) appropriate construction techniques for end use, 3) creativity, and 4) the use of the elements and principles of design.* See Recycle and Redesign instruction sheet.

*See Class 58 All Grades: Hobbies and Textiles Design Project Portfolio

*See Class 59 All Grades: Quilts of Valor Community Service

All Grades - HTDC

58. **Hobbies and Textiles Design Project Portfolio** - A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in HTDC and provide a place to show samples of new techniques or knowledge explored in HTDC. It is a notebook with three (3) sections – 1) Projects/Products, 2) Sample Technique Pages and 3) Creative Inspirations and Ideas. See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.
59. **Quilts of Valor Community Services** – Group or individually constructed quilt, constructed for the express purpose of being presented to a Veteran as part of the Quilts of Valor program. When available, attach the presentation, script used in the Awards Ceremony or a copy of the report submitted to Quilts of Valor (<https://www.qovf.org/take-action/report-a-quilt-of-valor-award/>). Pictures of the presentation welcome. Be sure to have the veteran’s approval to use their picture for display.

Babysitting/Childcare (Division 4307)

- A county may enter one (1) exhibit in each class. Individual 4-H member can enter one exhibit per class in appropriate grade group.



- Please reference the Oklahoma 4-H Military Partnership guide for Babysitting, updated in 2020. <https://4-hmilitarypartnerships.org/resources/educator-resources/youth-babysitting> for more information.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed, or as space allows.
 - Ribbons will be awarded to the top 10.
 - First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 - Junior (grades 3 – 7)
 01. **Baby book:** Any practical size, minimum of five (5) pages covering at least 9 to 10 months of development. Includes photographs, drawings mementos and comments on developmental milestones. Must be clear the 4-H'er has contributed child development information to book. Baby books prepared earlier by parents may not be entered unless the 4-H'er reworks the information. Handwriting should be the youth preparing the exhibit not an adult (see unit 1, page 13). Do not confuse with class 05 children's book.
 02. **Puzzles help children learn** – any size. Two (2) puzzles developmentally appropriate for children at two (2) distinct age and ability levels. Each puzzle must have its own storage container. Puzzles must be sturdy and covered so they can be cleaned with damp cloth. Describe the child each puzzle would be appropriate for by giving the child's age, interest and ability. Puzzles should be suitable for either boys or girls. Do not indicate that a puzzle is for boys or girls only. (See unit 1, page 13). Commercially made puzzles are not eligible.
 03. **Childcare poster** - must be 14"x22", and permanently signed and dated on the back prior to lamination. Judging committee may mark or punch if not marked. Text of poster should be visible for at least 10 feet away. Choose one (1) of these topics to develop poster: behavior and guidance, include pictures and fact about child development (see unit one, pages 14-15, no. 706); safety risks and procedures, include common safety risks that a babysitter needs to be aware of and procedures to address the safety issue (see unit 1, pages 4-7, no. 575; unit 2, pages 16-17, 28-29; and 4-H army child & youth services babysitting student guide pages 25-44; ages and stages of development (page 10, no. 575; and 4-H army child & youth services babysitting student guide, pages 49-50).
 04. **Basic first aid kit** - create a basic first aid kit from scratch that includes the basic supplies to take care of small accidents such as: bumps, scrapes, stings and sprains. Include an emergency contact list that includes but is not limited to: emergency numbers for police, fire department, poison control, veterinarian, etc. Include a supply list and the cost to put the kit together. The kit should be in a container with a lid or zipper closure. Make sure there is a label on the kit that identifies it as a first aid kit. See 4-H army child & youth services babysitting student guide, pages 37-41.
 - Senior (grades 8 – 12)
 05. **Children's book** – written, illustrated and constructed by the 4-H'er. May be written for a specific with text relating to that child or for children of a certain age range. Indicate appropriate age range. Construction paper, computer printout, cloth or poster board may be used. Illustrations may be drawn, photographs, appliques, magazine pictures or reassembled from other books. See books for children, no. 707. Do not confuse with class 01 baby book.
 06. **Surprise Suitcase** – Fill suitcase with homemade or store-bought items for children you babysit. Could include: books, puzzles, games, play dough, balls and costumes. Indicate the appropriate age of the child to use each item. Include records of how children have responded to the materials. Package in suitcase that can be taken to the home. See child care kit, no. 722. May include commercial puzzles. Contents need to be in a suitcase or a container with a lid.
 07. **Create a game** – create a board game or card game to teach a specific topic to a child. Examples might include, but are not limited to: hygiene practices, exercise and fitness, and safety etc. Game boards must be 14"x22" and must be permanently signed and dated on the



06. Three (3) rolled sugar-type cookies – no gingerbread recipes

Level 4 (grades 9 – 12)

07. One (1) half loaf or portion of breads from another culture. Include a one (1)-page story on how this bread fits into that culture and its nutritional contribution.

08. One (1) half of one 8" layer un-iced shorten type cake - no angel food or chiffon

Food Preservation Exhibits

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

Level 2 (grades 3 – 5)

09. One (1) pint or half (½) pint jar of jam or jelly processed in boiling water canner

10. Two (2) pieces of fruit leather

11. One (1) pint or half (½) pint of salsa/picante sauce

Level 3 (grades 6 – 8)

12. One (1) pint jar cucumber pickles or vegetable relish

13. One (1) pint or quart of any single canned fruit - not pickled

14. Half (½) cup of a single dried fruit sealed in a plastic sandwich/freezer bag

Level 4 (grades 9 – 12)

15. One (1) pint or quart jar pressure canned vegetables - no tomatoes or pickles

16. One (1) pint or quart jar of plain canned tomatoes

FOOD SCIENCE & NUTRITION POSTER & EDUCATIONAL DISPLAYS

Posters and educational displays must be permanently signed and dated on the back prior to lamination. Judging committee may mark or punch if not marked. Text of posters and displays should be readable from at least 10 feet away. Posters size is 14"x22" and educational displays should be no larger than 3'x4' (depth x width) and self-standing.

Diversity Exhibits

Level 2 (grades 3 – 5)

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

Level 3 & 4 – (grades 6 – 12)

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

Nutrition Exhibits

Level 2 (grades 3 – 5)

19. Educational poster based on recipe modification for healthful eating

Level 3 (grades 6 – 8)

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

Level 4 (grades 9 – 12)

21. Educational display based on a recipe modification to include:

Original recipe and what modifications were made, benefits of the modifications.

How did the modifications impact the above factors?

What were other people's responses to the modifications?

Food or Kitchen Safety Exhibits

Level 2 (grades 3 – 5)

22. Educational poster based on food or kitchen safety.

Level 3 (grades 6 – 8)

23. Educational poster based on protein food safety

Level 4 (grades 9 – 12)

24. Educational poster based on outdoor cookery or grilling

Other Exhibits

Level 2 (grades 3 – 5)

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

Level 3 (grades 6 – 8)



07. **Scrapbook** – four (4) to six (6) pages - pages are counted just like pages of a book, not plastic sleeves. Scrapbooks should center on a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc

Intermediate Level (grades 6 – 8)

08. **Problem Solving poster** – Picture Perfect YOUth intermediate manual: Solutions for Problem-Solving, page 16
09. **Media Messages** – Picture Perfect YOUth intermediate manual: The People in our Lives, page 46
10. **Leadership Banner Poster** – Picture Perfect YOUth intermediate manual: Modeling Leadership, page 58
11. **My thumbprint of Character Poster** – Picture Perfect YOUth intermediate manual: I.D. Good Character, page 79
12. **Cyber Space Safety Board Game** – Picture Perfect YOUth intermediate manual: Cyber Space: Keep It Safe, page 89
13. **Heritage Scrapbook** – Required activities: My Family Tree, Picture This, My Heredity Profile, This is Me, My Day in History, Letter Writing: A Lost Art, Favorite Family Recipe, Hello, My Name is.. Optional activities: Cultural Museums of Oklahoma, Digital Scavenger Hunt, Can I Interview You?
14. **Scrapbook** – Eight (8) to 10 pages - pages counted just like pages of a book, not plastic sleeves. Scrapbooks should center on a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc.

Advanced level (grades 9 – 12)

15. **Goal Setting Collage Poster** – Picture Perfect YOUth advanced manual: Be SMART About Goals, page 15
16. **The Who, What, Why and How of an Interview Creative Writing Poster** – Picture Perfect YOUth advanced manual: Communicating Well with Others, page 34
17. **Teambuilding Game Display** - Picture Perfect YOUth advanced manual: Teamwork: Towering to Success, page 53
18. **My BEST Marketable Skills display** – Picture Perfect YOUth advanced manual: Making Your Mark!, page 73
19. **Vehicle Emergency Kit** – Picture Perfect YOUth advanced manual: Destination: Safe, page 81
20. **Heritage Scrapbook** – required activities: My Family Tree, Picture This, My Heredity Profile, This is Me, My Day in History, Letter Writing: A Lost Art, Favorite Family Recipe, Hello. My Name is..., My Family Genogram, My Life Timeline, Cultural History Exploration, Family Holidays. optional activities: My Family Poem, Digital Scavenger Hunt, Can I Interview You?
21. **Scrapbook** - 12 to 16 pages - pages counted just like pages of a book, not plastic sleeves. Scrapbooks should center on a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc

Postmark (Division 4310)

- This exhibit consists of postmarks, not stamps. Exhibits may be illustrated. All postmarks must be mounted on either 8½"x11" note paper or photo album page of any color in a binder. All entries are limited to 30 pages for the collection, plus an additional page for the collection objective. Plastic cover pages are acceptable to protect the mounts. Any class may be illustrated.
- Judging criteria: appearance and neatness, readability, material relates to chosen topic, and a brief written description telling purpose or objective of your collection.
- **NOTE:** Metered postage marks must not be used in non-metered class exhibits and non-metered postmarks in metered classes.
- Collections from a commercial source are not eligible for exhibit (i.e.: through a postal society membership). At least one-third of the postmarks in any collection must have been added during the current project year.



- All entries must be clearly marked on the front cover or inside the front cover with the member's name and county.
- 4-H'ers may enter one exhibit per class in their grade group.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed.
 - Ribbons will be awarded to the top 10 in each class.
 - First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 - Beginning level (grades 3 – 5)
 - 01. Postmark for 10 post offices in home county or surrounding area
 - 02. 30 Oklahoma postmarks
 - 03. 20 topical, any category
 - 04. 25 metered postage marks
 - Intermediate level (grades 6 – 8)
 - 05. 30 hand cancelled
 - 06. 10 to 30 postmarks that tell a story
 - 07. 30 or more different slogans
 - 08. 30 topical, any category
 - 09. 30 metered postage marks
 - Advanced level (grades 9 – 12)
 - 10. 100 or more hand cancelled postmarks
 - 11. 30 to 75 postmarks that tell a story
 - 12. 50 or more different slogans
 - 13. 50 or more topical, any category
 - 14. 50 metered postage marks

SCIENCE AND TECHNOLOGY DIVISION

Electric Exhibit (Division 4311)

- All exhibits must illustrate applications and utilize electrical energy. The exhibit must have been constructed by the exhibitor during the year exhibited and must meet electrical safety standards. All exhibits, except lamps will be judged on electrical wiring and connections, electrical components, usefulness of exhibit, working condition, complexity and design, appearance, originality, workmanship, and safety. Lamps will be judged as described for each class.
- A 4-H member can have only one (1) exhibit in each class.
- Exhibits should be permanently signed and dated on the bottom or in an inconspicuous location. If not marked judges may mark or punch.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed.
 - Ribbons will be awarded to the top 10 in each class.
 - First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 - 01. **Electric Projects** (grades 3 – 7) – Entries include - electromagnets, motors, buzzers and direct current circuit boards.
 - 02. **Kit Lamps/Kit Construction** (all grades) – Electrical wiring and connections, light source and suitability, as a reading lamp will be judged. Lamps can be floor, desk or wall models.
 - 03. **Original Lamps** (all grades) – Originality, workmanship, electrical wiring and connections, light source, and suitability, as a reading lamp will be judged. Lamps can be floor, desk or wall models (no kits).



06. Poster on any other topic pertaining to model rocketry project (Examples: history of rocketry, NASA rockets, commercial rockets, recent rocket launches, purpose of rockets, rocket designs, etc.)

Seniors (grades 8 – 12)

07. Poster or display showing the parts of a model rocket, with an explanation of the purpose of each part
08. Poster or display explaining the function of the model rocket engine
09. Poster or display showing one or more points from model rocketry safety code
10. Model rocket made from a kit that is safe and functional for flight (These rockets include water rockets, air power rockets, or any rocket built without a commercial kit.)
11. Model rocket designed and built by exhibitor that is safe and functional for flight (Examples: history of rocketry, NASA rockets, commercial rockets, recent rocket launches, purpose of rockets, rocket designs, etc.)

Wood Science and Industrial Arts (Division 4313)

- The wood science exhibits should demonstrate a project experience that emphasizes the development of woodworking skills, such as: sawing, sanding, planning, alignment of joints, neat use of fasteners (nails, screws, etc.), and careful application of finishes. Judging will focus on the evidence of these skills.
- These exhibits will consist of articles made by 4-H Club members the past year. The project is not limited to current project idea sheets. It must be proportional, functional and include the same techniques as the listed classes.
- Miscellaneous and refinished class items should be similar in size to the exhibits in the classes listed for the grade division. 4-H members can enter one (1) exhibit per class and are restricted to exhibits designed for his or her grade group.
- Wood science exhibits should be permanently signed and dated in an inconspicuous location. If not marked judge may mark.

- **Awards/Premiums:**

Only first thru fifth place will be displayed.

Ribbons will be awarded to the top 10 in each class.

First place: \$7

Second place: \$5

Third place: \$3

- **Classes:**

Wood Science (Junior – grades 3 – 7; Senior – 8 – 12)

01. Jr. Woodcarving Article
02. Sr. Woodcarving Article
03. Jr. Woodcraft: Original Design
04. Sr. Woodcraft: Original Design

Beginning level (grades 3 – 5)

05. Wall mounted rack for hot pads, ties, paper towels or other wall mounted item
06. Puzzle or game
07. Spice, what-not or other small shelves
08. Bookends
09. Miscellaneous

Intermediate level (grades 6 – 8)

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

Advanced (grades 9 – 12)

14. Gun, curio or display cabinet, with doors



- **Classes:**

- Junior Division (grades 3 – 7)

An explanation card must be attached to and/or included in each exhibit listed below describing the subject and what is being illustrated.

01. Archery Safety: any related item made
02. All Other Discipline Safety: any related item made
03. Archery: any related item made
04. Air Pistol: any related item made
05. Air Rifle: any related item made
06. .22 Rifle: any related item made
07. Shotgun: any related item made
08. Hunting & Wildlife: any related item made, including: tanned hides, dried and mounted wings, cleaned skulls or other wildlife parts preserved by the 4-H member. Full taxidermy-style mounts will not be accepted, due to limited space.

- Senior Division (grades 8 – 12)

An explanation card must be attached to and/or included in each exhibit listed below describing the subject and what is being illustrated.

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

Entomology Insect Exhibit (Division 4315)

- The exhibits in entomology are planned to build on prior educational experience.
- A 4-H member may enter only one insect collection. All insects must be mounted on standard insect pins which can be purchased from the State 4-H Office. Each insect should be identified by its common name, using the correct spelling. A typed master list indicating the scientific order and common name of each specimen should accompany the display. The master list document is located at <https://4h.okstate.edu/events/okc-tulsa-state-fair/site-files/docs/insect-collection-master-list.pdf>.
- Exhibit collections for classes 01 thru 05 are allowed a maximum of five (5) foreign and/or out-of-state collected insects.
- Exhibits in class 01 (Frist Year) must be displayed in the folding insect storage box which can be purchased in bulk at <http://www.bioquip.com/search/DispProduct.asp?pid=1012AM> or individually from the State 4-H office and covered with plastic wrap.
- Exhibits in classes 02 thru 05 must be in insect display boxes measuring 19"x16.5"x3". This is the size of a Cornell University drawer. Boxes can be purchased at <http://www.bioquip.com/search/DispProduct.asp?pid=1012AM> or made using the pattern available at <https://4h.okstate.edu/events/okc-tulsa-state-fair/site-files/docs/entomology-exhibit-display-box.pdf>. Boxes that are not this size will be DISQUALIFIED. At least one-third of the specimens in any collection must have been collected during the current project year building upon your previous collections.
- For more information, instructions and judging criteria, please see State 4-H Website.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed.



Ribbons will be awarded to the top 10 in each class.

Class 01 – 05: First place: \$7 Second place: \$5 Third place: \$3

• **Classes:**

- 01. **First year:** The exhibit shall consist of 25 adult insects, representing at least five (5) orders, which are displayed in folding insect storage box 9"x13"x2.5". This box can be purchased in bulk at, <http://www.bioquip.com/search/DispProduct.asp?pid=1002F> or individually from the State 4-H Office. Cover with plastic wrap
- 02. **Second year:** The exhibit shall consist of 40 adult insects, representing eight (8) orders which are displayed in the insect display box as indicated above.
- 03. **Third year:** The exhibit shall consist of 50 adult insects, representing 10 orders which are displayed in the insect display box as indicated above.
- 04. **Fourth year** - The exhibit shall consist of 75 adult insects, representing 12 orders, which are displayed in the insect display box as indicated above.
- 05. **Fifth year & beyond:** The exhibit shall consist of 100 adult insects, representing 14 orders which are displayed in the insect display box as indicated above. There is no limit on the number of years this class may be entered, if exhibit has additions or major modifications. At least one-third of the specimens in any collection must have been collected during the current project year building upon your previous collections.
- 06. **Self-Determined Entomology Exhibit:** Designed to allow exhibitors to prepare educational Entomology exhibits. Exhibits should be educational, neat and attractive and easy to understand. A one-page written report explaining the nature or purpose of the project must accompany the exhibit. a) Careers in Entomology; b) Biodiversity-the roles insects play in the ecosystem; c) Invasive species; d) Integrated Pest Management.

4-H Honey Exhibit

- Only one (1) exhibit allowed in each class per individual.
- Honey should be placed in colorless, one-pint honey jars or standard, colorless one-pint fruit jars, such as: Kerr, Ball, Mason, etc. Other types of jars will be rejected. Jar covers should be new, if possible, and be screwed on tightly to prevent leakage. There should be ¼" - ½" air space below the lid.
- Honey should be clear and free from foreign particles.
- Comb honey should be perfectly capped, free from stains, bee-bread and finger prints. Edges should be clean-cut, not ragged. One (1) piece only in each jar, as wide as the jar mouth will permit and 3.5-4" inches in length.
- Labels should be neat and plainly written or printed and include: Name, Club, Type of Honey, and Month and Year Collected.
- **Awards/Premiums:**
Ribbons will be awarded to top 10 in each class.
First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
07. **Comb Honey**, one-pint jar
08. **Extracted Honey**, one-pint jar

Forestry (Division 4316)

- A member may enter one (1) exhibit per class but is restricted to only those exhibits designed for his or her grade group.
- Forestry boards and exhibits **MUST** be signed and dated on the back by the exhibitor.
- Two (2) holes, 1/2" diameter and 1" from the top should be drilled in the wood board to facilitate displaying the exhibit.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed.
 - Ribbons will be awarded to the top 10 in each class.
 - First place: \$7 Second place: \$5 Third place: \$3



- **Classes:**

- **Tree Leaf Exhibit**

Exhibits in classes 01 – 03 must conform to all requirements, including labeling & display requirements, outlined in 4-H fact sheet no. 236, Collecting and Exhibiting Tree Leaves, (revised 9/2007) <https://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/collecting-and-exhibiting-tree-leaves.pdf>

01. Grades 3 – 5: Collection of 10 leaves from trees native to Oklahoma - no introduced species. One (1) specimen must be from a native evergreen - pine or juniper. Include a twig & buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on a 22"x28" board.
02. Grades 6 – 8: Collection of 15 leaf specimens, representing at least three (3) of the five (5) basic leaf types, from trees native to Oklahoma - no introduced species. Two (2) specimens must be from native awl or scale-leaf evergreen - pine or juniper. Non-native species are acceptable only if they have been introduced for planting windbreaks and shelterbelts. Include a twig with buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on 28"x44" board. Two (2) 28"x22" boards hinged in the middle are more portable.
03. Grades 9 – 12: Collection of 20 leaf specimens, representing four (4) of the five (5) basic leaf types, from trees native to Oklahoma. Three (3) specimens must be from needle, scale or awl-leaf evergreens. Species of pine not native to Oklahoma are acceptable if they have been introduced for planting windbreaks and shelterbelts. The palmate leaf sample must come from a native Oklahoma species.

- **Wood Sample Exhibit**

*Wood sample exhibits should conform to instructions outlined by grade group in Oklahoma 4-H fact sheet no. 238, Wood Sample Exhibits, **ALL MEMBERS SHOULD USE THE GUIDELINES FOR CLASS II EXHIBITS** (revised 2/2007) <http://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/wood-sample-exhibits.pdf>*

04. All Grades – The exhibit shall consist of eight (8) wood samples four (4) hardwoods and four (4) softwoods, mounted on plywood ¼"x22"x20" (thick x width x height).

- **Self-Determined Exhibit**

Note: Open to 4-H members of all grades. Exhibit suggestions are listed in 4-H Members guide, 4-H Forestry Self-Determined Exhibits, no. 239, (revised 3/2005)

<https://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/forestry-self-determined-project.pdf>. This exhibit shall consist of a poster, model, or any one of a great number of other creative efforts by the club member which relates to the science and technology of forestry or is otherwise directly related to forestry. If display not to exceed 36"x36" (depth x width) or poster not to exceed 14"x22"

05. Self-determined exhibit, grades 3 – 7
06. Self-determined exhibit, grades 8 – 12

- **Geology (Division 4317)**

- Any eligible 4-H member may participate in collecting, identifying and preparing a rock-mineral-fossil exhibit. An individual 4-H member can enter one exhibit per class.
- Rock-mineral-fossil exhibitors should securely display their specimens in a box no larger than 24" x 24". Box can be wood, plastic or cardboard but have a method of covering the rocks, minerals and fossils.
- Each sample should be mounted or in a compartment and labeled in a neat, orderly manner. Labels should include common name, date, location found and mineral use. At least one-third of the specimens in any collection must have been added during the current project year.

- **Awards/Premiums:**

Ribbons will be awarded to the top 10 in each class.

First place: \$7

Second place: \$5

Third place: \$3

- **Classes:**



01. **15 different unpolished rocks**, minerals or fossils collected from Oklahoma
02. **30 different unpolished rocks**, minerals or fossils, including specimens of sedimentary, igneous and metamorphic
03. **Self-Determined exhibit** – Educational exhibit depicting some phase of geology, testing of minerals, polished rocks, etc. Display should not exceed 24"x24"

Energy/Petroleum Exhibits

Posters must be on 14"x22" poster board. Each must be signed and dated on the back in permanent marker prior to laminating. Judging committee may mark or punch if not marked. Text of posters and displays should be readable from at least 10ft away. Displays should be self-standing and not bigger than 3'x4' (width x depth) when sides are extended.

Junior Division (grades 3 – 5)

04. **Poster on well-site safety**
05. **Energy/Petroleum Display** - Subject of the display should be petroleum products, different types of energy, how they work or different careers in energy.
06. **Energy/Petroleum Science Experimental Display** - Science fair type. 4-H members are encouraged to: a) use their 4-H projects as the basis for their scientific research and discovery; b) use the scientific method to gain an understanding of how things work and the variables that affect them; c) take an open and creative approach to problem solving; d) learn that a successful outcome is based not on personal opinion but on scientific fact; e) use written and visual communication skills.

Intermediate Division (grades 6 – 8)

07. **Photograph Exhibit** – over a state park or geological region (not limited to Oklahoma). Four (4) photos mounted on 14"x14" poster board with detailed explanations and information.
08. **Poster on Water Mineral Issue** - Subject of poster should be one of the following: a) What water hardness and mineral testing can determine; b) Secondary recovery methods; c) Dangers of lead in the water.
09. **Energy or Petroleum Science Experimental Display** - Science fair type. 4-H members are encouraged to: a) use their 4-H projects as the basis for their scientific research and discovery; b) use the scientific method to gain an understanding of how things work and the variables that affect them; c) take an open and creative approach to problem solving; d) learn that a successful outcome is based not on personal opinion but on scientific fact; e) use written and visual communication skills.

Senior Division (grades 9 – 12)

10. **Poster of a press release** – collected about the energy information and your interpretation; possibly the Energy Index or other Topic.
11. **Energy or Petroleum Display** – Subject of the display should be areas of the Oklahoma Energy Index; different drilling techniques and how they work; or careers in the energy industry.
12. **Energy or Petroleum Science Experimental Display** (Science-Fair type) - 4-H members are encouraged to: a) use their 4-H projects as the basis for their scientific research and discovery; b) use the scientific method to gain an understanding of how things work and the variables that affect them; c) take an open and creative approach to problem solving; d) learn that a successful outcome is based not on personal opinion but on scientific fact; e) use written and visual communication skills.

Wildlife Projects (Division 4318)

- Only one (1) exhibit will be allowed in each class per individual in their respective grade category.
- All exhibits will be judged on the basis of instructions and standards explained in the 4-H Wildlife Project Exhibit Preparation Guidelines, no. 720 revised 12/2006. This, and other publications listed below, are available at the County Extension Office or <https://4h.okstate.edu/projects/environmental-science/index.html>.

- Self-Determined Exhibits: To encourage members to develop their own learning projects. A self-determined exhibit class is included in each category. For ideas and guidelines for, please see 4-H Wildlife Self-Determined Projects, no. 721 “**4-H Wildlife Self Determined Projects**” revised 12/2006 and 4-H NREM 624, Creating a Wildlife Resource Map. Text of posters should be readable at least 10 feet away.
- Include references for information. At least one (1) reference must be from a source other than the internet.
- All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines or the internet, it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (*) or a number, if more than one (1), and name the actual source at the end or bottom of the paper, poster or educational display following an asterisk or the corresponding number in text.
- No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications or the internet without permission from the original creator. If the 4-H'er applies for, and is granted, permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk or number. If an item that is not protected is used its source must be cited and referenced by using an asterisk or number, and the source information placed at the end of the paper, poster or educational display, following an asterisk or corresponding number.
- All posters, resource maps and displays must be permanently signed and dated on the back. If not marked, the judging committee may mark or punch. Text of posters or educational displays should be readable from at least 10 feet away. All exhibits on boards must have hangers. Eye screws and wire preferred. No saw-toothed hangers.
- **Awards/Premiums:**
 - Only first thru fifth place will be displayed.
 - Ribbons will be awarded to the top 10 in each class.
 - First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**

Oklahoma Wildlife

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

Junior (grades 3 – 7)

01. A collection of 15 different kinds of plants, trees or shrubs, known to provide food or cover for wildlife. Mounted on food and cover cards, or seed board, with 15 different kinds of seeds eaten by wildlife (see 4-H lit. no.720 revised 12/2006). No more than four (4) varieties may be cultivated crops. All of the specimens must have been collected during the current project year. For each plant or seed included list one (1) wildlife species that use that plant or seed (on the cover card or board). All plant species must be native to Oklahoma except that up to four (4) of the plants/seeds may be from cultivated crops.
02. Scrapbook of Oklahoma Wildlife: Cutouts, pictures or drawings of at least five (5) mammals, five (5) birds and five (5) reptiles/amphibians. Provide the common name and what habitat they can be found in. Common names should be specific (i.e. black rat snake, pygmy rattlesnake, etc.)
03. Exhibit of eight (8) wild animal/bird tracks commonly found in Oklahoma. POSITIVE plaster casts should be mounted on masonite or plywood, not to exceed 12"x24". Label each track with kind of animal/bird, county track was found in, habitat was found in and date the track was cast. See 4-H Lit. #473 Animal Tracks for more instructions and details.
04. Self-Determined Exhibit: Posters must be 14"x22", displays must not exceed 3'x4'. Possible examples include but are not limited to: a display dealing with methods of identification of waterfowl, a poster on wildlife or environmental careers (see 4-H lit., no. 721, Self-Determined 4-H Wildlife and Fisheries Project Ideas, for additional examples).



Senior (grades 8 – 12)

05. a) A collection of 30 plants known to furnish food or cover for wildlife, mounted on food and cover cards, or b) a seed board with 30 plant seeds known to furnish food or cover for wildlife. No more than six (6) varieties may be cultivated crops. At least half of the specimens must have been collected during the current project year. For each plant or seed include three (3) wildlife species that use that plant/seed (on the cover card or board). Species names must be used for both plants and wildlife in addition to the common name. All species must be native to Oklahoma, except up to six (6) may be from cultivated crops.
06. Evaluation of an Oklahoma habitat: includes: a general description of the habitat plant and animal species - species names must be used for plants/wildlife, in addition to the common names - that occur within the habitat, a range map showing the habitat's distribution within Oklahoma and threats to that habitat. Examples include: playa lakes, tallgrass prairie, cross-timbers and shortgrass prairie.
07. Self-Determined Exhibit: Posters must be 14" x 22", and displays must not exceed 3' x 4'. Examples include but are not limited to: description of a Wildlife Management Area detailing area, location, habitat, management and wildlife population trends, if known; or a poster with an emphasis on the lifecycle, status, range map and habitat of an Oklahoman threatened/ endangered species. Species names must be use for plants/wildlife, in addition to common names (see 4-H lit., no. 721, Self-Determined 4-H Wildlife and Fisheries Project Ideas, for additional examples).

4-H Fisheries

Junior (grades 3 – 7)

08. Display board showing the steps in tying two (2) kinds of fishing knot used in tying lines or leaders. Use cord instead of fishing line. Mount on board suitable for hanging, not to exceed 12"x12".
09. Notebook describing habits and appearance of five (5) fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.
10. Display of five (5) member assembled lures, together with the materials from which they were assembled, mounted on a board not to exceed 12"x16". Lures may be spinners, jigs, flies, plugs or a combination of these. May be entirely homemade or assembled from purchased supplies.
11. Self-Determined Fish Project: Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters. Displays not to exceed 3'x4' with sides extended. Posters must be 14"x22".

Senior (grades 8 – 12)

12. Notebook describing habits and appearance of 10 fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.
13. Display of five (5) fishing flies tied by the exhibitor. The material and shape of the exhibit will be exhibitor's choice but cannot exceed 12"x12". Attach a report to the board with the following information about each fly: type of fly, type of fish it is used to catch, habitat conditions it is used in and the cost to purchase/make.
14. Display of five (5) fishing lures. Lures may be any type commonly used in sport fishing. The material and shape of the exhibit board will be exhibitor's choice but cannot exceed 12"x12". Attach a report to the board with the following about each lure: type of lure, type of fish it is used to catch, habitat conditions it is used in and cost to purchase/make.
15. **Self-Determined Fish Project** – Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters. Displays not to exceed 3'x4' (width x depth) with sides extended. Posters must be 14"x22".



4-H Bird

- *The following OK 4-H online publications are excellent resources, along with those listed in exhibit text for learning more about birds and birding: 4-H NREM 620, “Bird Watching – A Beginning”; 4-H NREM 621, “Using Binoculars”; and 4-H NEREM 622, “I Think It Is A...” No. 622 contains a list of additional resources. These and other publications listed below are available at the County Extension Office or <https://4h.okstate.edu/projects/environmental-science/index.html>.*

Junior (grades 3 – 7)

16. Display of a home constructed bird feeder (may be from a kit): must include a 3"x5" index card tacked to the feeder with the following information: what species was it constructed for, and the habitat/site location, including height, it would be placed in. The display should be functional and not decorative.
17. Display of a single unit birdhouse, home constructed (may be from a kit): must include a 3"x5" index card tacked to the house with the following information: 1) what bird species the house was constructed for and 2) what habitat & site location, including height, the house will be placed in. The display should be functional and not decorative.
18. Notebook of 15 pictures, drawings or photos of birds seen and identified by the member and labeled with common name of each.
19. Self-Determined Poster: Poster must be 14"x22". See “Self Determined 4-H Wildlife & Fisheries Project Ideas” Oklahoma 4-H publication no. 721, revised 12/2006 for ideas. See 4-H Wildlife & Fisheries Project Lit. No. 720 “Exhibit Preparation Guidelines Leaders/Members Guide, revised 12/2006, for guidelines.
20. Observation report for bird feeder used during the previous year, including a photo of feeder at the location used (see Oklahoma 4-H lit., no. 723, online under Wildlife & Fisheries. May use a constructed or purchased feeder.
21. Observation report for bird house used during previous year, including a photo of the house at location used (see Oklahoma 4-H lit., no. 724, online under Wildlife & Fisheries. May use a constructed or purchased birdhouse.

Senior (grades 8 – 12)

22. Bird Habitat Improvement Exhibit: Notebook of pictures or drawings explaining how the exhibitor is developing or improving a bird habitat. This exhibit may be added to or continued from year to year as habitat improvements are implemented.
23. Notebook of bird, feeder or nest/house observation records for more than the current year. Include a picture of house/feeder at the location used with analysis of comparisons in observations for years observed (Observation reports are on OK Lit. Online under Wildlife Fisheries, “Birds and Nest Observation” no. 772; “Bird Feeding Station” no. 723; and “Bird Observation” no. 724).
24. Self-Determined Bird Project: If poster must be 14"x22". If display must not exceed 3'x4'. For ideas, see Oklahoma 4-H pub., no. 721, Self-Determined 4-H Wildlife and Fisheries Project Ideas, and for guidelines, see 4-H Wildlife Project lit., no. 720, Exhibit Preparation Guidelines Leaders/Members Guide.

4-H Wildflower Study

- At least one-third of the specimens must have been collected during the current project year. For information on pressing plants, see 4-H publication no. 237 (revised 04/2004), Leaf Pressing and Collecting Hints, to prepare plants for collections and exhibits. Posters should be hand generated and not downloaded from the internet or computer. Download the Wildflower Card (Oklahoma 4-H Lit no.718) at, <https://4h.okstate.edu/projects/environmental-science/index.html>. Print the form on cardstock or heavy paper and hole punch.

Junior (grades 3 – 7)

25. Collection of eighteen (18) Oklahoma wildflowers properly pressed and mounted on wildflower cards. Label with common name flower family and tell location and date collected. Display in a notebook.
26. Drawing or diagram showing parts of a wildflower blossom, not to exceed 8.5"x11".

- caption explaining what is shown. Overall, the poster should tell what you think is helping or harming the water, or the plants and animals that live there. Changes should be shown over time for projects after the first year. The poster title should include: name of water body, if applicable, and the town or county where it is located.
03. **Water Critters** (grades 3 – 7): Display a collection of pond, lake or stream critters (invertebrates only – no animals with backbones e.g. fish or frogs) preserved in one (1) to three (3) baby food jars with rubbing alcohol as described in Lit. no. 21, Aquatic Organism. Securely attach a completed Critter ID bookmark (see Lit. no. 29, Stream and Lake Critter Identification) to the jar using tape and a string around the jar neck. Do not include more than one (1) of each critter type. Collect only critters found on or in the water, not adult flies. Write a short paragraph telling about the value of water critters - read and summarize in your own words Lit. no. 21 or related materials. Optional: include one (1) single-sided page of labeled photos or drawings of the site/ collecting activity.
 04. **Where Does My Water Come From** Poster (grades 3 – 7): Poster must be 14"x22" showing/ describing the source of your water (lake, aquifer, private well) and/or what is done to it (water treatment plant, in-home filtration system) before it gets to your home. For ideas, see Lit. no. 19, Water Quality of Streams.
 05. **Natural Resources of My County** Poster (grades 3 – 7): Poster must be 14"x22" with photos showing a mixture of local natural resources like prairies, forests, scenic views, water bodies, agriculture, wildlife or similar things. Each photo must have a caption naming the resource. Overall, the poster should convince the reader that your county is a great place to live. Poster title should be at least 1" tall and include the country name.
 06. **Recycled Item** (grades 3 – 7): useable item made from trash other than craft type item. Original ideas and useful items will rank higher. Attach 3"x5" card listing all materials used.
 07. **Aquatic Habitat** Poster (grades 3 – 7): Poster must be 14"x22" with photos showing a stream, lake or pond you have visited. Photos should illustrate distinct habitats such as shoreline vegetation; undercut banks, rocky shores, riffles, pools or runs. Each photo must have a caption explaining what it shows. For more ideas, see Lit. no. 21, Aquatic Organism. Overall, the poster should comment on things you observed that could be helping or harming the critters or their habitat. Changes should be shown over time for projects after the initial year. The poster title should include water body name, if applicable, and town/county where located.
 08. **Homemade stream or lake sampling equipment** (grades 3 – 7): Display one (1) piece of stream or lake sampling equipment you have made. Write a one (1)-page report explaining its purpose and how to use it. Some possibilities include secchi disks, plankton tows, deep-water samplers and kick nets. For instructions on how to make equipment, see TVA booklet, Homemade Sampling Equipment. Optional: Include one (1) single-sided page of labeled photos or drawings showing equipment in use.
 09. **What is a Watershed?** Poster (grades 8 – 12): Must be 14"x22". Describe what watersheds are and how they work. Title must contain the word "watershed". For ideas, see Lit. no. 24, Human Impact on Streams.
 10. **Natural Resources of My County** Poster (grades 8 – 12): Poster must be 14"x22" with your photos showing a mixture of local natural resources like prairies, forests, soils, scenic views, water bodies, agriculture, wildlife or similar things. It is desirable to show people using the resource. Each photo must have a caption naming the resource and explaining how people use and enjoy it. Overall, the poster should convince the reader that your county is a great place to live. Poster title should be at least 1" tall and include the country name.
 11. **Stream, Pond or Lake** Poster (grades 8 – 12): Poster must be 14"x22" with photos showing a stream, pond or lake you have visited. Poster should show things people have done/might do, along the shore or in the watershed that can harm this stream, pond or lake. For ideas, see Lit. nos. 21 and 24. Poster title must include name of water body and town/county where located.



12. **Water Critters** (grades 8 – 12): Display a collection of pond, lake or stream critters (invertebrates only – no animals with backbones e.g. fish or frogs) preserved in baby food jars with rubbing alcohol as described in Lit. no. 21, Aquatic Organism. Collect in only one (1) water body. Separate critters from different habitats into different jars, labeled with habitat name. Do not include more than one (1) of each critter type in each collection jar. Collect only critters found on/in the water, not adult flies. Write a one (1)-page report on three (3) of your critters explaining how they are adapted to their habitat. For ideas, see Lit. no. 21, Aquatic Organism. Use the Bookmark Critter ID rating form instructions (Lit. no. 29) to calculate the water quality rating for your water body and include results in your report.
13. **Homemade stream or lake sampling equipment** (grades 8 – 12): Display one (1) piece of stream or lake sampling equipment that you have made. Write a one (1)-page report explaining its purpose and how to use it. Some possibilities include secchi disks, plankton tows, deep-water samplers, and kick nets. For instructions on how to make equipment, see TVA booklet, Homemade Sampling Equipment. Optional: include one (1) single-sided page of labeled photos or drawings showing equipment in use.
14. **Illegal Dumping** Poster (grades 8 – 12): Poster must be 14"x22". Discourage illegal dumping and explain how illegal dumps can contaminate water or create other problems.
15. **Landfill Display** (grades 8 – 12): Display showing how landfills work. Display must not exceed 3'x4' when sides are extended.
16. **Recycled Item** (grades 8 – 12): useable item made from trash other than craft type item. Original ideas and useful items will rank higher. Attach 3"x5" card listing all materials used.
17. **Group Environmental Project Display** (all grades): This exhibit is to consist of a display and written report of an environmental project carried out by four by four (4) or more 4-H members under the supervision of a 4-H leader. The project may focus on any area of environmental stewardship including recycling, education about a local environmental issue, planting trees or other area of interest. Display must not to exceed 3'x4'. Judging criteria:
 - A brief project description and statement of purpose and objectives
 - Creativity and quality of project
 - A brief summary of project activities, extent to which objectives were achieved, knowledge gained, significance of the project to the environment in the community, and the number of people involved and/or impacted by project
 - Media campaign: include copies of newspaper clippings and other publicity related to the project
 - Photographs may be included
18. **Individual Self-Directed Environmental Stewardship Project** (all grades): educational report, display or exhibit on the efforts of the member to protect or improve the environment in or near his/her community. Projects may include topics such as: protecting water quality, recycling, illegal dumping, household hazardous wastes, reducing soil erosion on farmland, controlling urban runoff or other topics relevant to the community. Project may include: 1) hands-on efforts, such as, controlling erosion by tree planting or use of buffer strips; 2) educational programs conducted in the community, including numbers reached and newspaper clippings, such as, minimizing solid waste; or 3) a combination of hands-on and educational.

PLANTS AND ANIMALS

Crops (Division 4320)

- The exhibitor must grow all crop exhibits during the year exhibited. Only one exhibit allowed in each class per individual.
- Grain may not be returned to the exhibitor except for the following legumes: alfalfa, sweet clover and vetch. Grain and seed exhibits should be brought and exhibited in one (1) gallon clear jars, plastic or glass, with a lid. Alfalfa and small seeded legumes can substitute half-gallon clear jars. Exhibits of



bolls of cotton, ears of corn or heads of grain sorghum should be brought and exhibited in a shallow wooden, plastic or cardboard box of appropriate size for the respective exhibit.

- **Awards/Premiums:**

Ribbons will be awarded to the top 10 in each class.

First place: \$7

Second place: \$5

Third place: \$3

- **Classes:**

- 4-H Cotton Exhibit (20 Open Bolls)

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

- 01. Any Variety

- 4-H Corn Exhibit (10 ears)

- 02. Corn ears

- 4-H Grain sorghum Exhibit (10 heads)

- Exhibit to be trimmed with 2½ Inches of peduncle left on the head.*

- 03. Grain Sorghum

- 4-H Threshed Grain Sorghum Exhibit (15lbs Grain)

- 04. Grain sorghum

- 4-H Canola Exhibit (15lbs Grain)

- 05. Canola

- 4-H Small Grain Exhibit

- All exhibits of wheat must be labeled as to specific variety or name of hybrid. Small grain exhibit shall be approximately one peck. For suggested varieties, see the Oklahoma Cooperative Extension Fact Sheet PSS-2168 Maturity Classification of Wheat Varieties,*

- <https://extension.okstate.edu/fact-sheets/maturity-classification-of-wheat-varieties.html>

- 06. Very Early and Early Maturity Hard Red Wheat Varieties

- 07. Medium Maturity Hard Red Wheat Varieties

- 08. Late and Very Late Maturity Hard Red Wheat Varieties

- 09. Hard White Winter Wheat Varieties

- 10. Any other wheat variety including Hard White Varieties and Soft Red Varieties

- 11. Oats, any variety

- 12. Rye, any variety

- 13. Barley, any variety

- 4-H Legume Seed Exhibit

- 14. Alfalfa (two (2) quarts)

- 15. Other small seeded legumes, such as vetch, sweet clover, etc. (two (2) quarts)

- 16. Soybeans (one (1) peck)

- 17. Other large seeded legumes, such as cowpeas, mung beans, winter peas etc. (one (1) peck)

- 18. Peanuts, any type/variety (one (1) peck)

- Peanut Information Exhibit

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

- 30 points: Completeness of education lesson

- 30 points: Public appeal



40 points: Notebook

- **Awards/Premium:**

Ribbons will be awarded to the top 10 in each class.

Awards will be given to first place in each class.

First place: \$40

Second place: \$30

Third place: \$20

Fourth place: \$10

Fifth place: \$10

19. Junior Division (grades 3 – 7)

20. Senior Division (grades 8 – 12)

- **Crops In Our Lives Poster Exhibit**

- Poster must be 14"x22" and be permanently signed and dated on the back prior to laminating. The judging committee may mark or punch if not marked. Text of posters should be readable from at least 10 feet away.

- **Awards/Premium:**

Ribbons will be awarded to the top 10 in each class.

First place: \$7

Second place: \$5

Third place: \$3

- Choose an agronomic crop and create a poster depicting one (1) of the following topics related to that crop:

a. History (domestication process, global spread via immigrants, etc.)

b. Production

c. Use in different cultures

d. Use in different processed foods

21. Grades 3 – 5

22. Grades 6 – 8

23. Grades 9 – 12

Forage Plants (Division 4321)

- 4-H members may have one (1) exhibit per class. The exhibitor's name, age and county must be on the back of the display board. References for the displays are:
 - Field Guide to Oklahoma Plants, OSU Rangeland Ecology and Management Publication, contact OSU County Extension Office or Natural Resources Conservation Service Office
 - National Range Judging Contest 4-H Manual no. 149
 - A Checklist of Prairie, Shrubland, and Forest Understory Plants of Oklahoma, OSU Fact Sheet F-2872
 - Bobwhite quail Habitat Evaluation and Management Guide, OSU Circular E-904
 - White-tailed Deer Habitat Evaluation and Management Guide, OSU Circular E-979
- Classes are exhibits of ten (10) native or introduced, annual, biennial or perennial plants, mounted on plywood, pegboard or other suitable material approximately 3'x4'. Two (2) holes ½" in diameter and 1" from the top should be drilled in the board to facilitate displaying the exhibit. Exhibitor must sign and date the board on the back.
- Plant specimens must have been collected during the current project year. Single plants or bundles should not exceed 1" in diameter. No plant should extend above or below the display board. Plants must be labeled with the common name. Judges will use references listed above. Label with letters approximately ½" high. Labels may be placed above, below, or across the plants.
- **Awards/Premiums:**

Ribbons will be awarded to the top 10 in each class.

First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 01. Forages with desirable grazing value for cattle
 02. Forages with undesirable grazing value for cattle
 03. Forages with desirable browsing value for wildlife (must list species)
 04. Forages with undesirable browsing value for wildlife (must list species)



Home Gardening (Division 4322)

- Only one (1) exhibit allowed in each class per individual.
- **Awards/Premium:**
 - Ribbons will be awarded to the top 10 in each class.
 - First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 01. Potatoes, yellow, white or russet, 3 specimens
 02. Potatoes, red, 3 specimens
 03. Okra, 6 pods
 04. Onions, yellow, 3 specimens
 05. Onions, white, 3 specimens
 06. Onions, red, 3 specimens
 07. Pumpkin, field type (oblong), one
 08. Pumpkin, jack-o-Lantern (round and flat), one
 09. Squash, winter, acorn, one
 10. Squash, winter, butternut, one
 11. Squash, winter, other
 12. Eggplant, 2 specimens
 13. Squash, summer, zucchini, 2 specimens
 14. Squash, summer, yellow straight neck, 2 specimens
 15. Squash, summer, yellow crook neck, 2 specimens
 16. Squash, summer, patty pan (scallop type), 2 specimens
 17. Sweet Potatoes, (any variety), 3 specimens
 18. Pepper, jalapeno, 5 specimens
 19. Pepper, other hot pepper, 5 specimens
 20. Pepper, sweet bell pepper, 5 specimens
 21. Pepper, banana pepper, 5 specimens
 22. Tomatoes, large type, 5 specimens
 23. Tomatoes, cherry type (1 1/2" or less in diameter), 5 specimens
 24. Watermelon, oblong type, one
 25. Watermelon, round type, one
 26. Watermelon, small icebox, one
 27. Red apples, plate of five
 28. Yellow Apples, plate of five
 29. Pears, plate of five

Home Garden Food Basket

- This exhibit is a quality selection of from five (5) to nine (9) species of mature fruits and/or vegetables from the exhibit list above. Items not listed above can be used but should not be more than one-third of the species utilized. Amounts of fruits and/or vegetables in this exhibit should be such that they can be arranged in a neat and orderly manner and have good eye appeal. There must be enough of each fruit or vegetable for the judge to determine quality.
- The exhibitor must grow all fruits and vegetables exhibited.
- No specimens in this exhibit may be entered in another class. Any combination of fruits and vegetables may be used, with the exception of cantaloupe.
- The exhibit must be in a container, such as a basket or box.
- One-third of the judging will be on how well the exhibit is prepared and presented. Packing such as paper, straw or cloth may be used but the fruits and vegetables should be the main attraction of the exhibit. No artificial plant material or specimens can be utilized as part of the exhibit.
- 30. Junior Division (grades 3 – 7)
- 31. Senior Division (grades 8 – 12)

Giant Pumpkin Contest

Sponsored by Oklahoma Fruit and Vegetable Association (OFVA)



- This exhibit to consist of landscape or environmental beautification project report on a project such as: home grounds, school, community center, church, city or roadside park, highway beautification, clean campaign, etc.
 - A group is to consist of three (3) or more 4-H members under supervision of 4-H leaders.
 - All projects must employ horticulture material for the purpose of conserving natural beauty of an area or improving the aesthetic quality and/or function of an area.
 - Other material such as concrete walks, benches, etc., may be used in addition to the horticulture material. Judging Criteria:
 - a. A brief project description and statement of purpose and objectives.
 - b. Creativity demonstrated and quality of the project:
 - Extent to which plan integrates total needs of area, short- and long-term
 - Functional use and aesthetic considerations of horticultural materials and techniques
 - Operational considerations of expenses encountered, resource personnel contracted and maintenance factors
 - Before and after photographic sequence to illustrate effectiveness of the project.
 - c. A brief summary of project activities, extent to which objectives were achieved, knowledge gained and the particular significance of the project toward the improvement and beautification of your environment.
 - d. Newspaper clippings and other publicity of the project.
06. Group or Club Exhibit

Horticulture (Division 4324)

Terrariums

- Terrarium of plant life. Refer to OSU Fact Sheet No. F-6438 or a similar guideline. No specific size of container, materials, plants or methods.
- Judging criteria: compatibility and arrangement of plants and materials; appropriate potting media; attractiveness and originality; and appropriate size of plants for container.
- Terrariums should feature either woodland or tropical plants, and feature at least three (3) different species of plants. Terrariums must be completely covered at all times.
- Terrariums containing succulents will be disqualified. Succulents belong in dish gardens.
- **Awards/Premiums:**
Ribbons will be awarded to top 10 in each class.
First place: \$7 Second place: \$5 Third place: \$3
- **Classes:**
 01. Grades 3 – 5
 02. Grades 6 – 8
 03. Grades 9 – 12

Dish Gardens

- Dish garden of plant life. Please see OSU Fact Sheet HLA-6451 – <https://extension.okstate.edu/fact-sheets/dish-gardens.html> for more information. Until it comes available refer to <http://www.thegardenhelper.com/dish~gardens.html> or other online or print resources for project ideas and information.
- Judging criteria: compatibility and arrangement of plants, potting media, and container; attractiveness and originality; and appropriate size of plants for container. Dish gardens may feature succulents, carnivorous plants or foliage plants.
- Dish Gardens should be no larger than 15” in diameter, length, width, or height, and weigh no more than 15 lbs. and contain at least 80% living plant material.
- Dish Gardens should feature at least three (3) different species of plants.
- **Awards/Premiums:**
Ribbons will be awarded to top 10 in each class
First place: \$7 Second place: \$5 Third place: \$3



- **Classes:**

- 04. Grades 3 – 5
- 05. Grades 6 – 8
- 06. Grades 9 – 12

- **Residential Landscape Design Drawing**

- Develop a landscape design/drawing for the provided residence. Drawings are to be made directly on the provided base maps. Base maps should be printed on 11"x17". Use provided examples of landscape symbols to draw and/or trace on the base map. Use the provided color rendered landscape drawings for the example of effective designs and color techniques.
Reference: <https://agriculture.okstate.edu/departments-programs/hla/research-extension/youth/landscape-design-fair-entry.html>
- Competition Guidelines:
 - Use white 11" x 17" paper to horizontal exhibit landscape drawings
 - Create a column on the right side of the sheet for a title block, 2" wide from top of drawing to bottom. List the following in ink: scale, symbols of plants, numbers representing trees, shrubs and plants, and how many of each plant were used in the landscape. *Example: 1 – rose (6), 2 – Oak trees (4), 3 – Petunia (3 dozen or 36).*
 - Name, date and county
 - Drawing is top view (plan view)
 - Use the scale provided: 1" = 10'
 - Hand drawings or CAD drawings are accepted
 - Draw plant symbols at the mature plant size
 - Use the plant symbols and the materials symbols provided
 - Drawings must be full color
 - Walkways should be 3' or 5' wide.
 - Patio(s) are required on the back of the house
 - In the drawings, use a line to indicate the planting beds. All small trees, shrubs and perennials should be inside planting bed. Large trees could be found in the lawn or inside planting beds.
- 07. Grades 3 – 5
- 08. Grades 6 – 8
- 09. Grades 9 – 12

- **Horticulture In Our Lives Poster Exhibit**

- Posters must be 14"x22" and be permanently signed and dated on the back prior to laminating. The judging committee may mark or punch if not marked. Text should be readable from at least 10 feet away. Choose a fruit, vegetable, nut, spice, crop or beverage (tea, coffee, chocolate), and create a poster depicting one (1) of the following topics related to that crop:
 - History (domestication process, global spread via immigrants, etc.)
 - Production
 - Use in different cultures
 - Use in different processed foods
- 10. Grades 3 – 5
- 11. Grades 6 – 8
- 12. Grades 9 – 12

- **Models**

- Model cold frame or hoop house: mounted on a piece of painted plywood no larger than 12"x12". Must include an explanation of the purpose of the structure, examples of potential uses, correct orientation in the landscape, and materials necessary in its construction. Explanation should be typed or handwritten on a laminated piece of white paper no larger than 8½"x11", and securely attached to the model.
- 13. Grades 3 – 5
- 14. Grades 6 – 8



15. Grades 9 – 12

Model Vegetable Garden

- Model vegetable garden: mounted on a piece of painted plywood no larger than 12"x12". Must include at least five (5) different vegetables, show appropriate orientation (identify 'north') and appropriate spacing of plants. Must include an explanation of the layout of the garden, the spacing requirements of the selected plants, the dates each chosen vegetable would be planted/harvested and any support structures (trellises, cages, etc.) necessary.
- The explanation should be typed or handwritten on a laminated piece of white paper no larger than 8½"x11" and securely attached to the model. All pieces of the model must be handmade (no store bought fences, mini vegetables, etc.).

16. Grades 3 – 5

17. Grades 6 – 8

18. Grades 9 – 12

Pecan Information Exhibit

- Eligibility: Any 4-H member interested in learning more about pecans and the pecan industry may prepare an exhibit.
- The exhibit shall consist of an educational exhibit that will fit a 3'x4' (wide x deep) area. It must be freestanding with sides attached. A notebook should be included in the display. Each county may have one (1) exhibit in each class.
- The exhibit should provide information about the pecan industry, such as: history, importance to state, health benefits & nutrition, uses, production, processing, storage requirements or other topics pertaining to pecan. The exhibit should increase the public awareness of the importance and impact of the specific sector of the pecan industry. The notebook should include any involvement the exhibitor has had with teaching others, giving talks or demonstrations, preparing pecan foods, planning programs, producing pecans, field trips, etc. The notebook may be typed or handwritten and should include pictures. Judging criteria:
 - Completeness of educational lesson – 30 points
 - Public appeal – 30 points
 - Notebook – 40 points

Awards/Premiums:

Furnished by the Oklahoma Pecan Growers Association.

Ribbons will be awarded to the top 10 in each class.

Premiums: First place: \$40	Second place: \$30	Third place: \$20
Fourth place: \$10	Fifth place: \$10	

Classes:

19. Jr. Division (grades 3 – 7)

20. Sr. Division (grades 8 – 12)

Companion Animals (Division 4325)

- All Companion Animal exhibits should focus on one (1) of the following: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; and service and/or citizenship.
- Companion animal refers to animals used as household pets, (birds, cats, dogs, fish, rabbits, guinea pigs, etc) not livestock or wildlife. In cases of animals (i.e. rabbits, turtles, etc.) that can be represented as a companion or a non-companion animal project, it will be up to the 4-H member to ensure their entry represents companionship.
- The 4-H member's name, grade and county must be included attached to the exhibit. Exhibits deemed inappropriate will not be displayed.
- If you use text, pictures, drawings, artwork or other information not created by you, you must cite the source. See the Copy written material and reference sources section at opening of 4-H Division.
- Award/Premiums:

First place: \$7	Second place: \$5	Third place: \$3
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- Classes:

Companion Animal Poster:

Illustrating one (1) of the following: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. Posters must be 14"x22". For display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be permanently signed and dated on the back. If not marked the judging committee may mark or punch. Posters may be horizontal or vertical. Text of poster should be readable from at least 10 feet away.

01. Junior (grades 3 – 7)
02. Senior (grades 8 – 12)

Companion Animal Display:

Illustrating one (1) of the following: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. Space for the booth is 3'x4' (deep x width) with sides extended for display. Back can be 4" high. Display must be freestanding. Models, photographs, posters or other means for display may be used. An individual or group from a county may prepare display. The exhibit must prominently display a 4-H clover or mention 4-H.

03. Junior (grades 3 - 7)
04. Senior (grades 8 – 12)

Companion Animal Photo Story Board:

Illustrating one (1) of the following: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. Storyboard should contain four (4) to six (6) photos attached to the surface of either a white or colored piece of foam core, poster or mat board no larger than 14"x22". Each photo should contain a caption. Judging criteria will emphasize content first and photocomposition second. Photos are to be taken by the exhibitor.

05. Junior (grades 3 – 7)
06. Senior (grades 8 – 12)

Companion Animal Single Photo Entry:

Illustrating one (1) of the following: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. Prints must be no smaller than 3.5"x5" and no larger than 5"x7". Digital photos may not be manipulated or altered except for color and contrast adjustments, and red eye reduction. Prints must be securely attached to the surface of a poster board or mat board. No double matting, use of multiple layers or more than one (1) color. The entire print must be seen and cannot be masked in any way. Boards must be no larger than 10"x10". Captions are optional, but not required. Photos are to be taken by the exhibitor.

07. Junior (grades 3 – 7)
08. Senior (grades 8 – 12)

Me and My Pet Journal:

A 3-ring binder, 3" or smaller, showing activities you and your pet have been doing this past year. Emphasis should be given to: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. It may include, but is not limited to: training notes, photos of you and your pet working on a new trick, newspaper clippings of you and your pet participating in service projects, breeding records, animal health records, and much more. Members are encouraged to keep multiple years in their journal, but the previous years' work should be clearly labeled as such. Judging emphasis will be placed on the current year's work.

09. ALL GRADES

Other Companion Animal Item:

Exhibit must have a 3"x5" notecard describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to: animal health and/or nutrition; good husbandry and/or grooming; training and/or showing; or service and/or citizenship. Posters, photos, displays and journals are not allowed in this category. Exhibit size limited to 4'x4'x4' due to space limitations.

10. Junior (grades 3 – 7)
11. Senior (grades 8 – 12)

OTHER CONTESTS

Livestock Judging (Division 4326)

Sponsored by Oklahoma Farm Bureau, in cooperation with the Oklahoma State Fair

Thursday, September 16, 2021

- To receive complimentary gate admission, counties or chapters **must fill out a Wufoo survey offered in the link below. This must be completed and submitted no later than Tuesday, September 7, 2021. This link is only for the Livestock Judging Contest.** You may call the livestock office, 405-948-6707, if you have any questions.
- Link for Wufoo survey: [Livestock Judging Contest Admission Form](#)
- Registration takes place in Barn 3 starting at 9 a.m.
- The entry fee is \$5 per person, or \$20 per team.
- Contest takes place in Barn 8 starting at 10 a.m.
- The contest will consist of judging market beef, sheep, swine and/or breeding classes. Each contestant will answer at least one (1) set of questions in a class - 10 questions each worth 5 points - and no oral reasons will be given.
- Junior Teams: 3rd – 7th grades & Senior Teams: 8th – 12th grades.
- Contestants should bring their social security numbers and pencils.
- **ARRIVAL/PARKING**
 - If you have provided the names of the contestants, etc. as requested above, you will be emailed a temporary Gate 8 passenger vehicle access pass, between September 9 – September 12. Print this pass and show the attendant in the area indicated by the blue circle. This will allow you complimentary parking for arrival between 7 – 10 a.m. Thursday, September 17. Parking NOT available after 10 a.m.
 - Enter OKC Fairgrounds via Black Gold Drive, off of Portland Avenue on the west side, or via Geronimo Drive off of W. Reno Avenue on the south side of OKC Fairgrounds. Do not attempt to enter Gate 7 if you are not also transporting animals; continue north on Geronimo Drive.
 - If you have not provided any names by the deadline noted above or do not have the passenger vehicle access pass, you should be prepared to pay for parking.
 - **If you are arriving with animals/trailers**, obtain the appropriate credentials from the Livestock Show office and park in the Trailer Parking lot south of Gate 7 after unloading. Trailers/animals are not allowed in any other parking lot at OKC Fairgrounds.
- **ADMISSION THROUGH GATE 8:**
 - After parking in the Gate 8 parking lot to the north of the barns, walk to Gate 8 where a list will be located containing the names of eligible contestants, teachers, leaders or ag instructors.
 - Complimentary Gate admission through Gate 8 will be allowed if contestants, instructors, teachers and/or leaders are on the list and arrive between the hours of 7:00 a.m. – 10:00 a.m.
- **Awards/Premiums:**
 - Ribbons will be awarded to the top 10 in each class.
 - The High Individual and High Team Members of each division will be presented a jacket and plaque. Plaques will also be awarded to the second and third place individuals and first thru third place teams.
 - Premium:



	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Individuals	\$10	\$5	\$5	\$4	\$4	\$4	\$3	\$3	\$3	\$3
Teams	\$25	\$20	\$15	\$12	\$10	\$10	\$10	\$8	\$8	\$8

- **Classes**

01. Senior Individuals 02. Senior Teams 03. Junior Individuals 04. Teams

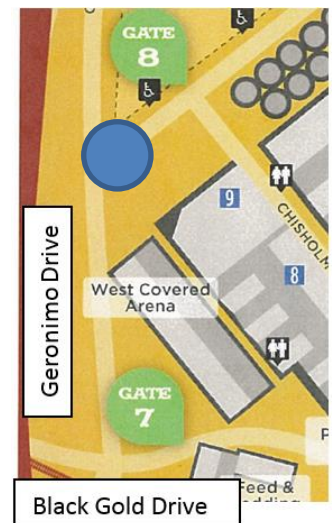
Dairy Judging Contest (Division 4327)

Sponsored by Oklahoma State Fair

Superintendent: Alan Jennings

Monday, September 20, 2021

- **NEW for 2021:** To receive complimentary gate admission, counties or chapters **must fill out a Wufoo survey offered in the link below. This must be completed and submitted no later than Tuesday, September 7, 2021. This link is only for the Dairy Judging Contest.** You may call the livestock office, 405-948-6707, if you have any questions.
- Link for Wufoo survey: [Dairy Judging Contest Admission Form](#)
- Registration starts in Barn 3 at 9 a.m.
- There is no entry fee for this contest.
- Contest takes place in Barn 3 at 10 a.m.
- The contest will consist of judging multiple Dairy Heifer and Cow classes.
- Contestants should bring their own pencils and paper.
- The contest will have NO reasons.
- **Late Entries** will be accepted the day of the contest; however, the coaches and team members will be responsible for their own gate admission and parking.
- Team eligibility: There will be no limitations on the number of teams from a chapter.
- 4-H Eligibility: Competition is for 8 years old and in the third grade through age 19 as of September 1. A team will consist of three (3) and not more than four (4) 4-H members from the same county or Extension unit.
- **ARRIVAL/PARKING**
 - If you have filled out the Wufoo survey, as requested above, you will be emailed a temporary Gate 8 passenger vehicle access pass, which will be emailed to you between September 9 – September 12. Print this pass and give to the attendant in the area indicated by the blue circle. This will allow complimentary parking for arrival between 7:30 – 10 a.m.
 - Enter OKC Fairgrounds via Black Gold Drive, off Portland Avenue on the west side, or via Geronimo Drive off of W. Reno Avenue on the south side of OKC Fairgrounds. Do not attempt to enter Gate 7 if you are not also transporting animals; continue north on Geronimo Drive.
 - If you have not filled out the appropriate form by the deadline noted above or do not have the passenger vehicle access pass, you should be prepared to pay for parking.
 - **If you are arriving with animals/trailers**, obtain the appropriate credentials from the Livestock Show office and park in the Trailer Parking lot south of Gate 7 after unloading. Trailers/animals are NOT allowed in any other parking lot at OKC Fairgrounds.
- **ADMISSION THROUGH GATE 8:**
 - After parking in the Gate 8 parking lot to the north of the barns, walk to Gate 8 where a list will be located containing the names of eligible contestants, teachers, leaders or ag instructors who have sent information as noted above.
 - Complimentary Gate admission through Gate 8 will be allowed if contestants, instructors, teachers and/or leaders are on the list and arrive between the hours of 7 – 10 a.m.
- **Awards:**
 - Ribbons will be awarded to the top 10 in each class.
 - Student with the highest score will receive an award.
 - Teams: 1st place team members will each be presented an award; 2nd and 3rd place teams will receive an award.
 - Individuals: 1st thru 3rd place will receive an award.
- **Classes:**
 - 01. Teams
 - 02. Individuals





Cupcake Wars (Division 4328)

Saturday, September 25, 2021

Superintendents: Cathleen Taylor and Lynda Latta

- Entries deadline: August 31, 2021. For entry information, contact: Cathleen Taylor, State 4-H Office, at Cathleen.taylor@okstate.edu or 405-744-8888.
- Registration forms can be found at: <https://4h.okstate.edu/events/okc-tulsa-state-fair/index.html>
- All team members must be bona fide members of 4-H. 4-H members and agents should plan membership registration accordingly. Teams will be assigned a check-in time one (1) week prior to the contest; it will be sent to extension educators and posted on the State 4-H website.
- There will be an eight (8) team minimum for the contest to take place.
- Teams will be made up of two (2) to three (3) members. Limited to the first 30 teams.
- **Rules of Play:**
 - Each team will display three (3) cupcakes. Each team will bring “naked” cupcakes. The cupcakes should have no frosting and be in the paper wrappers only. Each team will bring the frosting mixed in bowls. The frosting should not be tinted prior to contest. Teams will tint and place in frosting bags, if needed, at the contest. Frosting can be either store bought or homemade. If store bought, they can be either white or chocolate frosting.
 - If teams are using fondant, they can use either purchased or homemade. Teams are allowed to purchase tinted/colored fondant to use or may tint fondant off-site. Teams are allowed to use purchased edible decorating items. Only edible items can be used on the cupcakes.
- Teams will report to Oklahoma Expo Hall (OEH) for check in.
- Classes: *(There will be no move-ups to make teams. Counties are limited to three (3) teams.*
 - 01. Junior division: grades 3 – 5
 - 02. Intermediate division: grades 6 – 8
 - 03. Senior division: grades 9 – 12

Edible Fruit/Vegetable Sculpting/Arrangements (Division 4329)

Sunday, September 26, 2021

Superintendents: Cathleen Taylor and Lynda Latta

- Entries deadline: August 31, 2021. For entry information, contact: Cathleen Taylor, State 4-H Office, at Cathleen.taylor@okstate.edu or 405-744-8888.
- Registration forms can be found at: <https://4h.okstate.edu/events/okc-tulsa-state-fair/index.html>
- All team members must be bona fide members of 4-H and enrolled in Oklahoma 4-H. 4-H members and agents should plan membership registration accordingly. Teams will be assigned a check-in time one (1) week prior to the contest; it will be sent to extension educators and posted on the NW district 4-H website.
- There will be an eight (8) team minimum for the contest to take place.
- Teams will be made up of two (2) to three (3) members. Limited to the first 30 teams.
- **Rules of Play:**
 - Only fruit and vegetables are allowed in the arrangements.
 - Tooth picks or non-edible items can be used to hold arrangements together.
 - Teams will provide their own food for preparation. No electricity will be available. It is required that you bring gloves, trash bags, paper towels, and first aid kits.
- Teams will report to Oklahoma Expo Hall (OEH) for check in.
- Classes: *(There will be no move ups to make teams. Counties are limited to three (3) teams.*
 - Junior division (age 8 & over): Grades 3 - 5
 - Intermediate division: Grades 6 - 8
 - Senior division (age 18 & under): Grades 9 -12