

BARRY COUNTY 4-H NON-LIVESTOCK GUIDELINES



MICHIGAN STATE
UNIVERSITY | **Extension**

Adopted by the Non-Livestock Committee 2/4/99.
Revised 2015

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Non-Livestock Judging Guidelines

1. This division is open to all boys and girls who are enrolled in Barry County 4-H and FFA Clubs during the current year, as well as any other youth meeting the guidelines and deadlines.
2. Judges or fair officials can disqualify any exhibit which does not meet all the rules in these guidelines and the fair book.
3. Exhibits in this division must have been made or finished by the youth exhibitor during the current project year (Sept 1 to fair of current year).
4. A member may exhibit one entry per class unless specified and receive one award per entry.
5. A member must continually develop their skills in all projects. Each year a more difficult project in any certain area is to be undertaken. Skill level must increase each year.
6. Exhibitor's projects must reflect their own individuality; make your project unique to you. If a craft or project is done as a club make sure they are not all the same
7. All judging will take into account member's age, maturity and years of participation in each particular project.
8. If an exhibitor is unable to be present, a Non-Livestock project worksheet must accompany each project to be judged. This will allow the judge to accurately grade entries. If the judge has questions that are not answered on this worksheet it may result in the award being dropped a level. *See attached worksheet on page # 8.
9. All exhibits must be properly labeled and ticketed with complete information (exhibitors name, number, address, age and number of years enrolled in project).
10. "A" will be awarded to those who do above average work, "B" to those who do good work, and "C" to those who do fair work. The judge reserves the right to award no ribbon to sub-standard projects.
11. There will be "Outstanding and Best In Show" ribbons awarded for projects of excellence, however, if none are worthy, the awards need not be given.
12. A **short term** craft is defined as a project that can be finished in one time period of less than two hours. It must be entered in the short term craft class and there must be 5 different items attractively displayed.
13. **Appearance:** Do the colors blend well together? Is it neatly done?
Cleanliness: Is the project clean and neat?
Choice of materials: Are they a good choice for this project?
Use of materials: Does the 4-H'er know the different types of materials and their use?
Use of the project: Is the 4-H'er going to use the project, as a gift, or in their own home?
Finishing: Is the project completed and ready to use?

4-H Booth Evaluation Form

4-H Club booths will be judged on the following criteria, and the evaluation form left in the booth. This was adopted by the Non-Livestock Committee 4/15/99 and revised 2/21/00.

- ***The Non-Livestock Committee Anticipates and Recommends that 4-H members will be involved in the 4-H Club Booth design, construction and set up. Also see 4-H Club Booth sections in the fair book.***
- Each Booth must to contain the following; ***the 4-H club needs to be identified, members identified, leaders identified, 4-H projects offered by the club need to be identified. The Booth Theme needs to be identified; either the yearly Theme (decided on by the Non-Livestock Committee) or a Theme of the clubs choosing.***

50% Theme & Identification

4-H Story (does it give the public a good idea of what 4-H is) . . .

Yearly Theme or a Theme . . .

Club ID (can you tell who the members & leaders are and the 4-H Projects the club does) . . .

30% Creativity

Use of Space . . .

Signs & Print (readability) . . .

Decorations . . .

10% Stopping Power

Does it make you want to stop & look . . .

4-H NON-LIVESTOCK SHOWMANSHIP

IS YOUR PROJECT REALLY FINISHED?

- Garments and fabrics need to be pressed with an iron.
- Pictures and artwork need to be framed or matted with a secure method to hang on wall.
- Rough edges, strings, and threads need to be trimmed. Pencil marks need to be erased or washed away.
- Excess glue, paint, runs, and drips need to be removed.
- All projects need a hanger or stand to display them in the booth.
- Exhibit (green) tag must be FIRMLY ATTACHED, and complete.

IS YOUR PROJECT CORRECTLY DONE?

- Did you follow your leaders' instructions?
- Have you checked for project guidelines at the extension office?
- Do you meet all requirements listed in the fair book?
- Did you enter your project in the appropriate class, and correct age group?
- Is your entry tag complete?

ARE YOU READY FOR SHOW?

DRESS FOR SUCCESS

- Choose "dress clothes" or professional style clothes. Overly bright colors and trendy styles distract the attention away from your project, which needs to be the focus.
- Be clean and neat: no holes, stains, or sloppy clothes. Shirts are best if tucked in, and belt adds distinction. Sturdy shoes add stability, especially if you are nervous.

MOCK JUDGING

- Practice talking about your project. Know the process in order, and be able to tell you your project was completed.
- Practice good posture, and eye contact. A judge wants to see pride in your efforts.

WHAT MAKES MY PROJECT OUTSTANDING?

- Special props or a unique demonstration can be impressive.
- What will make my project Best of Show?

GOOD SPORTSMANSHIP.

- Be courteous when waiting in line, you will appreciate the courtesy of others when it is your turn. The judge will remember your conduct when evaluating your project, especially for extra awards.
- Be patient, some lines will be long or move slowly. Show your other projects first, or talk to the Clerk/Superintendent if you need special consideration.
- Every judge has their own opinion, and may not like what last year's judge suggested. Take the opportunity to learn a new style. Respect the judge's decision, in spite of your disappointment.



Non-Livestock Judging Day Absentee Form

This form must accompany your project if for some reason you are unable to attend Non-Livestock Judging Day in person. Please remember the judge has the option of marking your project down a grade if he has questions and you are not there to answer them and your project may not be eligible for Best of Show. This paper is a tool to help the judge evaluate your project.

NAME: _____

YEARS IN PROJECT _____ YEARS IN 4-H _____

#1 If you are unable to present for judging, please state why:

#2 Write an essay about your project. Include everything you want the judge to know.

Needlework Quick and Easy Sewing

Quick and Easy Sewing Guidelines

Quick and Easy Sewing Categories in the fair book:

1-2 hours for completion

2-5 hours for completion (not a garment)

Items that do not fit into creative sewing go into this area. All items entered must have been constructed since the previous year's fair. Items can and should be used before fair; however, for judging and displaying they should be neat, clean and well pressed, being shown to the judge on a hanger (when appropriate). For reference on specific techniques, check McCalls, Simplicity, Vogue or other sewing books available from library or fabric stores. Projects need to have a finished edge and ready for use.

Clothing

Personal Appearance of Garments Guidelines

Clothing Categories as they appear in the fair book:

Garments made ages 9-11

Garments made ages 12-14

Garments made ages 15-19

All garments entered must have been constructed since the previous year's fairbook. Garments can and should be worn before fair; however, for judging and displaying they should be neat, clean and well pressed, being shown to the judge on a hanger (when appropriate). For reference on specific techniques, check McCalls, Simplicity, Vogue or other sewing books available from library or fabric stores.

Suggestions for:

Ages 9-11

Apron, reversible or lined vest, tie, elastic waist skirt, shorts or slacks in cotton and/or cotton blend fabrics. PLEASE NOTE: Judges expect seams to finished by zig-zag stitch, pinking, serging, turned under and straight stitched, flat-felled, French, etc. The bottom line is that seams must be finished! Judges also like to see double-stitched crotches (properly clipped and trimmed) and stitch-in-the-ditch technique on elastic waists. Hand-stitched hems done with single thread are the best choice, except where top-stitching forms the hem (ex: shirt tail hem). This demonstrates to the judge that the child is learning hand-stitching as well as machine work.

Ages 12-14

Garment should have at least one of the following: buttonholes, zipper, lining, collar, sleeves. Appropriate garments to consider are slacks, skirt, or shorts with zipper with darts or pleats, vest, blouse, dress, jumper, jacket.

Ages 15-19

Consider a tailoring project, experimenting with trims to personalize garment, designing an original creation. Suggestions might include a suit or coat, bathing suit, formal or party dress, blazer.

4-Hers should be learning new techniques each year they enter a project, especially in the earlier years. Example: elastic waist the first year or two, then waistband and darts with zipper, etc. In later project years, techniques should be well mastered and work begun

garments made from more challenging fabrics. Emphasis should always be on following pattern instruction sheets so that leader and 4-Her can both be focused on the same method of accomplishing a task, and the judge's questions can be answered clearly and concisely by the 4-Her.

Participants are evaluated in the following areas: General Appearance, Machine Stitching, Hand Stitching and Finish

Creative Sewing *(Other than Garments)*

All items entered must have been constructed since the previous year's fair. Items can and should be used before fair; however, for judging and displaying they should be neat, clean and well pressed, being shown to the judge on a hanger (when appropriate). Projects for this class have to be completed in a 1-2 hour time frame or a 2-4 hour time frame (not a garment). For reference on specific techniques, check McCalls, Simplicity, Vogue or other sewing books available from library or fabric stores. Projects need to have a finished edge and ready for use.

Suggested projects would be curtains, hats, pillows, potholders, kitchen towels, stuffed animals and tote bags.

Knitting

Beginners (1-2 years in project): Learn the following techniques

Use of knitting needles, simple knitting terms and abbreviations, casting, knit, purl, binding off, gauge tension correctly, ribbing, stockinette stitch, joining new strand of yarn, increase, decrease, recognize and correct mistakes, sewing seams (overcast and woven), correct way to wash and care for knitted garments. Suggested projects: 1st year – scarf, slippers, hat, potholder; 2nd year – mittens, vest, , stocking cap, leg warmers, simple sweater, drawstring purse, pillow.

Intermediate (3-4 years in project):

Read more complicated pattern, use of stitch holders, tape measure, markers, knitted-in-buttonholes, set-in-sleeves, backstitched, crocheted and grafted seams, pattern stitches, use of circular needles, laundering and blocking garments. Suggested projects: 3rd year – pullover sweater, stockinette cardigan with knit in buttonholes, mittens with pattern stitch and matching hat, skirt, poncho, long-sleeve pullover sweater; 4th year – patterned sweater or cape, afghan, baby sweater with pattern or 2 colors.

Advanced (5 or more years in project):

Work with patterns of increasing difficulty; interchange colors, use different types and weights of yarns, pattern drafting, machine sewn buttonholes, knitted-in-hem, combining knitting with fabric. Suggested projects; skirt, dress, sweater (patterned and/or interchanged colors, coat, create own pattern).

Please stress clean hands and clean needles at all times. Judge checks for appearance inside and out. There should be no evident loose tail ends or twisted stitches, uniform tension is important.

Crochet

Beginners (1-2 years in project):

Learn to hold hook and thread/yarn correctly, learn to make a slip knot and chain stitch, learn basic stitches – single, double and triple crochet, learn slipstitch, increase and decrease, read crochet abbreviations and follow pattern, correct gauge, end off work, turn work, sewing seams. Suggested 1st year projects – scarf, hat, potholder, slippers, mittens, drawstring purse. 2nd year – vest, shell, pillow, simple sweater.

Intermediate (3-4 years in project):

Learn double triple (treble) crochet and half-double crochet, learn popular stitches; simple shell stitch, puff stitch, cluster stitch and mesh crochet. Suggested projects – doll clothes, poncho, simple baby afghan, sweater, item with pattern.

Advanced (5 or more years in project):

Learn to change colors, more complicated patterns, use different hook sizes and yarns, use more than one pattern in garment. Suggested projects – dress, sweater, coat, cape, tablecloth, create own pattern for project.

Quilting Guidelines

Equipment

- Quilting thread (optional)
- Thimble
- Quilting needles (optional)
- Quilting hoop (optional)
- If using cotton fabrics, use 75-100% cotton
- Batting can be polyester, cotton or wool
- Fabrics should be preshrunk for projects that will be washed frequently.

General Guidelines

- All finished projects need to be neat, clean and pressed. Quilting stitches need to be even, all points matching on patchwork-pieced projects, and edges of appliqué project neatly finished.
- Wearable projects should be displayed on hangers and wall hangings displayed on dowels with hanging tabs/pockets.

Resource:

Sewing Expression

www.4-hmall.org

Culinary Arts-Foods

General Food Guidelines For All Members

- Learn basic information about nutrition (Refer to My Plate Food Guide.)
- Learn food preparation skills.
- Learn how to plan, purchase, prepare and serve nutritious meals and snacks.

- Learn to have sanitary conditions while preparing food (wash hands, tie hair back, clean kitchen).
- Learn information on multi-cultural foods.
- Develop skills in food buying.
- Learn skills for safety preserving foods by canning and freezing.
- Process low-acid foods in pressure canner.
- Prepare a different food item each year (don't bring cookies each year).
- Read the fair book for current rules and information.

Resources:

You're the Chef	www.4-hmall.org
Health Rocks	www.4-hmall.org
New Dietary Guidelines	www.health.gov/dietaryguidelines
American Dietetic Association	www.eatright.org
5-A-Day Program	www.5aday.org
Food and Nutrition Information Center	www.nal.usda.gov
Governor's Council on Physical Fitness, Health and Sports/ Michigan Fitness Foundation	www.michiganfitness.org
International Food Information Council Foundation	www.ific.org
President's Council on Physical Fitness And Sports	www.fitness.gov
Team Nutrition	www.fns.usda.gov
U.S. Centers for Disease Control and Prevention, Division of Adolescent And School Health	www.cdc.gov/nccdphp/dash
United Dairy Industry of Michigan	www.udim.org

4-H Fair Classes for Foods

General Information:

1. One exhibit per class per section.
2. Member must make a different exhibit each year.
3. All exhibits should be attractively presented in an appropriate container.
4. All non-perishable food display in booths should be wrapped securely in clear plastic wrap. Perishable items cannot be displayed, but should be replaced by a facsimile or a poster (minimum 12" x 14") including a picture or drawing of the dish, along with the entry tag and recipe tag.
5. Exhibitor should bring in whole pie, cake, bread, etc.
6. Do not bake or display in paper cupcake liners.
7. An exhibit that does not meet the established criteria for a class will be dropped one grade.

8. Work in progression and do NOT make the same Section and Class every year.

Food Preparation

1. Exhibit is to include **card with recipe** and name and age of exhibitor.
2. Foods may not be made with mixes. A mix is defined as a commercially made dry mixes. Commercial mixtures would be cake, brownie, muffin, biscuits, bread, roll, pizza, pie crust, casserole mix. Pie fillings and prepared puddings are not allowed, but you may use stuffing mixes, soups and prepared sauce such as pizza sauce.

Creative Foods

1. Exhibit is to include **card with recipe** and name and age of exhibitor.
 2. Mixes can be used (for this section only) must be enhanced as part of overall recipe.
- 4-H members will demonstrate their creativity with Baking, Cooking and Gluten Free Foods. They can find recipes that include mixes as long as they are enhanced in the final product. Baking suggested projects include rapped up cakes, cupcakes, filled cookies, other desserts (bars, jello items, etc.). Cooking suggested projects include a single serve dinner, grilled items, and salads. Gluten Free suggested projects include any baking or cooking that is gluten free.

4-H Dairy Food Guidelines

4-H members will demonstrate their creativity with dairy foods to showcase their nutrition knowledge, cooking and communication skills. They can select an existing recipe or develop one of their own for an appetizer, soup, main dish or dessert. The ingredients should include at least two dairy products (choose from cheese, milk, butter, yogurt, cream, cottage cheese, sour cream or ice cream. No dry mixes or pie fillings may be used in preparing dairy foods. The recipe chosen should reflect the age and experience of the member.

Each member will design a free standing (minimum size 12" c 14", preferably 22" x 28") poster that includes the name of the recipe, the recipe itself, a photograph or illustration of the finished product, nutrition information and the history (or origin) of the recipe. Please be sure the member's name, age and club name are on the back of the poster.

The finished recipe (either a portion or the entire dish) must be displayed attractively with appropriate accessories for judging.

The food will not be left on display during the fair. The posters will be displayed in the club booth to show other people what you have done.

Members should be prepared to discuss with the judge their recipe selection and preparation, how their recipes fit into dairy food choices for good nutrition and have a working knowledge of the ingredients used in their recipe.

4-H Candy Making Guidelines

Helping youth develop life skills is part of the goal of 4-H. Following are suggested candy making techniques which may be learned at different levels. There is no set order required within each level, as to what should be done first, second, etc.

EXPERIENCE GUIDELINES:

Beginners (Ages 9-11 or First Time Exhibitors)

1. Learn how to correctly handle and melt chocolate.
2. Learn how to prepare homemade peanut butter filling.
3. Learn how to use flavoring oils properly.
4. Learn how to use molds correctly.
5. Learn how to hand dip with a dipping fork.

Juniors (Ages 12-14)

1. Learn how to use thermometer correctly.
2. Learn how to make homemade fillings for center.

3. Learn how to layer chocolate.
4. Learn how to paint candy.
5. Learn how to use double molds for hollow molding.

Advanced (Ages 15-19)

1. Learn how to use candy funnel.
2. Learn how to make caramel from scratch.
3. Learn how to use decorating bag to fill candy molds.
4. Continue to increase candy making skills and try new things.

Cake Decorating Guidelines

GENERAL RULES AND SUGGESTIONS FOR PARTICIPANTS

1. Starting age is at leader's discretion.
2. Members and their parents understand (1) the cost involved for this project (2) the equipment necessary for cake decorating (3) the time involved in learning the skills of proper cake decorating.
3. Participant is willing to provide materials and equipment necessary for this project.
4. The Wilton Cake Decorating year book is a good source for reference and examples. There are also videos on cake decorating available in some stores.
5. Members must exhibit in a different class each year.
6. A notebook must be kept and exhibited by each member. It is to contain: record of cakes decorated, recipes, pictures, (if possible), work plan, tips used on cake, or other ideas of interest such as why you baked this cake. Member must indicate starting point of new information each year.
7. Shaped cake pans are not recommended for the beginner's classes.
8. An exhibit that does not meet the established criteria for a class will be dropped one grade.
9. No plastic decorations allowed at this level, senior class exhibits will allow plastic on tiered cakes.
10. Participant is able to prepare and bake a cake for decorating.

SUGGESTED KNOWLEDGE AND SKILLS TO BE LEARNED

AGE LEVEL GUIDELINES:

Beginners (Age 9-11 and first year)

1. Learn the proper consistency of icing for decorating.
2. Learn how to use a plastic bay and tip coupler and/or how to construct and use paper cones tips.
3. Learn how to crumb frost your cake.
4. Learn how to level a cake for display.
5. Learn basic decorating tubes and proper application of:
 - Star tube
 - Writing tube
 - Leaf tube
 - Simple drop flower tube
6. Learn simple color mixing
7. Start your notebook with your first attempt at decorating.
8. Practice using your decorating skills by making cakes for family and friends.

EXHIBIT

Beginners are encouraged to enter a one layer cake using skills learned and their notebook.

Recommended cake: Round or square of sheet cake.

Size: 8" minimum 10" maximum 9x13 sheet cake

Juniors (Ages 12-14)

1. Continue to improve your present cake decorating skills.
2. Learn to make simple flowers on flower nail (bachelor buttons, mums, daisies).
3. Learn to make different sized leaves to go with flowers.
4. Increase your knowledge of borders.
5. Learn new writing techniques.
6. Learn sugar molding and their uses.
7. Learn simple figure piping for decorating.
8. Become familiar with different types of frostings.
9. Learn how to assemble a simple two layer cake. (no separation)
10. Learn how to smooth frosting with different techniques (paper toweling, hot water, etc.)
11. Composition – Learn what makes a cake attractive and pleasing including harmony, color choices, types and placement of decorations. A good decorator learns early that less is more. Don't use every technique you have learned on a cake. Pick out one or two borders, flowers, etc. to use that work well together. Don't over decorate.
12. Learn how to measure a cake for proper placement of decorations.
13. Practice your skills and techniques by decorating cakes for family member.
14. Continue adding information to your notebook.

EXHIBIT

One cake showing techniques learned and your notebook.

Recommended cake: Round, sheet, shaped or two layer.

Size: 9" minimum 12" maximum 9x13 for sheet cake

Seniors (15-18)

1. Continue to develop your formerly learned decorating skills.
2. Learn more advanced flowers on flower nail (roses, apple blossom, violets, etc)
3. Learn advanced figure piping.
4. Learn to make, assemble and decorate a tiered (separated) cake.
5. Learn more advanced border work, including side borders and string work.
6. Try basket weaving and lattice work.
7. Learn more advanced sugar molding.
8. Try royal icing decorations.
9. Use different cake decorating books, magazines for ideas and method.
10. Try creating your own design.
11. Apply the skills of cake decorating to decorate other foods.
12. Learn skills in color flow techniques.

EXHIBIT

One cake showing new techniques learned and notebook.

Recommended cake: shaped, two layers, or tiered.

Size: 9: minimum, base 14: maximum base

Food Preservation Guidelines

General Rules and Suggestions:

1. Exhibitor may exhibit in only one class per age group.
2. Exhibits must be preserved in pint or quart container, but should be uniform in type and size. Jams and jellies may be exhibited in purchased half pint jars.
3. Poster of 12"x14", that includes recipe, ribbon, entry tag and picture must accompany project (freezing exhibits only).
4. Label glass container to include name of product, member's name, age, date of process and method used.
5. For food drying displays, please use half pint jars.
6. Jellied products must be processed in a boiling water bath.
7. Low acid vegetables and meats must be pressured canned.
8. Bring recipe and processing procedure.

FREEZING: – Beginners 9-11 years old and 1st year in project.

1. Learn how to select quality food for freezing (fresh, good varieties for freezing, without blemishes)
2. Know that food should be frozen as soon as possible after picking or slaughtering.
3. Learn what quantities a freezer container should have (airtight, moisture-proof, leak-proof and vapor-proof, easy to fill close and empty)
4. Know that all packages should be labeled, identifying product, month and year of freezing.
5. Learn that the faster the food is frozen, the better quality the product; how much food to freeze at one time; that the freezer should be 0 or below.
6. Know how to prepare fruit for freezing (how and when to wash, hull, core or pit, and how to pack in containers) and how to prepare containers.
7. Know how to make syrup or dry pack.
8. Know how long fruits and jams should be stored in freezer.
9. Understand the importance of maintaining sanitary conditions throughout the entire freezing process.
10. Learn how to make freezer jam using pectin.

CANNING: – Beginners and Juniors

Suggested Knowledge/Techniques to be learned:

1. Learn the importance of planning what to can, which variety, how much and in what size cans.
2. Be familiar with different types of appropriate canning jars and lids.
3. Learn to follow reliable sources for canning instructions; sources that are up-to-date; and sources that don't suggest and short-cuts.
4. Learn to read all recipes and instructions for canning before beginning. Arrange all equipment needed, checking gauges to make sure they are accurate.
5. Know how to prepare fruits and vegetables for canning using the minimum amount of time from the garden to the canner.
6. Understand the meaning of these canning terms; hot pack, cold pack, hot water bath, pressure canner, low acid, high acid.
7. Be familiar with canning equipment (i.e. especially the two types of canners and when and why each is used).
8. Understand that sugar syrup helps fruit hold its shape, color and flavor and how to make syrup.
9. Know of the importance of leaving headspace, removing air bubbles and wiping the top of jars.

10. Know how to apply metal lid and screw back, how to close, how to tell when it is sealed and how to cool the jars after processing.
11. Know the parts of a pressure canner and be able to safely can with it.
12. Know how long canned foods should be stored and what the proper conditions of storage are.
13. Know when to start timing when processing food in a water bath canner and pressure canner.
14. Know that cleanliness must be maintained throughout the entire process.
15. Know the four essential ingredients that are needed to make jellies, jams, preserves, etc. (fruit, pectin, acid, sugar) and what each ingredient contributes to the jellied product.
16. Understand the different ways powder pectin and liquid pectin are used.
17. Know how to prepare, full and seal the containers using a two piece lid.

CANNING: – Advanced

Suggested Knowledge/Techniques to be learned:

1. Understand food spoilage terms as they relate to canning; bacteria, yeasts, molds, enzymes, botulism, flat sour and fermentation.
2. Review what foods are canned in a pressure canner and why.
3. Know the importance of using correct recipes for pickles and relishes.
4. Understanding the importance of using the correct type of salt, sugar, spices, vinegar and utensils and what each ingredient contributes to the pickling process.
5. Know that it is necessary to process all pickle products.
6. Learn how to attractively gift wrap canned products.
7. Learn the different techniques of canning meat.
8. Learn what other foods can be canned (i.e. soups, sauces, ketchup).
9. Don't forget to review and know the suggestions for beginners and juniors.

Food Competition

Learning Objective:

Hands on learning experience displaying the culmination of their cooking skills, incorporating knowledge of equipment, food safety, grilling, food preparation, cooking techniques, presentation, taste, and knowledge of nutritional value.

Held on Monday of Fair. 4-H member must complete a MSUE Safe Food Handling Workshop. 4-H member will provide own source of protein. The member needs to bring all items to create their dish, ingredients, utensils, equipment along with a notebook documenting progress on their recipes and including photos. Must preregister with the Extension Office by July 1st.

Cooking Competition Guidelines

Purpose:

- Hands on learning experience displaying the culmination of participants cooking skills. Incorporating: knowledge of equipment, food safety, grilling, food preparation, cooking techniques, presentation, taste, and knowledge of nutritional value.

Classes are as follows.

- Clover Bud 5—6 Peanut Butter (if allergic bring equivalent) & _____ sandwich. Including veggie or fruit side dish.
 - Clover Bud 7 – 8 Deli meat sandwich with at least one veggie included. Including a side dish of salad, fruit or veggie.
 - 9—11 Entrée, side dish and beverage required. (See pre-registration form for protein)
 - 12—14 Entrée, side dish and beverage required. (See pre-registration form for protein)
 - 15—18 Entrée, side dish and beverage required. (See pre-registration form for protein)
- Participant to bring protein it will NOT be provided.**
- Mystery Basket – Ages 9-18 All supplies provided. Participants will have thirty minutes to prepare a dish using the basket ingredients and the ingredients from the pantry.

Equipment and Supplies:

- Participants must supply all items to create their project; cooking utensils, (grills) and ingredients (on site) necessary to complete the project (including protein and any required side dishes and drinks) unless otherwise noted at pre-registration.

Pre-competition requirements:

- Participants must pre-register with the Extension Office by July 1st. Participation numbers may be limited based on space and time.
- Participants must successfully complete an MSUE Serve Safe class.

To help insure participants have adequately prepared and have a plan for the day;

- Participants must keep journal/notes from each of their practice sessions. These must be presented to the judges at the start of the competition.
- Participants must present their checklist to the judges at the start of the competition.
- Participants must furnish judges with a recipe containing the following:
 - ingredients
 - ingredient quantities
 - step by step directions
 - yield
 - nutritional value (calories per serving, carbohydrates, protein and fat).

Timing:

- The time allotted for participants in each age group to complete their project will be provided with pre-registration paperwork.
- Participants will be stagger started throughout the day according to space allotments for the contest.

Completion/Presentation

- Upon completion of their project or when time is up, participants must present their plated meal to the judge/s with an oral presentation (including judges questions).

Scoring – participants may be scored in any or all of the following (total of 100 points) Score sheets available at pre-registration.

- *Cooking Skills*
Use of equipment and utensils
Appearance and cleanliness
Food Safety
Fire starting
Controlling fire
Food preparation to cook
Skilled in Grilling (if applicable)
- *Presentation and Taste*
Degree of doneness
Complimentary ingredients
Eye appeal - presentation
Interview - knowledge
Texture /taste

Fine Arts Guidelines

General Guidelines –

The 4-H Member should:

- Learn art skills & techniques
- Use a variety of media
- Learn good design elements and principals
- Investigate, explore and discover their own individuality
- Learn about history, styles and a variety of cultures in art, artists in the area and art careers.
- Be able to tell the judge what was learned
- Have fun creating
- Share ones art skills with others
- Be aware that some art materials can be hazardous
- Level of difficulty must increase each year in the project as skill level advances.

Exhibition Guidelines

- All works must be original – NO KITS
- One best exhibit for each class as listed in the fair book
- Neatness and general clean appearance of project is very important
- Two-dimensional work should be framed, matted or mounted and ready to hang.
- Paintings must be framed. Frame does not have to be wood . . . must be ready to hang . . . glass is optional.
- Be prepared to discuss your work with the judge, where your idea came from, how it developed and what you learned.

Crafts

Ceramic Projects

- Learn terms; (types of brushes), kiln, clay, under glaze, glaze, stain, mold, slip, firing, green ware, pour, etc.
- Learn what is involved in the pouring process by pouring a mold.
- Learn how to clean and handle green ware.
- Learn what is involved in creating a hand-molded piece. Preparing clay for hand molding, adhering pieces together, how to make a coil, pinch method, slab, drape, dying, allowance for shrinkage, allowance for air to escape in the firing process, tools available, etc.
- Learn about types of ceramic paints, under glaze, glaze, stain, how to apply these and the use of Food and Drink Paints.

Metal Craft

- Enameling, etching, hammered, tin punch molded, etc.
- Start with simple patterns to transfer onto the metal (member should do their own transferring). As skill level increases, use more difficult patterns; increase the difficulty of techniques used, possibly using colors to display the pattern.

Wood Craft

- Wood carving: Always practice safe handling of tools. Learn the names and uses of carving tools. Learn how to sharpen a knife as a sharper knife is safer and easier to use. The type of wood used should match the function of the project. Finish should be neat and complimentary to the work, uniform groove depth with no slips.
- Wood burning: Basswood or Cottonwood are the woods of choice. Graphite (non carbon) paper should be used to transfer pattern to wood. A wood burner with different tips should be used. After a pattern is burned into the wood, oil pencils can be used for a color pattern and shading. Project should be sealed and if a plaque – ready to hang. When burning your pattern, mistakes should be worked into the pattern. Be sure not to leave any pencil or graphite lines on the project.

Glass Craft

- Stained glass, stencil glass, leaded glass, etching, etc
- Glass craft is to be more than 50% glass; such as Mirror lifting, Mirror etching, Stained glass, hand painted ornaments, or pen ink on glass, glass etching and glass painting. Learn to apply stencils, etching cream, learn to properly protect the rest of the glass. As skill level increases, experiment with monogramming, mirrors, cutting, etc.

Stamping Guidelines

Equipment

- Stamps – many varieties
- Stamp inks – dye-based, pigment, embossing, fabric, permanent
- Stamping Surfaces – paper, wood, fabric, polymer, ceramic, terra-cotta, leather
- Stamp Cleaner – diluted window cleaner or non-alcohol baby wipes
- Embossing Powder
- Embossing/Heat Gun – can use other forms of heat but use caution when using the alternative methods (iron, hot plate, stove top or toaster)
- Enhancement materials – colored pencils, markers, watercolor paints, watercolor pencils.

General Guidelines

- All projects must be **complete** in order to be exhibited, and ready for their intended use.
- All projects should be neat, no smears or runs
- Remember how you made your project, the judge will be asking questions and examining your work.

Paper Craft

Paper craft must consist of more than 50% paper. Some suggested projects could be paper Mache, origami, gift wrapping, stationery, and handmade paper, etc. A project with small items such as origami, or that take less than 1 hour, shall consist of at least five different items. These five shall be attractively displayed.

- Gift Wrapping – learn to wrap neat corners and folds. Learn to shape on curves and cylinder packages and how to wrap them. Learn how to select appropriate packages for the item to be wrapped. As skill level increases, learn to make boxes when they aren't available, how to use household supplies attractively as wrapping paper, line a box properly and make bows.
- Paper Mache - needs to be neat, holes covered, painted properly, displayed or hung and appropriately finished.
- Origami – should use origami paper, folds should all be crisp and uniform.
- Stamping – rubber, homemade, sponge – should be clear, neat and tidy. Learn to apply different techniques, multi colored embossing, adding color after stamping.

Card Making Guidelines

Equipment

- Paper – wide range of weights, colors, patterns and textures
- Glue – any craft glue that dries clear, glue sticks, spray adhesive, double-sided tape and/or hot glue
- Craft Knife – replace blade often to make precise, sharp cuts.
- Cutting Mat (optional)
- Metal Ruler – provides nice straightedge for scoring and cutting
- Scissors – ordinary household scissor or decorative-edge scissor
- Hole and Shaped Punches (optional)
- Bone Folder – (optional) this tool creates crisp folds and flat finish to glued papers
- Decorative Elements – anything to add beauty, embellishment and originality to your card project

General Guidelines

- All greeting card projects must include envelopes
- All folds must be crisp and straight
- If cutting windows or other shapes, have smooth, clean cuts and edges
- If a short term project, be sure to include 5 items
- Be sure your project is clean and neat and complete
- Display on a mat, some type of holder or in a basket.

Scrapbooking Guidelines

General Guidelines

- There are many materials available for scrapbooking. Choose whatever papers, stickers, textures, pens, etc., necessary to complete your theme or event.

- The importance of the project is to preserve memories, photo-journaling and photo-documentation.
- Pages and Album must be acid-free and photo safe.
- Albums must be neat and pages in order. Albums must have a title page.
- A page entry must be neat, complete and tell a story.
- Judging will be based on material quality, creativity and overall appeal.
- Put your pages in sheet protectors. There should be 5 double-sided pages to make an album. If continuing an album from year to year, add 5 new pages each year.

Plastic Crafts

Plastic craft is any project that is more than 50% plastic such as Sun catchers, shrinky dinks, clear cast, windshield scraper, desk pen earring rack, and towel ring or jewel box. Learn basic skills and what tools are needed to work with plastic materials. Proper hanging and display techniques must be used.

Decoupage

- Decoupage is the craft of cutting out and gluing pictures to an item such as wood, glass, trays, etc. There is more than one technique for decoupage, however care and patience must be taken to achieve the beautiful mellow gloss with the look of a hand painted article.
- **Stenciling** – Become familiar with different techniques, for example stencil brush, airbrush, oil, tooth brush, squeegee, pad of velvet, aerosol paint, sponge, etc. Enter your project in the area for the type of medium you stenciled on, for example, fabric, glass, metal, wood, etc. Dyes, ink, French enamels, acrylic paints, poster paints, smoke, aerosol paints and leather dyes can be used.

Fabric Painting & Stenciling

Learn to prepare the article for painting. Learn the types of paint available to use as well as the brushes and brushing techniques. Learn to transfer a pattern/design, (member should transfer their own pattern or design). As skill level increases, different brush techniques, blending and shading should be used. Learn to preserve the paint in the fabric and proper care of the article.

Lawn & Garden Ornamentals

Stepping stones, windmill, scare crow, etc. They should be properly displayed, neat and show individuality.

Wax/Gel Craft

There are many ideas for wax, the most popular is candle making; however there are other ideas such as painting, printing on fabric, rubbing and melted wax pictures. Learn techniques and equipment used. Some examples are:

Hand Carved – Cuts should be smooth and uniform in size and thickness. Use straight or curl to give a straight line to the work. Understand what colors will blend together to set a certain mood. Bottom of the candle must be smooth and flat. Check for fingerprints or marks around sides and base of candles. Smoothness of outside layer and shine is important.

Free Form – Emphasis should be on color combination, neatness, abstracts should have originality. Learn proper safety procedures.

Soap Making Guidelines

Equipment suggested:

Washable cutting board, sharp knife, colorants, molds, measuring spoons and cups, long-handled wooden or stainless steel spoons, glass eyedroppers, pouring jars or pitcher, some type of drying rack (white butcher paper works well), some type of oil or grease if your project requires it, digital scale, towels and whatever else you need to complete your soap project.

General Guidelines

- Some soap require a curing time, be sure to leave yourself enough time for your project to be complete.
- Display your soap project(s) attractively
- Make notes for yourself as you prepare your project since some soap will need to be made several weeks before fair, so you will remember all your steps as the judge will be asking questions about your project.
- Label each soap collection. Have at least 3 samples from each batch.
- Include recipe or instructions for the soap project.

Jewelry

For **fair exhibit** you must have at least three pieces in display. Be able to design your own settings. Some materials that can be used are polished stones or shells, seeds, metal, stringing beads, bead weaving, molded plastics, etc. If the project took less than 2 hours, you must have a group of five different pieces.

Weaving

- **Baskets** – A simple basket with or without handles of natural color, learn terms and materials used. As skill level increases colored reed and or type of reed may be used and a design on the top of the project.
- **Other weaving** – This covers many different projects. Some are loom weaving, ribbon weaving, paper, clay, etc. The weave should be even and consistent. As skill level increases, incorporate a pattern into the weave and experiment with different materials.

Themed Gift Basket, Box, Bag, Etc. – Guidelines

General Guidelines

- This project must be displayed in a basket or some type of container and include everything necessary to make a complete and coordinated gift or display.
- In addition to the basket or container, the project must include at least 7 items. Also, include sisal, Easter grass, tissue paper, raffia or something similar in the basket before adding the gift or display items.

Include a tag naming the basket theme.

Holiday Decoration

Holiday decorations can be one article or several articles. They must pertain to the same Holiday, such as Christmas, Halloween, etc. If one article is shown it should be worthy of taking to the fair. If the member has done several holiday decorations, they can be taken as one entry and shown at the fair, for example; a series of stencil designs, ornaments, etc. Remember short term craft rule.

Recycled Craft

Demonstrate proper selection of material, knowledge of project and proper finishing techniques. Make a craft from used items.

Drawing/Painting/Sculpting

Drawing

- **Suggested Media** – pencil, ink, charcoal, chalk pastels, oil pastels, crayon, mixed media, and other.
- Get familiar with materials used for drawing, different kinds of pencils, media and paper.
- Try different styles of drawing, contour, gesture and modeled.
- Use perspective, overlapping size, space, placement, details, texture, color and value change, converging lines.
- Composition, place the drawing on the paper using good design
- Light and shade – observe light and the shadows it makes. Start out adding shade and shadows from one light source.

Painting

- **Suggested Media** – Acrylic, oil, tempura, watercolor, mixed media, and any other media.
- Experiment and be familiar with the media you are working with
- Develop a brushstroke; feel confident about holding and using a brush. Try thin, thick, straight, curved, angled and other brush possibilities
- Learn basic color work, color wheel, value, warm and cool colors, mixing colors.
- Practice different techniques for the media you're working in-graded wash for watercolor, glazing for oils and acrylics.
- Try painting on different surfaces, canvas, canvas board, wood or flat glass for oil and acrylics. The best surface for watercolors is water color papers, try different types.
- Learn the proper way to care for materials.
- Work on good composition.
- Try new techniques like dry-brush, superimposing colors, wet-on-wet.
- Be familiar with different color schemes and other color vocabulary.

Any Other Fine Art

Calligraphy/Lettering

- Suggested media, any media suggested under drawing and painting or other media.
- Learn about materials and equipment used
- Learn basic lettering styles and practice
- Do lettering with different equipment, pens, brushes, calligraphy markers.
- Experiment with your own creative lettering styles.
- Find out about good poster design and layout.
- Learn about greeting card layout page layout and cover layout.
- Learn about grids and borders.

Print Making

- Learn what print making is.
- Find out what materials can be used for making prints and what can be printed on.

- Make simple prints using objects like stamps. Make your own stamps out of plaster, erasers, or fruits & vegetables.
- Do styrofoam, string or glue line print
- Try a mono-print on glass.
- Make a stencil and print with it.
- Do multi colored print.

Computer & Electronic Art

- All projects should be original and not copies from a program.
- Try using an electric light pen or mouse to draw pictures on the screen.
- Learn how to produce points, lines, curves, shaded areas, the basic elements of drawing.
- Make artistic images and store them in memory, print a picture with them.
- Work with color selections.

Cartoons

- Learn about supplies, tools and techniques.
- Practice heads and facial proportion and expressions.
- Do a caricature.
- Practice whole figures and body action.
- Give an animal human characteristic.
- Add captions to your artwork if you desire.

Sculpture

- Acquire knowledge about the tools, materials and techniques of sculpture.
- Know the difference between abstract and realistic sculpture.
- Try a subtractive sculpture out of plaster or Styrofoam blocks.
- Make an additive sculpture out of clay or paper Mache.
- Do a metal construction or another type of construction.
- Create a mobile.
- Try a wood or wire sculpture.
- Build a sculpture out of armature.

Pottery

- Learn about preparation of clay and what tools and equipment are needed.
- Do projects in pinch, coil, and slab techniques when hand-building.
- Practice forming techniques on potter's wheel.
- Find out about the different stages clay goes through and what can be done.
- Glaze your clay project, if possible.
- Try other techniques such as sand casting, carving, or molded forms, or combine techniques.
- Learn different decorating techniques.

Creative Writing

- Must be typed.
- Grammar, spelling and punctuation are important.
- Read and get familiar with different styles of writing and authors.
- Create a basic poem or a simple short story, with a beginning, middle and end.
- Ideas should have a main theme.

- Try different styles of poetry.
- Learn basic journalism, what, when, why, who and how.
- Write stories in different approaches and styles. Practice dialogue.
- Demonstrate creativity, proper techniques, mediums, and proper display of items.
- Must be mounted on mat, illustration or poster board or in booklet form for stories.

4-H Folk Art

Attached is a sheet which provides information on what Folk Art is and a breakdown of the project areas provided by Michigan State University Museum. The following are the five basic objectives of any Folkpatterns project:

1. To provide members with skills, knowledge, and attitudes needed to successfully collect and interpret oral and visual history materials.
2. To provide members with the opportunities to develop communication skills.
3. To develop in members a deeper appreciation and understanding of the traditional aspects of their lives.
4. To develop in the community an increased awareness of and appreciating for local history and folklore.
5. To join 4-H youths and leaders with local humanities resources in developing and carrying out projects.

Suggested Grade Level: Primarily designed for students between the ages of 11-10 but some projects could be adapted for younger students.

Resources available:

Cooperative Extension:

- MSU Museum Guidelines
- Folkpatterns 4-H Leader's Guide (4H1506)
- Family Folklore: A 4-H Folkpatterns Project (4H1330)
- Foodways: A 4-H Folkpatterns Project (4H1329)
- Folk Arts in Education: A Resource Handbook II
- Folk patterns slides/tapes

Historic Charlton Park Village & Museum is a possible resource for joint projects dealing with late 19th Century activities such as sheep shearing & wool production; dairy processes including milking, butter making, cream separation; broom making, cider production, quilts, genealogy; historic textiles, early agricultural equipment and historical photographs. Possible utilization of Charlton Park educational programs for groups may be feasible.

When available: The Cooperative Extension materials are available all year. Charlton Park would require a 4-6 month lead time with some of its services due to staffing/programming commitments.

NOTE: All Folkpattern project entries must have a registration card completed when project is turned in at the fair.

4-H FAIR GUIDELINES FOR FOLK ART PROJECTS

Folk Art is a project area in which members learn about the traditions and cultural heritage of themselves, their families, communities and others. The traditions and skills are learned by talking to people and learning directly from the, whenever possible. Folkpatterns means the traditions (patterns) of people (the folk). There is an emphasis on the living traditions of people, things we do today, but can also include projects that look back historically at folk traditions of the past. Folk Art projects focus on the traditions of United States folk groups. Projects that focus on traditions of people living in other countries would be classified under "International."

Types of fair projects include: exhibits, notebooks, photography, Folkpatterns short interview cards, Folkpatterns Scrapbook Sheets, tape-recorded interviews with tapes and indexes, videotapes, posters and handmade objects. Exhibits of handmade items like folk crafts should include the object and an explanation of the tradition and how it was learned. Both individual exhibits and group exhibits are encouraged and could be considered separate sections with the same classes.

LISTS AND GUIDELINES OF FOLKPATTERNS CLASSES:

Animal Lore:

Traditions associated with animals, such as raising animals, grooming know-how, naming customs, saddle making, proverbs or saying, stories, songs and rhymes about animals.

Architecture and Historical Sites:

Structure, history and use of a folk building such as a barn, upright and wing house, roadside stand, pigeon loft, outhouse, smokehouse, playhouse, local hamburger restaurant, or barber shop. Surveys of the folk architecture of a town or neighborhood, history of an old house, visits to and documentation of historical sites.

Beliefs:

Traditional knowledge, ideas, or opinions, that may govern thoughts and action, such as folk remedies, good luck saying and charms, beliefs in Santa Claus and the tooth fairy, in weather signs, and in planting according to the phase of the moon.

Celebrations, Ceremonies, Festivals, and Holidays:

Traditions associated with any of these events, such as community food festival, holiday decorating customs, family birthday celebrations and wedding ceremonies and parties.

Cemetery Study:

Using a cemetery to learn about family and local history and customs such as naming children and gravestone decorations and sayings (epitaphs).

Children's Lore:

Traditional games, rhymes, stories, saying, toys, jokes, nicknames and secret language of children.

Clothing and Ornament Traditions:

a) **Folk:** Traditional ways of dressing and decorating the body to identify oneself as part of a group, including hair grooming customs (like hair braiding), facial ornamentation (like face painting at football games) and occupational clothing.

b) **Historical:** Collecting historical clothing or making items from original patterns.

Customs:

Traditional practices passed on by word of mouth or by example, such as customs around births, birthdays, graduation, weddings, retirement and death and often associated with holidays and the life cycle. (Also see the Celebrations, Ceremonies, Festivals and Holiday)

Dance:

Patterned movements to music that are taught to one another or mimicked such as polka, waltzes, clogging, stepping, tap and square dancing.

Ethnic Traditions:

Folk traditions of an ethnic group (people sharing the same cultural heritage), such as crafts, arts, customs, celebrations, dance, song, etc.

Family Folklore and History:

Traditions of one's family such as stories, sayings, customs, beliefs, celebrations and keepsakes; the family's past including photographs, stories of a family's migration, how the family name was changed, historical sites for one's family such as homes, birthplaces, cemeteries. (Also see the "genealogy section).

Folk Arts and Crafts:

- a) Folk: Decorative and functional objects traditionally made today within a family or community, such as fences, mailbox stands, yard decorations, scarecrows, trout flies, ice fishing lines, quilts, rag rugs, piñatas, etc.
- b) Historical: Objects once made during another era but no longer traditional today, such as candle dipping, soap making, stenciling and tin punching.

Foodways:

Traditions of obtaining, preparing, cooking, eating, storing and sharing foods. Folk art using food, gardening techniques, food festivals, harvest celebrations, recipes, etc.

Games and Toys:

Handmade items, games, and recreational pastimes that are passed on by word of mouth or by example usually from child to child, such as singing games, tag, skipping rope, paper airplanes, and hopscotch. Rhymes, rules of play and customs associated with fold games and toys, how and when they are played, how the game is learned, etc.

Gardening Traditions (including Heritage Gardening):

Traditions passed on by word of mouth or by example in gardening, including types of plants customarily planted, traditional recipes using home grown produce, and styles of arranging a garden, propping plants, and scaring away predators. Heritage gardening is using heirloom or historical varieties of seeds to produce gardens from earlier historical periods. Traditional gardening is gardening according to your family's customs and traditions.

Genealogy:

Family tree (lineage chart), photo family tree, projects involving a search for one's ancestor's names and history.

Humor and Jokes:

Jokes, funny stores, funny sayings, bumper stickers, joke drawings, riddles, puns, etc., collections and descriptions of jokes about current events.

Hunting, Fishing, Trapping Lore:

Traditions of recreational and food gathering activities, such as decoy carving and use, tricks and secrets, fish lure making, fly tying, homemade traps, boat building, stories about past experiences (like fish stories), hunting camp traditions and making a duck blind.

Local History:

The stories and memories of a local community, including its local legends, stories about local places or landmark, legendary persons, or important local events. Use of historical photographs, maps, local library materials, etc.

Medicine and Remedies:

Practices and beliefs about curing and healing that are passes on informally by word of mouth or example, collections of folk medicine beliefs.

Music and Song:

Musical traditions that are based within a community or group, such as Native American powwow music and dance, instrument making, made up songs sung by children, camp songs, school cheers, cowboy songs, mining songs, spirituals, gospel music, old-time fiddle music, tamburitza, Mexican-American conjunto music, etc.

Narrative:

Stories, legends, tales, anecdotes, sayings and other spoken traditions, even including telephone answering machine messages.

Occupational Traditions:

Workplace knowledge learned informally by word of mouth or by example, such as the clothes to wear, how to decorate the workplace, customs, special saying, slang, nicknames, celebrations, ceremonies, initiation rites, awards, jokes and pranks.

Speech:

Traditional words, expressions or names used in a particular region or by a group.

Any other folk tradition project not listed above

Photography

- All photographs need to be framed and ready for display. Matting is optional.
- Know your equipment. Member should know what type of camera was used to take the project image (35mm digital, point and shoot, cell phone, etc). They should also know that number of pixels that the camera has and should be aware of the different settings that are available. Learn about equipment and supplies needed. Find out how a camera takes pictures and how to hold and aim a camera.
 - See attached form for more details.
 - Suggested learning: Learn about different types of cameras and which type is the best for you to use.
- Image should take in consideration, composition, lighting, focus and subject. Does your image tell a story, strike up an emotion, or is it pleasing to the eye. Videos, prints and slides should be in focus and have a main subject.
 - Suggested learning: Play with lighting and angle, take several photo of the same subject from different views. See how different angle can change prospective of your photo.
- Take proper care of camera, prints and negatives and then learn mounting techniques.
- Learn about different types of cameras and film.
- See the fair book for the number of prints required.

Resource:

Focus on Photography

www.4-hmall.org

Photo Scorecard

Use this scorecard to rate your own photos. In your opinion is this a great photo? Consider each of the following components and be the judge of your photo. What's your score? Ask yourself; is this what you want to present to a real judge?

3- Excellent.....2-Okay.....1-Needs Improvement

Focus

Is the picture focused?

Is anything in the picture blurry?

Can you see all subjects clearly?

Exposure

Are any parts of the image washed out?

Are any parts too murky to see?

Do any of the colors look different than in real life?

Lighting

Is the picture well lit?

Are there any unwanted shadows?

Are any parts too bright or too dark to make out?

Distance

Are subjects too far away to see clearly?

Are subjects too close to provide a full picture?

Are all components within the right distance?

Composition

Are there too many objects in the shot?

Is there too much open space in the shot?

Does your background match your photo?

Appeal

Does the picture appeal to you?

Do you think others would enjoy it?

Is it formatted and framed nicely?

MY SCORE

Total _____

Horticulture

Flower Gardening

ALL LEVELS

Resources:

- Extension Bulletins
- Internet Sites
- Visit greenhouses and botanical gardens
- Library

Skill and Knowledge Targets:

- Types of flowers and perennial plants that can be successfully grown in the average garden in Michigan.
- How to identify pests and manage them safely.
- How to identify the necessary components of good garden soil and how to maintain or enhance the quality of the garden soil.
- Safe use and care of garden tools

BEGINNERS

1. Learn cultivation requirements of 3-6 kinds of annuals by growing in garden or container.
2. Identify an additional 10 kinds of plants (include perennials and annuals)
3. Learn about different kinds of soil
4. Learn to identify beneficial insects and other bugs.
5. Learn names and habits of 2 most common weeds found in their garden.
6. Learn about basic design concepts - leaf texture, color of flowers, which plants go in back.

Suggested Projects:

1. Collect and save seeds from annuals like cosmos and scarlet runner beans. Make a note about the color and size of the plants, which plants were most like parent plants.
2. Make at least 2 fresh flower arrangements. Identify the flowers that have fragrant blooms. Identify which flowers lasted longest in a vase.
3. Grow scarlet runner beans, red petunias and red salvia, watch for hummingbirds.
4. Take soil samples and examine closely - look for worms, small rocks, and organic matter. Mix a sample up with water and place in clear container, observe the layers as they settle out and identify.
5. Use magnifying glass to study healthy and unhealthy leaves. Look for insects, water, mildew, as well as the characteristics of the leaves themselves.
6. Use a calendar to keep track of planting days, weather events, first and other garden activities.

INTERMEDIATE

1. Learn cultivation requirements of 4-7 kinds of flowers (bulbs, perennials or annual) by growing in garden or container. Include some that need something "extra" to do best - deadheading, pinching, and growing on a trellis.
2. Learn which and why insects are helpful or destructive. Identify which plants attract or repel certain insects.

3. Identify why organic matter is important in garden soil. Learn how to add or maintain levels of organic matter in garden.
4. Learn what plants prefer shade, which do best in full sun. Identify plants that grow best in poor soil and which need to have better soil.
5. Identify 10 new plants or flowers and be able to name, describe and classify. This will become progressively more complex but can include such characteristics as perennial/annual/bulb, one-time/continuous/repeat bloomer, fine/coarse foliage and other traits.
6. Learn how to condition cut flowers for fresh arrangements.
7. Identify 5 most common weeds in garden and how to control - pulling, mulching, hoeing, and crowding out.

Suggested Projects:

1. Design and plant a theme garden - all one color, attractive to butterflies, fragrant foliage or flowers.
2. Start a compost pile with leaves, grass clipping and vegetable scraps from kitchen. Check for worms in pile every week or so, are there more at the bottom or at the top? Do they seem to prefer the moister spots?
3. Start 6-10 plants from seed in a sunny window that can be observed daily. Marigolds, cosmos and zinnias are good starters.
4. Make a special occasion arrangement - birthday, 4th of July, wedding.
5. Pull up a dandelion, wild onion, quack grass, clover and other weeds. Look at the roots, leaves and flowers/seeds. How does the plant spread? What would be the best way to get rid of most of the weed?

ADVANCED

1. Learn the cultivation requirement for 4-7 kinds of flowers by growing in garden or container.
2. Identify what plants belong in the same botanical families as well as which have similar pests or soil requirements.
3. Learn about the macronutrients (nitrogen, phosphorus and potassium) and the micronutrients (calcium, iron, etc.). Learn about pH levels.
4. Identify 10-15 most common weeds, reproductive habit, growth cycle and best means of control.
5. Learn methods of managing water in garden. Identify multiple means of adding water or controlling loss - mulching, soaker hoses, and sprinklers. Learn how to check garden soil for moisture.
6. Learn what hybridization means and advantages and disadvantages to gardeners. Learn how to tell if plant varieties are more resistant to diseases over specific plant families.

Suggested Projects:

1. Make potpourri from flowers and leaves of fragrant plants.
2. Design or maintain a flower garden for a school or other community area.
3. Design and build a trellis for climbers like morning glories or clematis.
4. Start several varieties of dahlias from seed. Start 3-4 plants of each variety in a sunny window. The small varieties (Figaro is one) will flower the first year from see. The larger ones may take two seasons. The tubers can be dug and stored in cool area (50-65) degrees.

5. Plant a window box or container garden. Design it to match or complement the house or building.

Vegetable Gardening

ALL LEVELS

Resources:

- Extension Bulletins & Internet Sites

Skill and Knowledge Targets:

- Types of vegetables and herbs that can be successfully grown in the average garden in Michigan.
- How to identify pests and manage them safely.
- How to identify the necessary components of good garden soil and how to maintain or enhance the quality of the garden soil.
- Safe use and care of garden tools.

BEGINNERS

1. Learn cultivation requirements of 2 kinds of vegetables or herbs by growing in garden or container.
2. Learn how to harvest vegetables or herbs.
3. Learn about different kinds of soil
4. Learn to identify beneficial insects and other bugs.
5. Learn about 4-6 new herbs or vegetables. Members should be able to name several specimens and describe how they grow and how they are used.
6. Learn names and habits of 2 most common weeds found in their garden.

Suggested Projects:

1. Grow ornamental vegetable-gourds, Indian corn or a showy herb-purple basil, dill or borage.
2. Pre-sprout large vegetable seeds like beans and corn a few days before planting time. Plant some seeds without pre-sprouting. Record which plants are ready for harvest first?
3. Grow novelty vegetables-cherry tomatoes, purple beans, mini-pumpkins.
4. Take soil samples and examine closely-look for worms, small rocks, and organic matter. Mix a sample up with water and place in clear container, observe the layers as they settle out and identify.
5. Use magnifying glass to study healthy and unhealthy leaves. Look for insects, water, mildew, as well as the characteristics of the leaves themselves.
6. Use a calendar to keep track of planting days, weather events, first and other garden activities.

INTERMEDIATE

1. Learn cultivation requirements of two new kinds of vegetables or herbs by growing in garden or container. Include some that need something "extra" to do best-thinning or pinching for example.
2. Learn which and why insects are helpful or destructive. Identify which plants attract or repel certain insects.
3. Identify why organic matter is important in garden soil. Learn how to add or maintain levels of organic matter in garden.

4. Learn what plants make good partners - radishes and carrots, sweet corn and pumpkins. Learn what plants shouldn't be grown in the same place the next year - broccoli following cabbage, tomatoes following potatoes for example.
5. Identify 6-8 new herbs or vegetables, be able to name, describe and classify. This will become progressively more complex but can include such characteristics as warm weather/cool weather, one-time/continuous harvest, vine/bush, legume, and root/fruit/leaf.
6. Learn how to preserve seeds and leaves of herbs.
7. Identify 5 most common weeds in garden and how to control-pulling, mulching, hoeing, and crowding out.

Suggested Projects:

1. Grow tomatoes with and without black plastic mulch. Record which plants had first tomatoes, which had most.
2. Start a compost pile with leaves, grass clippings and vegetable scraps from kitchen. Check for worms in pile every week or so, are there more at the bottom or at the top? Do they seem to prefer the moister spots?
3. Start 6-10 plants from seed in a sunny window that can be observed daily. Tomatoes, peppers, cabbage or broccoli are good first choices.
4. Plant herbs to attract butterflies. Dill and parsley are favorites of swallowtail butterflies. Look for the caterpillars with bright yellow rings around their body.
5. Pull up a dandelion, wild onion, quack grass, clover and other weeds. Look at the roots, leaves and flowers/seeds. How does the plant spread? What would be the best way to get rid of most of the plant?

ADVANCED

1. Learn the cultivation requirement for 2-4 new herbs by growing in garden or container.
2. Identify what plants belong in the same botanical families as well as which have similar pests or soil requirements.
3. Learn about the macronutrients (nitrogen, phosphorus and potassium) and the micronutrients (calcium, iron, etc.). Learn about pH levels.
4. Identify 10-15 most common weeds, reproductive habit, growth cycle and best means of control.
5. Learn methods of managing water in garden. Identify multiple means of adding water or controlling loss - mulching, soaker hoses, and sprinklers. Learn how to check garden soil for moisture.
6. Learn what hybridization means and advantages and disadvantages to gardeners. Learn how to tell if plant varieties are more resistant to diseases over specific plant families.

Suggested Projects:

1. Devise 3 and 4 year crop rotation plans. Identify plants that follow other plants within one season - zucchini after early peas or that can be planted together - corn and pumpkins. How does this help in controlling pests and keeping the soil in good condition.
2. Make gourd birdhouses to attract birds to garden. Observe which birds like to hunt for bugs in garden, which areas of the garden are the most popular.
3. Grow several different kinds of peppers. Sweet peppers can be green, red, yellow or even chocolate brown, they can be bell or banana shaped. Hot peppers come in almost

all the same colors and can be very small or fairly large. Which ones grew best? Which ones were the best for eating?

4. Start several varieties of tomatoes from seed. Start 3-4 plants of each variety in a sunny window. Slicing, paste, cherry, early, yellow are all categories for tomatoes. (Each category has several choices including some that are resistant to certain diseases or pests.)

Resource:

See them Sprout Series www.4-hmall.org

Container Gardens

Demonstrate with the containers what they have learned about seed or plant selection, soil, fertilizing, design and originality. Plants can include all varieties (vegetable, flowers, house plants, carnivorous, etc.). Have to be exhibited in the garden at fair.

Rules:

1. All plant exhibits to be started from seed or small starter plant.
2. All plants should have one variety per specimen (example only 1 basil plant per container).
3. Each containers plant must have something in common.
4. Containers need to be a minimum size of 12-24 inches. Something different than a regular round pot get creative.
5. Each container should have a design plane, a layout of what plants are planted and where they are planted.

4-H Conservation Guidelines

The following are guidelines for providing learning experiences in the conservation project area.

THE GUIDELINES FOR ALL MEMBERS

- Understand what Natural Resources are; how to enjoy them, how and why they exist.
- Understand how Natural Resources inter-relate with each other, the environment and people
- Become involved in making the environment of our communities and state better for people through the responsible utilization, development and preservation of our Natural Resources (Water, Soil, Forests, Wildlife, Air and Energy)
- Explore career opportunities in areas related to Natural Resources and Environmental Conservation.

IDEAS FOR LEARNING EXPERIENCES IN THE VARIOUS AREAS

Basic Conservation

- Learn about the inter-relationship of one natural resource to another. Get acquainted with the ecosystem.
- Learn about ecology. Research wild animals and their habitat.
- Conduct outdoor activities with each of the five parts of the environment. Use of environmental activity guides such as Project WET, Project WILD, or Project Learning Tree

(PLT) for hands on activities is very helpful. Contact Kathy Pennington for a list of leaders that have been certified to assist you.

- Make a map of your community show how land is being used. Include residential, commercial, industrial, agricultural, natural areas, etc. Visit the Conservation District to see historical and current aerial photos showing land use and compare them with pre-settlement vegetation maps.
- Learn who makes land-use decisions. Visit some planning commission or zoning board meetings.
- Discover what factors determine the Environmental Quality (EQ).
- Survey your community and gauge what you believe to be its "EQ" rating. Report the results.
- Design a public awareness campaign on environmental factors which affect a particular segment of your community's population.
- Volunteer and help with an agency that is involved with changes which may affect your environment.
- Design a chart, which explains the relationship of air to the life of all things.
- Learn to identify pollutants in the air, where they come from and what they do to human bodies.
- Survey your community for sources of air pollution.
- Learn about laws designed to control air pollution.
- Learn how to test for dirty air.
- Conduct a demonstration of a source of air pollution, its effect and a possible control.

Soil Conservation

- Learn how soil is formed. Make a compost pit.
- Learn how and why soil sampling and testing are done.
- Learn what factors cause soil erosion.
- Design a display illustrating soil erosion, its effect on the environment and possible controls.
- Develop a map of your area to show slopes, soil types, land use and conservation needs.

Water Conservation

- Learn what is meant by the water cycle. (Project WET has great activities)
- Design a display to illustrate the cycle and its importance to the environment.
- Learn what can pollute your community's drinking water and how pollution is prevented.
- Learn how to test water for pollution. Take samples from your area.
- Demonstrate the water quality controls in effect in your area. Show how this protects human health.
- Learn how decisions about water are made in your community.
- Learn about the plants and animals that live in, on, or around water.
- Learn about the importance of wetlands in the ecosystem, what are some typical characteristics, how soil and land are interrelated, and how erosion affects the environment.
- Learn the impact of various elements on fish populations and how they are controlled, such as invasive fish species and the effects on Michigan waterways.

Forestry

- Learn to identify trees and what affects their growth.
- Make a leaf collection, mount and display it.
- Learn about products from the forest and how they are obtained.
- Learn about commercial tree production, tree plantations and forestry. What impact do these have on our lives and the economy?
- Plant and care for trees.
- Demonstrate tree planting for different purposes; ornamental, windbreak, timber, heating, etc.
- Look at how forests are managed, what resource are they managed for? Timber, wildlife, beauty, etc. and how to manage for the different resources.

Birds

- Learn about birds and their habitats by identifying and studying birds using the “Bird Study Sheet” or other bird study worksheet.
- Learn about nesting needs for different bird species and use plans to build a bird house. Determine where to place it and why.
- Learn about feeding needs for different species of birds and use plans to build a bird feeder. Know what kinds of birds would use the feeder and why.
- Learn about the habitats needed for different bird species and design a project to help restore or preserve that habitat. Such as a pheasant project, bluebird trail, etc.

Mammals, Wildlife, and Reptiles

- Learn to identify wild animals in your community using the “mammal, wildlife, and reptile study sheet” or other wildlife study sheets.
- Learn more about these animal’s homes, habitats and their role in the environment by building a model or display of a specific species and its habitat and write a report on what you learned.
- Design a display illustrating wild animals in your area.
- Find out what kinds of animals used to live in your area, 25, 50, 100 years ago. Learn what happened to those that left.

Predator/Prey

- Learn about predator prey relationships and the importance of their relationships by studying specific animals. Develop a notebook.
- Reconstruct an animal skeleton and describe the habitat and ecology of the animal.
- Learn about a predator/prey relationship and build a diorama showing how the species interact and give a written explanation of the diorama.
- Learn about bats and their importance in the environment, where they live, etc. Build a bat house and determine where it should be placed and why.

Entomology

- Learn to identify insects and their species’ order
- Understand the different uses of insects and their benefits
- Know the parts of an insect
- Understand the difference between an insect and a bug

Insect Collections

- Demonstrate proper insect collection preservation techniques including (Catching, Killing, preservation, mounting and labeling)
- Suggest using to entomology collection and field note guide and insect identification labels or similar data collection system.

General Exhibit Information:

Exhibits in conservation section must include an exhibit or display of items or articles concerning some phase of conservation that the member has studied. Content and complexity of the exhibit must reflect the age of the member and the amount of experience in the project.

Resources:

There's No New Water	www.4-hmall.org
Explore the Deep Woods	www.4-hmall.org
Teaming with Insects	www.4-hmall.org
Project Butterfly Wings	www.4-hmall.org

4-H WILDFLOWER GUIDELINES

The following are guidelines for providing learning experience in the Wildflower Project.

DO NOT PICK WILDFLOWERS.

GENERAL GUIDELINES FOR ALL MEMBERS:

- Learn to identify wildflowers and plants.
- Know the wildflowers, which are protected by the law and understand why they must be protected.
- Learn the type of environment necessary for various wild flowers and plants.
- Learn what plants are used by humans and animals.
- Identify endangered wild flowers in the area and publicize their characteristics.
- Design and distribute a map of good places to observe wildflowers in the area.
- Develop a way to preserve areas where wild plants grow.
- Use the Wildflower study sheets in this book.

GENERAL EXHIBIT INFORMATION:

An exhibit that does not meet the established criteria for a class will be dropped one grade.

Name _____
Year in Project _____

Club Name _____

BIRDS STUDY SHEET

General Information:

Bird you observed: _____ Date: _____

General coloration: _____ Season: _____

General size: _____

Distinctive characteristics: _____

Bill type: _____

Foot type: _____

Feeding habit: _____

Group to which this bird belongs: _____

Other birds of this group:

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Underline birds you know or have seen.

Status: Type of resident: _____

Habitat: Describe habitat (tree, shrub, on or near ground, water, etc.)

Nest and Eggs: Describe type and structure of nest, color of eggs, etc.

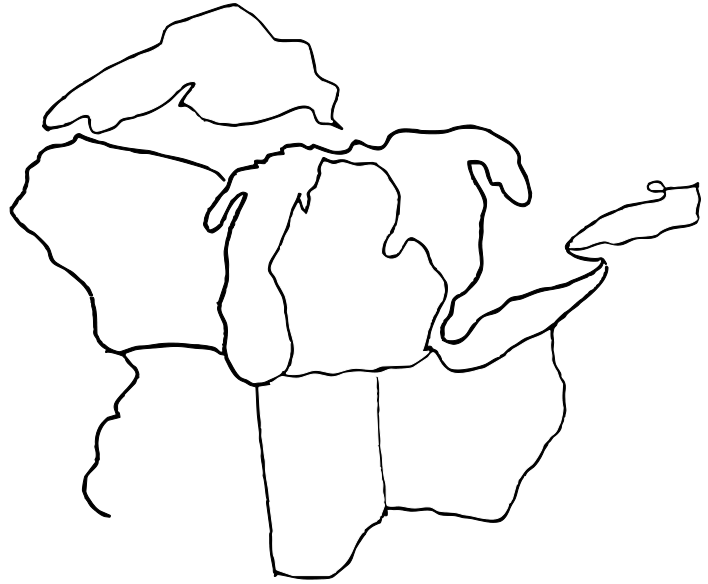
Distribution: see Distribution & Migration Sheet.

Comments: _____

Residency Map
Bird
Distribution and Migration

Distribution Legend:

- _____
- _____
- _____
- _____
- _____
- _____



Migration Legend

- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____

Name _____
County _____
Club Name _____

MAMMALS, WILDLIFE, REPTILES
STUDY SHEET

General Information:

Animal you observed: _____ Date: _____

General coloration: _____ Season: _____

General size: _____

Distinctive characteristics: _____

Eyes (on side of head, forward, etc.) _____

Movement (hop, walk, slither) _____

Feeding habit: _____

Group to which this Animal belongs: _____

Other animals of this group:

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Underline animals you know or have seen.

Status: Type of resident: _____

Habitat: Describe habitat (tree, shrub, on or near ground, water, etc.)

Rearing of young: Describe type and structure of nest, rearing habits, etc.

Distribution: see back page.

Comments: _____

Residency Map
Mammals, Wildlife & Reptiles
Distribution

Distribution Legend:

- O _____
- O _____
- O _____
- O _____
- O _____
- O _____



Member's Name _____
4-H Club _____

WILDFLOWER STUDY SHEET

DO NOT PICK WILDFLOWERS, PICTURES ONLY

Place these in a loose leaf notebook or scrapbook. Add a final sheet with your 4-H club members report and wildflower project story. This notebook is part of your exhibit.

1. Common Name _____
2. Date Seen _____
3. Color _____
4. Habitat: sand, clay, loam, muck; wet, moist or dry; associated plants

5. Place: field, woods, swamp, etc. _____
6. Locality (township, county, etc.) _____
7. Should it be picked freely, moderately or not at all? _____
8. What can the plant be used for? _____
9. Is there a legend or story about it? Give briefly. _____

-
10. Mount this photograph or draw a picture of shape of flower and leaf in the space below.

Guidelines for Model Rocket Construction

Learn to construct a model rocket that can be launched. This should be a learning and enjoyable project for the 4H'er.

1. The rocket should be constructed from manufactured or hand made parts. Materials used should be paper, cardboard, balsa wood or plastic. NO METAL CAN BE USED IN EXTERIOR PARTS OF THE ROCKET.
2. The degree of difficulty in the construction and the detail of finishing the exterior should increase each year.
3. Rockets should be sturdy, safe and aerodynamically designed so they can be launched.
4. Engine size should be in proportion for the size of the rocket and should not be larger than a size "C" engine.

RULES FOR ROCKET LAUNCH

1. Participants must be 4-H members.
2. No unauthorized persons on Launch Site
3. Launch Safety Officer will have discretion to disqualify launch if rocket is unsafe.
4. All rockets must have parachute or streamer recovery.
5. Each participant must have all necessary supplies.
6. Launch pads will be furnished.
7. Rocket landing closest to target will qualify for Best of Show and Outstanding Ribbons.
8. Rocket model judging will be held from 9:00 AM to Noon at the Non-livestock judging area.
9. You may use the same rocket for both model rocket judging and rocket launch.
10. Rockets will be inspected and weighed prior to launch for proper engine size. Engine size should be in proportion for the size of the rocket and should not be larger than a size "C" engine.
11. Gliders are permitted to launch.
12. Launch pad can be adjusted within safety requirements.
13. One launch per person for ribbon qualification, additional launches may take place after ribbon qualification is established.
14. Rocket launch will be held in the Riding Arena at 1:00 PM on the Saturday of Judging.

Robotics

All participants are to complete the notebook for this project. A sample notebook is available at the Extension Office and is also on the Barry County 4-H Website <https://drive.google.com/file/d/0B7rFKYr8hjp8MEh0SUw4V1JZRGM/view>.

Mechanical Engineering Projects

Component Construction, Drafting, Mechanical Engineering Kits may only be used if modified to reflect original design by participant. All participants are to complete the notebook for this project. A sample notebook is available at the Extension Office and is also on the Barry County 4-H Website <https://drive.google.com/file/d/0B7rFKYr8hjp8MEh0SUw4V1JZRGM/view>.

Electrical Engineering Projects

Electric Engineering, Robotic/ Automation Project

All participants are to complete the notebook for this project. A sample notebook is available at the Extension Office and is also on the Barry County 4-H Website

<https://drive.google.com/file/d/0B7rFKYr8hjp8MEh0SUw4V1JZRGM/view>.

Civil Engineering Projects

GPS, GIS, Civil Engineering Projects

All participants must make an educational poster or notebook. Your poster or notebook should include:

- Pictures of where you went and what you found.
- Print out of Geo Cache
- Description of what you found.
- What the purpose is behind this technology.

Computer Engineering Projects

Computer Construction, Computer Programming

All participants are to complete the notebook for this project. A sample notebook is available at the Extension Office and is also on the Barry County 4-H Website

<https://drive.google.com/file/d/0B7rFKYr8hjp8MEh0SUw4V1JZRGM/view>.

Science Project

Chemistry, Physics, Biology Project. All participants are to complete the notebook for this project. A sample notebook is available at the Extension Office and is also on the Barry County 4-H Website <https://drive.google.com/file/d/0B7rFKYr8hjp8MEh0SUw4V1JZRGM/view>.

Project Management/ Career Development

All participants are to complete a notebook or education display for this project.

Project Management (cost overview for the projects listed above)

Career Development (researching careers for the projects listed above)

Resources:

Junk Drawer Robotics

www.4-hmall.org

Power of the Wind

www.4-hmall.org

Exploring Spaces and Going Places

www.4-hmall.org

Educational Projects

Mechanical Guidelines

Woodworking

GENERAL

- Learn how to select wood, materials, tools and patterns for projects.
- Learn safe and correct use of hand & power tools.
- Learn names and use of tools
- Learn types and uses of different wood
- Members may get project ideas from woodworking catalogues and similar sources.
- It is very important for members to do the proper amount of sanding and evaluate each step before moving on.
- Advance skills in at least one area, each year
- Journals with photos, or drawing are appropriate for non-portable project
- Refinished furniture needs a journal with before and after photo

Suggested Project Goals

BEGINNER (9-11)

1. Assemble and finish one pre-cut article for an exhibit
2. Construct an article using hand tools only
3. Learn to select wood (soft woods, such as pine, basswood, or western cedar are most appropriate for this age group)
4. Learn to lay out a project with the grain; and measure, mark and cut
5. Sand & prepare wood surfaces for finishing
6. Learn how to use glue and finishes

INTERMEDIATE (12-14)

1. Learn how warping and swelling affect the use of wood
2. Learn how to use the grid system to make irregular shaped objects.
3. Learn to make and use joints, wood fasteners, and draw working sketches.
4. Learn more advanced skills in wood selection and finishes.
5. Learn to use power tools
6. Cut, construct and finish a project using basic power tools
7. Project ideas include: bookrack, footstool, step stool, chair, and picnic table, make extra items and sell at a craft show, etc.

ADVANCED (15-19)

1. Learn how woods are named and classified.
2. Learn about the economics of forest products.
3. Learn advanced skill in using tools, power tools and specialty tools
4. Develop original design(s)
5. Construct a building such as a tool shed
6. Learn how to make and install kitchen/bath cabinets.
7. Project ideas include: kitchen cabinets, table, desk, hutch, gun cabinet, hexagon picnic table, etc.

Welding

GENERAL:

- Learn basic fundamentals of how a welder operates; positive/negative/ground flow
- Know basic safety procedures and hazards to avoid
- Learn common types of metals, types of rod required and common temperature settings
- Advance skills in at least one area each year
- Seams should be appropriately ground
- Photo, journal, drawing or displays are appropriate for non-portable project.

GOALS:

BEGINNER: Accomplish a solid bond that will not break under normal use.

INTERMEDIATE: Learn and use a special weld(s) and know its practical application
Example: stitch weld for strength on a long or curved joint.

ADVANCED: Use a special type of weld or equipment (ex: mig welder)
And/or bond different types of metals (ex: Cast)

Resources:

Small Engines www.4-hmall.org
Finishing Up www.4-hmall.org
Electricity Excitement www.4-hmall.org

Communication

- Understand importance of public speaking as a life skill
- Demonstrate correct public speaking techniques and etiquette
- Learn about the different types of public speaking demonstrations and the tools used in each.
- Learn how to keep an audience's attention
- Learn to appropriately use the amount of time provide (speech not to short or long)

Resource:

Express Yourself www.4-hmall.org

Citizenship

4-H Event Notebooks, Posters or Educational Displays

- Demonstrate with their project leadership skills, the ability to help the community, setting & achieving goals, knowledge of new experiences & club records.
- Make a Poster Displaying a Citizenship Event that you attended or participated in.
- Include
 - Explain the event and what the 4-Her learned from this experience.
 - What was the process to get to this event? How did you learn about it? Did you get a scholarship? Did you fundraise?
 - Explain and demonstrate using pictures what you did at this event?
 - What did you expect from this experience? What did you learn?
- Examples Include
 - National 4-H Week
 - 4-H Exploration Days
 - Washington D.C. Focus
 - Capital Experience
 - National 4-H Congress
 - Local Official Meetings
 - Any other 4-H

Community Service

- Demonstrate with their project leadership skills, the ability to help the community, setting & achieving goals, knowledge of new experiences & club records.
- Create an educational display demonstrating the project and experience.
- Based on an individual, club or special interest group.
- What did the group or individuals learn from this experience?
- What kind of planning went into this project? Who planned it? Why was it chosen? Who funded it?
- Group or individuals should keep a portfolio of community service projects from year to year.

Club Leadership Books

- Exhibitor should be able to explain why keeping this record book is important to the success of the club.
- Exhibitor should explain their role in club leadership and the record keeping of this book.
- What did they personally learn from the record keeping experience?
- If exhibitor is in the record keeping role for more than one year the record should be progressive and show growth.

Resources:

Public Adventures Kit

www.4-hmall.org

Raise Your Voice- Service Learning

www.4-hmall.org

Teen Leadership

- Demonstrate with their project leadership skills, the ability to help the community, setting & achieving goals, knowledge of new experiences & club records.
- Demonstrate growth as a 4-Her and how you feel your experiences will help you teach others.
- How will the skills you learned as a 4-Her and a teen leader help you in life?

A teen leader is defined as ANY teen, 13 or over, who is actively participating in 4-H leadership activities. These activities include:

- Club leadership and responsibilities (Serving as a club officer)
- Full or partial leadership of specific projects (field trip, group community project)
- Teaching a group any type of skill or project
- Working with younger club members on a project
- Planning programs
- Serving on a state or county 4-H council
- Helping plan your community service project (where, when, why)
- Helping you club leaders at any time
- Anytime you are doing something in the area of 4-H that will benefit more than yourself

In order to complete this project and be eligible to receive awards and premiums, you must fulfill all the following requirements.

1. Fill out / complete the Teen Leadership Portfolio (either typed or in ink no pencil). Available at the Extension office and online at <http://msue.anr.msu.edu/county/info/barry>.
2. The portfolio should be a compilation of each year's activities as a teen leader, starting with the most current year (Responsibilities should increase with additional years as a teen leader).
3. Your notebook will be judged on Non-Livestock Day along with your interview for this project.
4. Interviews will be business casual. Be prepared to discuss your teen leadership project. The purpose of the interview is to get you familiar with being interviewed along with discussing your teen leadership project.

Selection Process:

40% of your total score will come from judging your Notebook.

60% of your total score will come from the interview.

If you have any questions about the form or the process, please contact your leader or the Extension Office

Entrepreneurship

Resumés

Projects should include

- a cover letter
- a Resume`
- three references

Successful Cover Letters

A cover letter is formatted like a business letter and matches the font and style of your resume.

Key pieces included in the cover letter are:

- Complete mailing address including the zip code where an employer can reach you.
- Date with the month written out, the day, and the year, for example: October 18, 2008.
- Contact information for the recipient of your letter and resume. This includes the person's name (if you know it) and title, the organization's name and complete address.
- A greeting to the person receiving the letter. Try to address the letter to the name of the person you are contacting. If you don't have this information, address it to "Dear Recruitment Manager." Be sure to use a colon after the greeting instead of a comma since it's a business letter.
- The body of the letter includes four paragraphs that are not indented with a blank line between each paragraph.
- Close the letter using the salutation "Sincerely" followed by a comma.
- After the salutation, leave four blank lines for your signature and sign in blue ink after printing.
- Under your handwritten signature, type your name so that it appears just like your signature will.
- Finally, include your phone number and e-mail address underneath your name and type "Enclosure: Resume" so the employer knows that you are also sending a resume.
Note: your e-mail address should be plain or professional and not include slang or cute phrases.

Participants should learn

- the three basic types of resumes
- the importance a resume plays in the job search process
- the importance of using action verbs to describe their skills
- how to translate non-work experiences (such as 4-H) to resume language
- how to connect school learning and activities to the world of work

Key Points about References

- Choose references wisely. Make sure they will represent you in the most positive way.
- List three to five references on a separate page from your resume.
- Ask for permission from your references and provide them with a copy of your resume.
- Page heading needs to match your resume heading in case it gets separated from the resume.
- Include for each reference: name, title, place of employment, address and phone and list their relationship to you.

Interview

- Participants will fill out a job application just prior to the interview. The job application can be for a job of the participant's choice. It should be a realistic job that contestants could apply their current skills towards.
- The judges will simulate an interview atmosphere and contestants should approach the interview likewise. The participants should bring a cover letter, résumé` and references with them.
- Participants should execute a proper business hand shake upon greeting their interviewer. See handout on careers web site referenced at the end of this document.
- Suggested Dress Code: Should enhance personal style and be a conservative. Dress similarly to the dress code for the company you're interviewing with. Keep it simple.

Many of the 4-H Projects members are currently doing are a form of Entrepreneurship (large & small livestock sales, exercising horses, cleaning stalls, etc). Think about those projects and the requirements for them as you complete the following to prepare your entrepreneurship project. Site who/where you sought help for information to create your plan.

SWOT Analysis

Participants should

- Create a business of interest to them.
- Analyze their business showing its strengths, weaknesses, opportunities and threats.
- Identify areas where the business strengths match your opportunities.
- Look for places where weaknesses make the business exposed to threats.
- Make a distinction about where your business is today and where it could be in the future.
- Avoid grey areas. SWOT analysis should be specific
- Always apply SWOT analysis in relation to your competition.

Financial Plan

Create a business of interest to you and create a financial plan for it including the following:

- A summary of the cash required to start the business and where the money is coming from. How much do you need to borrow and how much will you personally invest? Include a detailed list of your collateral.
- A schedule of how the start up capital will be used. List equipment purchases and costs. Include start up costs such as licenses, fees and the cost of start up inventory, any building purchases or remodeling costs.
- A cash flow statement showing income and expenses for twelve months.
- A personal financial statement, the same type required for a credit card application.

Marketing Plan

Creating a business of interest to you and create a marketing plan for it including the following:

- An overview of the market place. What kinds of people are buying your product and how much are they willing to spend. Who is your competition and where are they located.
- Market niche – who are your targeted customers and why will they buy from you instead of their competitors. Every business needs a competitive edge.
- Strategy – how do you intend to reach your customers? What media will you use? How much will you spend? What other ways can you promote your business?
- Sample business cards, brochures, etc

4-H Leisure / Shooting Sports Education

The following are guidelines for providing learning experiences in shooting sport projects. The shooting sports project is oriented to the individual and is an activity that can be practiced throughout life. It is also a project where the entire 4-H family can participate.

GENERAL GUIDELINES FOR ALL MEMBERS:

- Develop an appreciation of nature through outdoor recreation activities.
- Develop safe and effective shooting sport habits and favorable conservation attitudes.
- Learn a lifetime skill.
- Learn to keep good records as to what is learned, how it was learned, leadership roles, expenses, property inventory and other essential facts.
- Learn shooting safety.
- Learn laws applying to shooting sports.
- Learn the parts of the equipment and what equipment is needed.
- Learn how to select and buy equipment
- Learn proper shooting techniques and fundamentals.
- Learn proper way to aim, shoot and follow through.
- Learn how to keep scores.
- Learn to build a target.
- Learn to identify various kinds of firearms and ammunition.
- New skills should be learned each year.
- To participate in the BB gun shooting project, 4-Hers must be 9 years of age.
- To participate in the rifle, shotgun, or muzzle loading shooting project, 4-Hers must reach their 12th birthday during the present calendar year.
- To participate in the archery project, 4-Hers should have reached their 9th birthday during the present calendar year.

- Obtain written permission from parents or guardian to participate in the project.

LEARNING ACTIVITIES FOR LEISURE AREAS

Hunter Safety

Complete DNR Hunter Safety Certification Program.
Become familiar with various firearms and ammunition.
Learn proper handling of sporting equipment, including care, transportation, and storage of firearms and ammunition.
Practice rules of good gunmanship.

Rifle-Target Shooting

Learn how to aim and fire on the target range.
Develop a clear understanding of the principles of proper sight alignment, sight picture, the integrated act of shooting, proper positions and zeroing.
Learn to score tournament targets and assist on the firing line.

Shotgun-Target Shooting

Learn to aim and shoot on the trap range.
Develop a clear understanding of the techniques of pointing and wing-shooting techniques.
Learn how to score trap and assist on the trap line.

Shotgun-Field Shooting

Develop attributes of hunter sportsmanship.

Archery-Target Shooting

Learn how to aim and shoot on the archery range.
Develop a clear understanding of the principles of shooting.
Learn to score tournament targets and assist on the shooting line.

Archery – Field Shooting

Develop attributes of hunter sportsmanship.

Resources:

Take the Bait- Fishing for Adventure www.4-hmall.org
Outdoor Adventures www.4-hmall.org

4-H Shooting Sports Project – Educational Guidelines

Shooting Sports offers a lifelong outdoor recreational activity for you and your family. The 4-H Shooting Sports project area involves more than just shooting at targets. There are many different learning activities that go along with shooting. The following pages offer some suggestions for possible educational projects for you to display at fair.

Specific objectives for the 4-H Shooting Sports program are:

- To encourage participation in environmental and outdoor education programs by exposing youth to shooting, hunting and other related activities.

- To support youth in developing valuable conservation and natural resources related knowledge, skills and stewardship.
- To enhance development of self-concept, character and personal growth through safe, educational and socially acceptable involvement in shooting.
- To teach safe and responsible use of firearms and archery equipment.
- To promote the highest standards of safety, sportsmanship, ethical behavior, and conservation.
- To strengthen families through participation in lifelong recreational activities.
- To provide hands-on learning experiences.

Posters:

All posters should be 22" x 28".

Posters should be on poster board or foam board.

A poster should be a combination of pictures or drawings, and words.

The subject should be easy to understand with a quick look.

Words should be large enough to be read easily.

Pictures should be clear and large enough to see easily

The judge will ask questions and you must be able to explain the topic of your poster. The bulk of the judging award is on your knowledge of the poster topic.

Projects:

Start your projects early, they usually take longer than expected to finish. Many of these projects are good winter activities to do when you may not be able to practice on the range. Details are very important in a project, little things can make a difference in your award. Be able to explain how you made this project. The judge will want to know.

Archery

Poster Ideas

Keep a Shooting diary or journal
 How to score a target
 Chart / graph your target scores
 Care and maintenance of equipment
 Parts of a bow, parts of an arrow
 Range safety
 Range setup
 Range commands, range rules
 Archery terminology
 Nine Steps to the Ten Ring
 Archery Stance – proper form
 How to make a bowstring
 How to make an arrow
 How to string a bow
 Types of arrows and points
 Types of bows and their use
 History of archery
 Proper safety equipment and its use

Project Ideas

Make a ground quiver
 Make a bow stand
 Make a bow string
 Make an arrow
 Make an arm guard and finger tabs
 Make a bow stringer
 Make a shooting game including rules
 Speech, Demonstration or Illustrated Talk
 Give an archery demonstration
 Give an illustrated talk on archery

Rifle

Poster Ideas

Keep a Shooting diary or journal
How to score a target
Chart / graph your target scores
Care and maintenance of equipment
Parts of a rifle
Range safety
Range setup
Range commands, range rules
Different rifle action types
Different ammunition types and use
How to clean a gun
Sight Picture and sight alignment
Safe Handling and storage of guns and ammo
Different shooting positions
Proper safety equipment and its use
How to identify a cartridge
Difference between sporting and target rifles

Project Ideas

Make a gun case
Make a sling
Make a gun stand or rack
Make a target stand
Make a shooting game including rules
Make a display of different ammunition
Make a kneeling roll
Make a shooting mat
Speech, Demonstration or Illustrated Talk
Give a rifle safety demonstration

Muzzle Loading

Poster Ideas

Keep a Shooting diary or journal
How to score a target
Chart / graph your target scores
Care and maintenance of equipment
Parts of a muzzleloader
Range safety
Range setup
Range commands, range rules
Different grades of powder and their use
Different types of projectiles and their use
Different lock types, history and timeline
Proper loading technique
Proper cleaning methods
Safe storage of powder and caps
How to clear a barrel
Proper safety equipment and its use

Project Ideas

Make a loading stand
Make bullets
Make a short starter
Make a ramrod
Make a powder measure
Make a possibles bag
Make a "clear" barrel showing a proper load
Make a shooting game including rules
Speech, Demonstration or Illustrated Talk
Give a muzzle loading demonstration

Shotgun

Poster Ideas

Keep a Shooting diary or journal
How to score a round
Chart / graph your target scores
Care and maintenance of equipment
Parts of a shotgun

Project Ideas

Make a gun case
Make a gun stand or rack
Make a shell pouch
Make a display of different shells
Make a shooting game including rules

Range safety
Range setup
Range commands, range rules
Different action types
Explain the different gauges
Uses of different shot
Different chokes and their use
Proper Stance
Proper shotgun fit
Proper safety equipment and its use
How to identify a shell
How to clean a shotgun

Speech, Demonstration or Illustrated Talk
Give a shotgun safety demonstration

Hunting

Poster Ideas

Rules and regulations for specie
Proper hunting equipment
A hunting trip plan
Proper ammunition selection
Tree stand safety and use
Hunter orange requirements
Animal track identification
Animal dropping identification
Specie identification in the field
Why do we hunt?
Animal population management
Hunter ethics and responsibility
Map and compass use
Survival kit

Project Ideas

Make a game call
Make a game feeder
Make plaster casts of animal tracks
Habitat construction / improvement
Make a survival kit
Make a hunting game including rules
Speech, Demonstration or Illustrated Talk

Trapping

Poster Ideas

Tanning Hides
Different types of traps
Trapping equipment
Animal identification
How to set a trap
How to skin an animal
Different types of bait
Rules and regulations for trapping

Project Ideas

Most projects would be shown in Section
6- Fins, Feathers, Furs & Hides
Speech, Demonstration or Illustrated Talk

YOUNG CLOVER PROGRAM **5-8 YEAR OLD CHILDREN**

This department was created for 4-H member's younger siblings who participated in club projects and wished to show that project at the fair. However, these young children are not ready for the pressure of competition, or even "constructive" criticism. So, the noncompetitive "Young Clovers" department was created. Participation ribbons are awarded at the fair for each project shown. Because "Young Clovers" are not ready for fair pressure and competition, they are limited on the number of projects they may present at the fair. This limitation is in accordance with age, if a 5 year old participates, they may bring five (5) projects to the fair, if an 8 year old participates, they may bring eight (8) projects to the fair.

There are many sections and classes under which Young Clovers may participate, including some "any other" classes. The Young Clovers classes are designed to mirror regular 4-H classes. Therefore, follow the basic 4-H guidelines for the project, as much as is practical for this age group.

The Young Clover should enjoy their 4-H experience and be rewarded for trying. They should also be encouraged to complete a project before starting another. Each child should work at their own pace and at their own ability. What is appropriate for one child may not be suitable for another child the same age.

The Young Clovers may do similar projects as the older 4-H'ers, but at a simplified level. Remember, at this age, children like hands on learning and will try many new things with the help of leader and parents.

Remember: Non-competitive, absence of rivalry, rewarded for trying.

There is special project material available for this age group, including "Snacking Health", "Just Outside the Door" and several others. The Cooperative Extension Service Office has copies, stop by to see what is available to order. If you have any question, you may contact the 4-H Youth Agent.

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