Clover Cafe'

Fair Design by
Emily & Jessica Huhnerkoch

REDWOOD COUNTY FAIR 4-H PREMIUM BOOK

REDWOOD COUNTY 4-H

UNIVERSITY OF MINNESOTA
EXTENSION

⊘ Pre and Post Fair Schedules

⊘ General Projects

⊘ Exhibit Rules/Guidelines

⊘ Judging Events

4-H Staff Contact

📞 507-637-4025

🌐 mnext-redwood@umn.edu

Links in bold on this page are bookmarks within this premium book

REDWOOD COUNTY 4-H CLUB & MEMBER WORK SCHEDULES

COUNTY FAIR 4-H INFORMATION

4-H CLUB - WORK / EVENT SCHEDULES

Pre-Fair Work Schedule: [Pre-Fair and Post Fair Club/Member Work Schedules](#) (link)

- **July 9, 2025 at 6:00 pm**
- Clubs wanting alternative dates/times please contact 4-H office at 507-637-4025

Golden Gophers:

Food Stands & Grills - detailed cleaning list available in food stands. Cleans both food stands, grills, counters, dishes, floors, walls as needed, hangs curtains, wipes down the seating area.

Vesta Vikings:

Food Stand Deck - sweep deck, railings and ramp area, clean up litter and make sure tables are clean and in place

Milroy Go-Getters:

Grounds Crew - cleans up litter, garden areas, may do some flower planting, weed trimming, wildflower area maintenance. Focus area is around all the 4-H buildings but should include the fairgrounds in general. Bring gloves, garbage bags, rakes, weed whips.

Shooting Sports & Springdale Climbers:

Exhibit Building - sets up the stage, sweeps, removes spider webs, dust, etc from walls, doors, display equipment. Sets up display and judges tables. Bring rags, swiffer dusters, brooms - barn brooms especially needed.

Barns & Show Arena:
- Animal Science participants should plan to help clean your respective barns and help with the show arena as directed by your species superintendents.
- Members and families will work with your clubs to sign up for both pre-fair and post fair clean up nights. Independent members will be assigned by the 4-H Office.

Post Fair Work Club Work Schedule: July 20, 2025 at 7:00 pm

Barns and Show Arena:
- All participants assist in cleaning stalls and barns. You must receive approval to leave the fairgrounds from your species superintendent at the conclusion of the county fair.
- Participants should have your own wheelbarrow, pitch fork, and supplies as needed to clean your own stalls and help with barn clean up.

Sunktanka

Food Stands & Grills - cleans both food stands, wipes down counters, wipes out coolers, floors are swept, grills if possible are cleaned, detailed cleaning list is available and under the direction of the Food Stand Manager.

Valley Blazers & Lamberton Leprechauns

Exhibit Building Clean-Up - cleaning out display cases, folding tables, putting the stage away, and sweeping the building out, helping to load out the 4-H office area.

COUNTY FAIR 4-H FOOD STAND SCHEDULES

All youth must work in the food stand and fruit sales to qualify for registration fee reimbursements.
- **2025 Food Stand Work Schedule and Club Work Schedule**
- **Club Member Sign Up Sheet** - work with your club food stand coordinator.

Club Food Stand Coordinator Touchbase: 8 pm Wednesday July 9, 2025.
Learn how to use the square accounting system, how to use the petty cash system, and general expectations for clubs and the work happening during the county fair.

Note: All members and families are needed to make our food stand successful. You will sign up with your Club Food Stand Coordinator in June.

Club Shifts:
- Monday, July 14 - 4pm - Open for alternative scheduling of food stand shifts.
- Thursday July 17 - 9:00 am - *Valley Blazers* - Lil Buds opens at 8 am
- Thursday July 17 - 3 pm - *Lamberton Leprechauns*
- Friday July 18 - 9:00 am - *Golden Gophers* - Lil Buds opens at 8 am
- Friday July 18 - 4 pm - *Milroy Go-Getters*
- Saturday July 19 - 10 am - *Shooting Sports*
- Saturday July 19 - 3 pm - *Springdale Climbers*
- Sunday July 20 - 9 am - *Vesta Vikings*
- Sunday July 20 - 3 pm - *Sunktanka*

4-H COUNTY FAIR EVENTS AND MEETING SCHEDULES

- **2025 Schedules of meetings and awards have changed look closely!**
- **State Fair Orientation now on Saturday!**
- Link to Redwood County Schedule of Events
    - Includes pre-fair judging dates, State Fair due dates/times, show schedules, bingo, awards, fashion show, talent show information and more

4-H FAIR PROJECT REGISTRATION
DUE Monday June 23, 2025 at 11:59 pm

- Fair Registration Link: **http://redwoodmn.fairentry.com/**
- Email and Password used for MN 4-H online.com needed
- Fair Entry **Registration Guide**, (assistance on how to register for fair)
    - Use this link to sign up to bring your projects to exhibit at the Redwood County Fair, sign up for the fair t-shirt, and to sign up for your shift to volunteer in 4-H judging events or shows.

RULES, GUIDELINES, AND OPPORTUNITIES

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

- Absentee judging of projects
- Judging experiences for youth with disabilities or injuries
- 4-H Policy Page…
- Cloverbud Policies
- Code of Conduct
- Grievance Policy
- **IAFE Show Ethics**

ACCOMMODATIONS STATEMENT

If you or a 4-H participant need disability-related or other accommodations to participate in this program or have questions about the physical accessibility of the event location, *please contact Stacy J at 507-637-4025 or email skjohnso@umn.edu* at registration or at least 2 weeks prior to the program or event. Late notice may limit our ability to provide requested accommodations.

- Redwood County 4-H Office 507-637-4025
- Redwood County 4-H Office email mnext-redwood@umn.edu
- Redwood County Accommodations Request Form

REDWOOD COUNTY EXHIBIT RULES

- **Pre-Fair & Post Fair Clean Up:** 4-H youth/families are encouraged to participate in preparation of the barns on the fairgrounds. In addition, 4-H youth/families are REQUIRED to remain on the fair grounds to help with fully cleaning the barns.
- **Families/Guardians** are responsible for the supervision of their 4-H'er throughout the county fair
- 4-H Code of Conduct will be followed at all times.
    a. Youth Code of Conduct - also available in Spanish - Código de Conducta para Jóvenes
    b. Parent/Guardian Code of Conduct - also available in Spanish - Código de Conducta para Padres
    c. Volunteer Code of Conduct - also available in Spanish - Minnesota 4-H Código de Conducta para Voluntarios, Somali - Hab Dhaqanka Haboon ee Minnesota 4-H, and Karen -
- **Pet Care:** 4-H youth exhibiting the animal(s) at the county fair are responsible for regular and routine care of your animal throughout your conference judging experience and event.
    - Pets are welcome part of your general project judging process
    - Provide supplies as needed to keep your animal cool and comfortable.
    - Your pet must be contained as appropriate, dogs must be on leash at all times and remain a minimum of 6 feet away from other animals, Dogs must be attended by members or family when on leash.
    - Pets must be healthy and have up to date vaccinations as appropriate for your pet
    - Pets do not remain on fairgrounds after general project judging days
  Project Requirements - See your project area section for details
- **County Fair Competitive Events, Deadlines & Consequences**
- **Registration must be completed on time to be eligible for awards above a blue ribbon and be eligible for State Fair Lineups**
- **Exhibit/Livestock release** is determined by the Redwood County Fair Board. Typically exhibit release is 7 pm on Sunday evening of the fair. Failure to comply will result in loss of ribbons, premiums, awards, and state fair trips.
- **Conference Judging Schedules -** Refer to the County Fair Schedule of Events for more information
o **Link to Redwood County Schedule of Events**

- **Conference Judging Event Attire:** Dress comfortable for the weather in a manner appropriate for a casual interview. Graphic T-shirts and jeans/shorts with holes are not recommended.
- **Interviews: Non-livestock Focus.** Interviews will be held during general project judging night. See project area for details and interview topic for the fair season.
- **Demonstrations/Public Speaking/Performing Arts** are judged prior to the Redwood County Fair. See schedule and events for details
- **All Clothing and Textiles projects, Needlework, Sewn Non-Garment, and Quilting** are judged prior to the Redwood County Fair. See schedule and events for details.
- **Livestock Demonstrations:** Held Saturday afternoon of the Redwood County Fair. This is open to all interested youth. Sign Up in the 4-H office on the fairgrounds by 1 pm.
- **Youth may exhibit as many projects as they wish.** Youth unable to participate in conference judging may also enter their project as an exhibition to showcase their learning. This type of exhibit/project display is not eligible for state fair lineups.
- **Alternative Judging Needs:** This is allowed on an individual basis and must be arranged in advance of the Redwood County Fair to allow time to ensure needs are met. See also absentee judging for that specific need..

EXHIBITS & OPPORTUNITIES

1) Youth will be eligible for all show-related premiums, awards, and participation in the state event when exhibition requirements are met (and appropriate permissions are granted by 4-H Program Staff). (Auction participation is a county decision.) Approved early release is an exception to the rule and becomes a 4-H staff, **in partnership with the county** fair board, decision based on each situation.

2) **All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects.** All work on exhibits entered **must** be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
   a) **Exception** - parent or guardian may assist in completing a step to maintain safety as needed.

3) Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all **will** receive participation recognition.

4) Poster exhibits may not exceed 22" wide x 28" high. They may be smaller.

5) Education/Science Tri-Fold Exhibits for all project areas may not exceed 12" deep x 24" wide x 36" high. (Center back 24" wide x 36" high, right and left wings each 12" wide x 36" high.)
   All exhibits will be evaluated by a conference with the judge. Exhibit judging criteria:
   - i) Exhibit quality   25%
   - ii) Educational value   25%
   - iii) Knowledge and ability to explain   50%
   Decision of the judge is final and may not be appealed.

6) Floor space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation,

7) All exhibits must be labeled with name, club, and county. Other appropriate information for the project (i.e., vegetable varieties) should be included. If the exhibit has multiple pieces, each part needs to be labeled and should indicate 1 of 4, 2 of 4, etc.

8) Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.

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

10) 4-H members who incorporate AI tools or technologies into their projects should clearly cite the use of these resources. This includes, but is not limited to, AI-generated content, AI-driven data analysis, and AI-based project

enhancements. Citation Suggestions: provide the name of the AI tool or technology used; explain how the AI was used in the project; include any relevant references or sources as appropriate.

11) **Community Impact Recognition**
   a) Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
   b) Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
   c) Exhibits and presentations may demonstrate the youth's community impact efforts through:
      i) Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
      ii) Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
      iii) Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
   d) Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family
   e) **If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Projects category** (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc).
      i) Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
      ii) Ex. A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents or students.
   f) Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognitions.

How are Fair Exhibits Judged?

YouTube Video on Project Judging

The County Fair provides many opportunities for youth involved in 4-H to learn and grow. The Redwood County Fair offers a wonderful way for young people to showcase and receive feedback and recognition for their work. Visit with 4-H staff or your club leader to learn more about 4-H opportunities at the fair in your County. Amount of time spent with your judge will vary upon the topic, information the 4-H'er is providing, and the questions of the judge.

How much time should I plan for General Project Judging?
A good estimate is 15-20 minutes per project. Remember you may have to stand in line. It is okay to look for shorter lines in other projects you are taking to the county fair. You can always go back to the judge with the long line. If judging time is near closing and you have a project that needs judging, but are in a different line waiting, it is the 4-H member's responsibility (or your designee) to let that judge know you are planning to meet with the judge as soon as you can.

4-H Static/General Projects are judged in a conference.
Conference judging is a conversation between the judge and the 4-H'er. It is a chance for you to explain to a judge what you have learned from your project experience. It allows time to ask a judge questions that you may have about your project.

What can I expect during conference judging?
The interview is as important as the exhibit itself: an equal "weight" is given on the actual exhibit and on the conference 50/50. The judge, who is knowledgeable in the project area, determines the ribbon placing. Judges will observe, question,

listen and challenge you. Judges offer encouraging and constructive feedback, as well as suggestions on how to further explore the project area

CLOVERBUDS AND PROJECTS

In Redwood County 4-H, we recommend limiting your Cloverbud youth to 10 projects during the Redwood County Fair. Projects are interesting and lots of fun for our Kindergarten through second graders and they also need to present their projects to a judge, which can take a lot of focus to be a good experience. We have found 10 projects for most Cloverbuds is plenty of talking time with our judges and not too much to make the process uncomfortable for our youngest 4-H'ers.

* **Minnesota Cloverbud 4-H Policy**　　　　* **YouTube Video: Cloverbuds and Projects**

HOW CAN PARENTS/GUARDIANS HELP WITH PROJECTS?

You are an important part of the 4-H Program. Here are suggestions to help your child have an exciting and educational experience:
- Advise your child in the selection of projects.
- Show your interest and enthusiasm for the projects he/she selected.
- Help guide your child with their projects, let your 4-H'er do the work. Youth–led, adult guided is our motto!
- Assist your child in getting to meetings and other events. Parents are encouraged to attend local club meetings and county-wide events with their children to learn alongside them and gather information.
- Be informed by reading the 4-H information sent to your family and by asking questions when unclear. Volunteer to assist with club events and activities when possible.
- Share your knowledge and lead a project lesson
- You are important and your time is important. A little help goes a long way and is greatly appreciated!

4-H PROJECT AREAS TABLE OF CONTENTS
Table of Contents Bold are links/bookmarks within this premium book

(INTENTIONALLY LEFT BLANK)

4-H CLUB PROJECTS

The intention of club projects is to exemplify youth and adults working together. Ultimately this should be a youth led project under the care and maintenance of club 4-H youth.

CLUB BANNER

Project Description:

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

Exhibit Suggestions:

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

Requirements:

- Banner must be 3' x 5' and designed to hang vertically.
- It must be completed and equipped with a dowel (minimum size 3' 8") and ready to hang.
- Banner must be of fabric (no paper) and can be one or two-sided. If 2-sided, indicate which side you want to be displayed.
- Club name on 3 x 5 card pinned to back. (Any assembly technique can be used.)

COMMUNITY PRIDE - Club

Project Description:

Share how your club makes their community better by being active citizens and act on the things they believe in.

Two exhibits will be selected for the State Fair.

Exhibit Suggestions:

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

Requirements:

1. The exhibit may include a three-sided display, video, or other visual method which visually highlights the entire project or certain parts in a manner which tells the public what positive effects the project had on the community.
2. Two club youth who participated in the project may represent the club in conference judging. Youth will explain the purpose of the project, steps in the planning, how the project meets the community needs and the impact it has.

CLUB BOOTH
Club Activity - Booth and/or Club Flower Box
Requirement: The booth should depict promotions regarding 4-H and why someone should join or club booths could depict an area of work or program of current emphasis

CLUB FLOWER BOX
Club Activity - Club Flower Box. Get creative and have fun with this project. This is a good opportunity for youth to learn more about soil structure, plant part functions, the difference between annual, perennial, and MN native plants, plant care, decorating, companion planting, and different types of flowers.

CLUB SHARE THE FUN!
Club share the fun is open to all 4-H clubs and their members to create a skit, show a coordinated performance, or any idea of your choosing. The skit will be judged during the general project judging process. The club can also present your work at our Fashion and Talent Show held Sunday of the Redwood County Fair.

PLASTIC SCULPTURE CHALLENGE
See "Plastic Sculpture Challenge" section within general projects
Note: Plastic Sculptures can be created by individuals or teams

NEW & UPDATED GENERAL PROJECT AREAS FOR EXHIBIT

NEW or Updated information throughout the general projects area. Review closely.

RECORD KEEPING PROJECT

Project Description: Record keeping is a life skill. Redwood County 4-H is encouraging all 4-H members to complete at least one project record. Completed records will be judged during the general project judging day process.

The following criteria MUST BE included to be a record:
1. Cover page with photo of your completed project
2. Either Basic Project Record or Experienced Project Record format should be followed. Cloverbuds may submit a project record as well.
3. Photos with descriptive captions to illustrate the process of completing your project as you prepare to exhibit completed projects..
4. Records should be placed in a report folder or three ring binder.

Animal Science Project Special Note: Livestock project records will be considered complete with information provided up to the county fair.

SCIENCE OF ANIMALS EDUCATIONAL PROJECT & EXHIBIT
Animal ownership is not a requirement of this project.

Project Description:

You can also exhibit your knowledge with a science of animals project. This project is designed to expose 4-H animal project youth to the many dimensions of the industry.

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

State Fair Trips Available:
- Exhibits are shown during livestock encampment at the MN State Fair
- Exhibits can be in any species you want to explore regardless of your livestock project area
- You can exhibit in both the livestock/animal exhibit and science of animals.
- You can receive housing with your county livestock delegation and help with herdsmanship, herdsmanship judges, etc.
- *Posters:* Llama-Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

Science of animals is offered in all livestock species in one the four topic areas:
- Animal Health, Breeding, production, or Other.
- [Science of Animals Evaluation Form Link](#)

HEALTH / BREEDING / PRODUCTION EXHIBIT
- Beef
- Dairy
- Goat-Dairy
- Goat-Meat
- Poultry
- Rabbits
- Sheep
- Swine

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

OTHER EXHIBIT

Beef	Dairy
Dairy Goat	Meat Goat
Poultry	Rabbits
Sheep	Swin

Communications - INTERVIEWS - County Only Project.
Top 3 placements in each age category will earn a Gift Card

Theme/Topic:
Grades K-2 and 3-5: Interview regarding your favorite summer activity and why.
Grades 6-8: Elevator Pitch: Why people should choose to join 4-H.
Grades 9 - 13: Elevator Pitch: The impact of community involvement or Interview regarding Resume & Cover Letter created based on the job you want and would apply for.

Project Description: This project will be conference judged under the Communications project area.. Anticipate a 15 - 20 minute interview timeframe. Grade K-5 goal for interviews is to gain experience communicating and articulating what is important to them regarding their topic. Youth grades 6-13 should be prepared with a 2-3 minute elevator pitch on your topic. Be prepared to give your elevator pitch and discuss follow up questions from the conference judge.

- **Example Elevator Pitch Link** - Career Success

- **Example Elevator Pitch 'How To' Link** - Non-Profit

COMMUNITY IMPACT RECOGNITION

- Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
- Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
- Exhibits and presentations may demonstrate the youth's community impact efforts through:
    - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
    - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
    - Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
    - Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family
    - If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Projects category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc).
        - Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
        - Ex. A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents or students.
    - Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognition.
    - Champion will receive a $20 gift card

PHOTO CONTEST - County Only

1. Theme: Your favorite activity or part of 4-H
2. Can be Elements of Photography or Photo Manipulation based on exhibit suggestions in Photography.
3. Winners will earn a gift card and photos will be used to create Redwood County 4-H note cards.

GENERAL PROJECT AREAS FOR EXHIBIT

AEROSPACE

Project Description

Share what you've learned about the latest in aerospace technology including airplanes, rockets, helicopters, **drones,** balloons, etc. Aerospace includes any objects that fly within the Earth's atmosphere and outer space.

Exhibit Suggestions:
- Build a model (rocket, airplane, satellite) and identify the parts.
- Explain the science **of** how airplanes fly.
- Explain how the model rocket flies.

- **Design or build your own rocket or airplane and explain how it works**
- Identify parts of a hot air balloon and how they work.
- Discover and identify the basic parts of a helicopter and how they work.
- Make and demonstrate a hang glider.
- **Demonstrate a drone and how it is used.**
- **Research UFOs and share your findings.**
- Compare and contrast different types of kites (flat, box, parafoil, etc).
- Discuss **the** pros and cons of different types of flight (airplane vs helicopter vs jet, etc).
- Explore careers in this project area and explain why they interest you

Requirements:
- Models or **other project objects** can be used during the judging process.
- Flyable models should be ready for flight (do not include fuel or engines); recovery systems should be in place and operative.
- Members should be familiar with safety codes in the 4-H curriculum or that accompany the kit.

AGRONOMY
See "Plant Science" section

BICYCLE
Exhibit Suggestions:
- Exhibit showing built, restored, reconditioned or rebuilt bikes.
- Display showing types of bikes, parts of a bike, maintenance, traffic rules, bicycling hazards, city/county/regional bike or active transportation plans, how to wear a helmet, equipment used to teach others about bike repair or first aid, etc.
- Documentation (such as slideshow, notebook, picture book, poster or film) of a bike rodeo or other bike event you helped with, or research on some other aspect of bicycling that was presented to a class, committee or service club.

CAT
See "Pets" section

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

Exhibit Suggestions:
- Toy, game, puzzle, puppets, art/craft materials, etc., made from new or recycled/throw-away material.
- Babysitting kit/travel kit/rainy day kit.
- Original book, story, poem, song, play, cookbook, audio or video tape and narrative, activity book, safety manual for children.
- Scrapbook, photographs, items, reports, video, etc., on family heritage with description of what was learned about self and family.
- A creatively developed program and/or item used for or with a person with differing abilities (i.e. learning difficulties, physically impaired, etc.).
- Display exploring different types of families (nuclear, blended, single parent, childless, foster, etc).
- An educational display explaining foster care/foster families in Minnesota
- Display exploring resources for children alone at home (i.e. activities, games, kits).

- An educational display about youth mental health. Explore strategies to help youth cope with stress, anxiety, etc. with busy bags, sensory bottles/activities, conversation tips, etc.
- Display sharing your experience job shadowing an early childhood education provider, child care provider or another youth worker.
- An educational display with resources available to lower income families (i.e. WIC, Food Shelf, etc).

Requirements:
- Exhibitors should be prepared to discuss, in conference judging, the age and other characteristics of the child for whom the exhibit is intended and how the exhibit contributes to the child's growth, development, and well-being.
- If the exhibit is designed to be interactive with children, the item should be used with children before exhibiting and a photograph of this activity should accompany the exhibit. Signs of use will not detract from the placing of the exhibit.

CITIZENSHIP
Exhibit Suggestions:
- Highlight of community projects and/or citizenship activities which you or your club completed under your leadership. Include plans of action as well as the impact of each.
- An educational display illustrating the description of a service project, which may include: how you identified the need in your community, developed a project to address the need, carried out the project, and reflected on the results.
- An educational display illustrating how you've researched, reflected, and learned more about yourself, your family, and your friends.
- An educational display illustrating how you've researched, reflected on, and learned more about your community, its history, and how to be a good neighbor.
- An educational display illustrating how you've developed a tour of a local community, government or community agency; learned how government functions; and learned about police, fire protection, health, sanitation, safety, and tourism in your community.
- A display on different parts of the world, highlighting their cities, culture, history and more.
- A display explaining how you organized and led tours in your towns, communities, courthouse or historic places.
- An educational display on how the government works or the functions of various government agencies.
- A display on community organizations, agencies or service departments like fire departments, police departments, sanitation, tourism, etc.
- Complete a service project and create a display of what you did and why you did it.

CLOTHING AND TEXTILES, NEEDLEWORK, QUILTING

Clothing & Textiles exhibits should be finished, clean and pressed for exhibition. Exhibits can be used before showing, but should be cleaned before exhibiting. Garments and sewn non-garments should be appropriate for the skill level and experience of the exhibitor.

Constructed Clothing
Exhibit Suggestions:
- Include an information tag listing: pattern company name and number or inspirational photo for design, fiber content of fabric and care instructions.
- Constructed garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Constructed garment utilizing a fabric or technique new to the exhibitor, such as synthetic suede, active sportswear, micro-fibers, satin, etc.

- Using tailoring techniques to construct a garment
- Wearable art that can be included as part of the constructed garment.
- Educational poster or display on a clothing or textiles subject of your choice. Examples: career in industry, difference in fabric, how fabric is made, evolution of clothing, cost comparison, clothing selection, care of fabric, etc
- Garment mended, repaired or recycled, with color photo of original garment and explanation of steps used.

Upcycled Clothing
Exhibit Suggestions:
- Significant alterations to a garment. Examples: oversized t-shirt made into a cinched t-shirt dress, alternating the style of the garment, updating an old prom dress to make it current, etc.
- Wearable art that can be added to purchased garment.

Requirements:
- An upcycled garment is one that is constructed from a previously worn garment that has been updated/altered in a way to produce a new garment.
- Colored photo of original garment and colored photo of new garment

Purchased Clothing
Exhibit Suggestions:
- Additional information that could be included in 8 ½" x 11" binder:
    - Cost per wear
    - Cost comparison (construction vs. purchased)
    - Inventory of wardrobe (not including undergarments)
    - Educational facts about fabric in garment(s)
    - Additional photos showing ways it can be used in existing wardrobe
    - Accessories/shoes worn
    - Any other educational information not listed above
- Purchased garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Pre-used garments not altered. Examples: thrift store, garage sale, hand-me-down, etc.

Requirements:
- The purchased garment or outfit must be accompanied by an 8-1/2" x 11" binder with the following information:
    - Colored photo of member wearing the garment. Label photo with name, county, and color of complexion, hair and eyes.
    - Cost of garment and explanation of why garment was purchased
    - Fabric content and care of garment
    - Examples of ways it will be used in existing wardrobe
    - Sale receipt and tags, if available

Sewn Non-Garment
Exhibit Suggestions:
- Non-clothing sewn, constructed item. Examples: simple home or clothing accessory item such as a pillow, apron, book bag, belt, placemat, gym bag, sewing kit, etc.
- Non-clothing article using a pattern or your own idea.

Requirements:
- Include an information tag listing: pattern company/kit name or source, fiber content of fabric and care instructions.

<u>Fashion Revue Constructed Clothing</u>

<u>Fashion Revue Purchased Clothing</u>

<u>Fashion Revue Upcycled Clothing</u>

Fashion Revue Constructed or Purchased or Upcycled Exhibit Suggestions:
● Judging is on the overall completed look which includes the outfit, accessories and overall appearance

Fashion Revue Constructed or Purchased or Upcycled Requirements:
● Participants may model any clothing they have constructed, purchased or upcycled as a part of their 4-H clothing project.
● Garments are required to be modeled during conference judging and fashion shows.

Note: At State Fair, clothing exhibitors can use the same garment to participate in both fashion revue and the corresponding clothing & textiles project in the same year. Example: Constructed fashion revue exhibits can be judged in the constructed clothing area (or vice versa).

Needle Arts: See Below Alphabetically
Quilting: See Below Alphabetically

CLOVERBUDS

● Cloverbud General Exhibit. Cloverbuds are not awarded a State Fair Trip.
● Cloverbud Animal Science Exhibit. Cloverbuds are not awarded a State Fair Trip.

Exhibit Suggestions:
● We encourage cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what would be required of their project when they reach 3rd grade. (e.g. Photography- pictures require a mat and cannot be framed, recipe card with food project)
  ○ General exhibits could include: 3 cut flowers in a vase, a potted plant, vegetable or fruit art, a nutritious food snack (include a recipe card), a simple item you made for your home like a pillow, placemat, decoration, etc., rock collection, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of. (Think about how your exhibit will be displayed at the fair, review the general project requirements within the specific project area for ideas for displaying or hanging your exhibits, poster or display sizes, etc.)
  ○ Animal Science posters could include how you care for your animal, animal breeds, fun things your animal can do, what your animal eats, or learn about an animal or insect that lives in a different county, etc.
  ○ Animal Science - Live Animals - Cloverbuds can show live animals during their species shows. See the animal science premium book for more information.

Requirement:
● Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
● Cloverbud general exhibits can be made at home, at a 4-H or non 4-H meeting or event.

- Cloverbud animal science areas include live animals or posters in the following Beef, Dairy, Goat, Horse, Llama & Alpaca, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the MN 4-H Cloverbud policy **that requires a responsible person be with the Cloverbud members at all time during Cloverbud activities when in the presence of an animal.** This includes pet and livestock projects.
- Review the Cloverbud Information Sheet to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies.

COMMUNICATIONS - County Only Projects

INTERVIEWS - County Only Project.
Top 3 placements in each age category will earn a Gift Card.

Theme/Topic:
Grades K-2 and 3-5: Interview regarding your favorite summer activity and why.
Grades 6-8: Elevator Pitch: Why people should choose to join 4-H.
Grades 9 - 13: Elevator Pitch: The impact of community involvement or Interview regarding Resume & Cover Letter created based on the job you want and would apply for.

Project Description: This project will be conference judged under the Communications project area.. Anticipate a 15 - 20 minute interview timeframe. Grade K-5 goal for interviews is to gain experience communicating and articulating what is important to them regarding their topic. Youth grades 6-13 should be prepared with a 2-3 minute elevator pitch on your topic. Be prepared to give your elevator pitch and discuss follow up questions from the conference judge.

- **Example Elevator Pitch Link** - Career Success

- **Example Elevator Pitch 'How To' Link** - Non-Profit

Visual Communication in Printed Media - County Only Project. Top 3 placements in each age category will earn a Gift Card

Theme/Topic:
Grades K-2 and 3-5: Your favorite summer activity and why.
Grades 6-8:   Why people should choose to join 4-H.
Grades 9 - 13:   The impact of community involvement or Resume & Cover Letter based on the job you want and would apply for.

Project Description: This project will be conference judged under the Communications project area.. Anticipate a 15 - 20 minute interview timeframe. Grade K-5 goal is to gain experience communicating and articulating what is important to them regarding their topic. Youth grades 6-13 should be prepared with a 2-3 minute elevator pitch on your topic. Be prepared to give your elevator pitch using both verbal and printed materials and discuss follow up questions from the conference judge.

Visual Communication in Digital Media - County Only Project. Top 3 placements in each age category will earn a Gift Card

Theme/Topic:
Grades K-2 and 3-5: Your favorite summer activity and why.
Grades 6-8:   Why people should choose to join 4-H.
Grades 9 - 13:   The impact of community involvement or Resume & Cover Letter based on the job you want and would apply for.

Project Description: This project will be conference judged under the Communications project area.. Anticipate a 15 - 20 minute interview timeframe. Grade K-5 goal is to gain experience communicating and articulating what is important to them regarding their topic. Youth grades 6-13 should be prepared with a 2-3 minute elevator pitch on your topic. Be prepared to give your elevator pitch and discuss follow up questions from the conference judge.

RESUME' WRITING PROJECT - This is a county fair only project. For safety reasons please do not use AI systems where your information is open for all to see online. Resources: UofM Michigan   CareerOneStop.org   HighSchoolResume-Indeed

Grades 6-8: Focus on resume' design and applying for employment
Grades 9 - 13: Focus on resume' design and use for employment, applying for post secondary education, scholarships

Project Description: This project will be conference judged under the Communications project area.. Anticipate a 15 - 20 minute interview timeframe. All resources used must be cited. Grade 6-8 goal is to gain experience communicating and articulating what how to use a resume' and how to build their resume'. Youth grades 9-13 should be prepared to discuss steps to creating a resume', use (or not) of AI in writing their resume, and articulate the importance and uses of a resume.

RECORD KEEPING PROJECT

Project Description: Record keeping is a life skill. Redwood County 4-H is encouraging all 4-H members to complete at least one project record. Completed records will be judged during the general project judging day process.

The following criteria MUST BE included to be a record:
5. Cover page with photo of your completed project
6. Either Basic Project Record or Experienced Project Record format should be followed. Cloverbuds may submit a project record as well.
7. Photos with descriptive captions to illustrate the process of completing your project as you prepare to exhibit completed projects..
8. Records should be placed in a report folder or three ring binder.

Animal Science Project Special Note: Livestock project records will be considered complete with information provided up to the county fair.

COMMUNITY IMPACT AWARD

COMMUNITY IMPACT RECOGNITION - NEW IN 2024
- Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
- Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
- Exhibits and presentations may demonstrate the youth's community impact efforts through:
    - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
    - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
    - Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
    - Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family
    - If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Projects category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc).

- Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
          - Ex. A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents or students.
      - Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognitions.

COMPUTER
See "Technology" section

CONSUMER EDUCATION & MONEY MANAGEMENT
Project Description:
Share what you've learned about being a good consumer as you explore smart shopping, income and expenses, saving money, credit, and needs vs. wants.

Exhibit Suggestions:
- A budget workbook, income/expenses graphs, impact of supply chains on consumers, savings plans, etc.
- Junior exhibitors: a basic comparison of similar products with different pricing.
- Intermediate exhibitors: include additional aspects of products other than just price
- Senior exhibitors: compare numerous components (nutritional value, cost per ounce, fabric content, longevity, etc).

CRAFTS & FINE ARTS

CRAFTS
Exhibit Suggestions:
- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring masterful craftsmanship.
- Work directly from a kit, diamond painting, social media influenced/inspired, LEGO kits, model replicas, no sew/tie blankets, ceramic casts, paint by number, etc.

Requirement:
- Each exhibit will be evaluated on its individual merit as a craft/kit.
- Emphasis is on the creative process and the implementation of design elements and principles. The craft/kit exhibit develops from someone else's ideas and can be easily replicated, modified and repeated by others.
- All projects need to be presented in a finished manner.

FINE ARTS
Exhibit Suggestions:
- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring mastery.
- Original work (no kits) in drawing, painting, sculpture, paint pouring, textiles, pottery, jewelry making, fiber art, quilling, etc

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

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

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

Requirements:
- Creative Writing exhibits should be an original written piece; if the work of others are quoted or included, be sure to include proper citation.
- Display your work in a way that can be viewed by fairgoers (printed in a binder, written on a canvas, hung on a display, etc.)

CROP SCIENCES

CORN
See "Plant Science" section

SMALL GRAINS & LEGUMES
See "Plant Science" section

DOG
See "Pets" section

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

ELECTRICITY
See "Mechanical Science" section

ENGINEERING DESIGN

More Information: Engineering Design project page or extension.umn.edu/4-h-stem-projects/4-h-engineering-design-project)
- Can be completed individually or as a team
- Youth/Teams that want to compete in the State Showcase should contact the 4-H Office

ENGINEERING DESIGN
Project Description:
Engineering design projects are the creation, building, or tackling of solutions. Key to these projects is employing the engineering design process to effectively develop solutions.

Exhibit Suggestions:
- Using everyday items to build a simple machine to complete a simple task
- Using everyday items to create a product to solve a real-life situation
- Explore Engineering Design by using LEGO bricks to build and test creative solutions to real-world challenges or buildings

- Engineering a bridge – using everyday items **to** create a bridge to sustain 5 pounds of weight
- Engineering an amusement park ride - Use KNEX or other materials to design and build an amusement park ride
- Engineering a roller coaster – Use KNEX or other materials to engineer and create a roller coaster
- Engineering a catapult/trebuchet – use everyday items to create a machine to launch a marshmallow a minimum of 3 feet
- Engineer a wind turbine to solve a problem (**for** example: using wind energy to lift a bucket)
- Explore careers in this project area and explain why they interest you

Requirements:
- Provide a drawing of your design, including a description of the idea, problem or challenge being solved and an explanation of how the design process was used to develop a solution.

ENGINEERING DESIGN CHALLENGE LEVEL 1 & 2
Engineering Design Challenge Team Member:
Level 1 - grades 3 -8 (suggested)
Level 2 grades 7 - 12 (suggested)
All members of the team must register to participate

An Engineering Design Challenge machine is based on a Rube Goldberg-type machine, an overly complex contraption designed to accomplish a simple task. The best machines use a variety of everyday items to create a series of chain-reaction steps to accomplish a simple task. In the project, youth employ engineering, physics, humor, and storytelling to create their machine.

Exhibit Suggestions:
- Machine (tabletop)
- Display, binder, poster, **and** video illustrating the process of doing the activity/project

Requirements:
- Please refer to the Engineering Design Challenge Level 1 and 2 Handbooks (z.umn.edu/4hedc) for complete details.
- Team size: 2 to 9 members
- **The m**achine must complete a minimum of 10 steps
- **The m**achine must operate in 2 minutes or less
- Machine size is 36 inches by 36 inches (standard card table)
- Describe how an engineering design process was used to complete the project.
- Provide a journal record illustrating the process of completing the project.
- Teams advancing to the State Fair will need to submit a video prior to attending the State Fair.

MN 4-H Note: The Engineering Design Challenge opportunity will take place at the Minnesota State Fair. Teams will participate in-person and present their machines for judging during their general encampment. Videos of machines running will be needed for the MN State Fair. Youth under 6th grade will receive participation ribbons only. Please refer to the Engineering Design Challenge Level 1 and 2 Handbooks (z.umn.edu/4hedc) for complete details.

Redwood County Details: Youth who want to participate and complete the engineering challenge without going to the state event can showcase their project at the Redwood County Fair. We welcome these projects and love to see them showcased. This project can be completed individually or as a team or as a family as a county project.

ROBOTICS
See "Technology" section

ENTOMOLOGY
See "Natural Resources" section

EXPLORING ANIMALS

Project Description:
Intended as an introductory project area for youth who have limited experience with livestock/animal science. This area is a pathway to more in-depth study of the animal.

Exhibit Suggestions:
- An educational exhibit to show or explain something 4-H'er made, did, learned, or may explore consumer issues, breeds or careers.
- Poster, journal, video, 3 ring binder of animal being explored.
- Explore basic care & handling, basic feeding, basic housing, animal welfare & ethics, etc.

Requirements:
- This area is for 4-H'ers who wish to learn more about a given species. Animal ownership is not required.
- Exploring Animals include: Beef, Dairy, Dairy Goat, Meat Goat, Llama-Alpaca, Poultry, Rabbit, Sheep or Swine.
- Youth interested in cats, dogs, horses or other domesticated pets (guinea pigs, snakes, rats, etc) should see appropriate sections of the premium book.

EXPLORING THE ENVIRONMENT/ENVIRONMENTAL SCIENCE
See "Natural Resources" section

FISHING SPORTS
Exhibit Suggestions:
- Fish identification. Describe the habitat and food needs of selected fish; develop a panel display explaining the life history of a fish; create a model or exhibit identifying the parts of a fish.
- Fishing Knots: Identify how and where each knot is used; fishing equipment which is made or repaired such as lures, fishing rods and reels, ice fishing rig, or other fishing equipment
- Safety practices and techniques that are related to fishing (& ice fishing) or boating
- Examples of how water quality affects the fish ecosystem
- Create a display or diagram of Aquatic habitats, invasive species
- Tactics to fish for various species of fish, techniques and equipment used
- Cultural aspects of fishing
- Regional differences across the US/world. (Types of fish, environments, ways to fish, considerations)
- Research commercial fishing for food industry
- Explore careers in this project area and explain why they interest you
- Local Department of Natural Resources fishing regulations

Requirements:
- If any lures or pieces are part of a display, ensure that pieces are secured and hooks are not going to be a safety concern (enclosed).
- Do not include live fish as part of the exhibit.

FLOWER GARDENING
See "Horticulture" section

FOODS AND NUTRITION

FOODS
Exhibit Suggestions:
- Food items such as:
  - Bars & Cookies (no commercial mixes)
  - Breads (no commercial mixes)
  - Cakes (no commercial mixes)

- - Pastries (no commercial mixes)
  - Gluten Free Baked Goods
  - Homemade Meal
  - Other Homemade Food
  - Fun with Convenience Foods
  - Recipe Adaptation to Improve Nutrition
  - Cake/Cupcake & Cookie Decorating
- Food science experiment
- Exhibit showing food and/or kitchen safety.
- Investigate food allergen of your choice
- Display about careers in the food industry

Requirements:
- Exhibits may be food items and/or displays.
- Exhibitors should be prepared to discuss with the judge: recipes, references, information sources, methods, etc., as appropriate to that exhibit.
- Exhibits containing perishable foods, which may be discarded, must include a colored photograph of the food. Print the photo and recipe on an 8 ½" x 11" paper.

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

NUTRITION
Exhibit Suggestions:
- One serving of nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include an 8 1⁄2 x 11 poster showing nutritional value, recipe, and a photo of the food.
- Study of nutrients needed for yourself or someone else, using the dietary guidelines and MyPlate.
- Make a food or fitness plan for yourself or someone else and show how it relates to nutritional and energy needs. (Example: an athlete on a volleyball team, a teen who doesn't have a lot of time).
- Adapt a recipe(s) to show healthier ingredient choices.
- Study of how physical fitness and/or food choices are related to disease (such as: cancer, heart disease, osteoporosis, diabetes, etc.).
- Study of labels from similar food items, comparing important nutrient content like fat, fiber, and sugar.
- Explore nutrition-related careers

FOOD PRESERVATION
Exhibit suggestions:
- Suggested exhibits include one (1) jar or one (1) bag of product:
  - Vegetables or fruits
  - Jams, jellies, preserves, low-sugar spreads (no frozen)
  - Pickled products (fermented or added acid, including pickles, sauerkraut, relishes, salsa).
  - Meats, poultry and/or fish. (Fish must be in pint jars.) Must be processed in a pressure canner.
    - Note: Preserved fish count toward the limit that can be in your possession.
  - Dried vegetables or dried fruits.
  - Dried herbs.
  - Beef or venison jerky.
- Learn about cottage food producer requirements in Minnesota
- Display about different methods of freezing foods
- Explore commercially available freezer bags to see which produces the best quality
- Display about preserving foods that you've hunted and/or caught
- Research different methods for harvesting and preserving butchered meat
- Make a poster about making freezer jams/jellies

- Research illnesses you can get from improper food preservation
- Teach others about safe canning methods
- Display about canning equipment and its purpose
- Learn about preserving foods in a pressure canner
- Compare current food preservation techniques with those used in the past

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

FOOD REVUE
Exhibit suggestions:
- Exhibitors may bring to the county showcase experience: one item of food from the menu; a place setting which includes dishes, silverware, linens and centerpiece for the course in which food is served.

Requirement:
- The display must be no larger than 30" square.
- Food Revue will be judged on food and nutritional knowledge, menu design/theme, table setting design, and cost information.
- Must include binder, which includes: Cover page, menu, cost, nutritional information, picture of place setting, picture of food, and one or more pictures of you in action preparing your meal. May also include a small poster of the menu, photo of exhibit, etc.
- Note: the judge may or may not taste the food.
- Card Table must be provided by the 4-H member/family unless prior arrangements have been made with 4-H staff.

FOREST RESOURCES
See "Natural Resources" section

FRUIT
See "Vegetable, Fruit and Herb Gardening" section

FRUIT, VEGETABLE & HERB GARDENING
See "Vegetable, Fruit and Herb Gardening" section

GEOLOGY
See "Natural Resources" section

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

Exhibit Suggestions:
- Make a poster exploring your own culture. What are the important elements of your culture and how is it different from other cultures?
- Make a display of coins, stamps or postcards from other countries. How are they used? What is the meaning of the images on them?
- Record an oral history interview with someone from another culture living in your community.
- Service learning: Teach English to non-native English speaking people. What did you learn from doing this?
- Make a collection of foreign recipes and prepare them for others. Consider Hmong or Somali cuisine, or another that of another Minnesota group.
- Prepare an exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.
- Prepare a display illustrating what you have learned about a country's or U.S. region's geography, economy, agriculture, people, language, housing, culture, music, crafts, clothing, holidays or other aspects.
- Pick a country to study, then look up which one of the fifty U.S. states has a similar population to that country. Create a presentation documenting the similarities and differences between the identified country and the state based on the following topics:
    - Climate and weather
    - Culture and traditions
    - Food and cuisine
    - Language

HEALTH & WELLNESS
Exhibit Suggestions:
- Research and report on a health issue of your choice.
- Report on a community service project that you conducted or volunteered with that relates to a health issue or addresses a community need.
    - Include objectives, audience, timetable, program description, materials, community support and evaluation.
    - Examples might include food distribution centers, homeless shelters, vaccine clinics, blood drives, community run/walk events such as a 5K,
    - Share the results of a service project you conducted in your community to address a health-related need.
    - Make a personal connection with an organization or group working to address health disparities or health inequities in your community (for example, availability and access to safe and affordable housing).
- Conduct a community health assessment for your county, tribe, city or school. What are they doing well to support people's wellbeing? What challenges have arisen? What solutions are they offering to support the community? What will you do now that you have this information?
- Research resources that are available to you in your community. Does this provide information useful to you or your peer group? What did you learn and do with the information?
- Organize a peer support group, conference, a seminar, a workshop, or a chemical-free party. What is your goal in creating this group?
- Promote health through campaigns, activities, and events centered on specific health issues.
    - Create a health day/week at school or arrange a health topic at your 4-H club meeting.

- - In collaboration with others (school, peers, etc.) develop an "anti-bullying" campaign to address Social Media Health.
- Create a Day in the Life Timeline to identify how you spend your day -
    - Where can you set goals to include more healthy practices such as mindfulness, fitness, movement, more fruits or vegetables, etc.?
    - Share some ways you incorporate self-care and/or mindfulness practices into your daily routines.
    - How do you manage schedules/Stress Management?
    - What steps do you take to ensure you are nourishing your body throughout the day?
- Create a video or musical production addressing a cause that's connected to health and wellness.
- Design a model of the human skeleton and label the bones or learn about other organs and systems of the human body
- How does fitness, motion, or athletics fit into a healthy lifestyle for you
- Careers in the health science industry

HOME ENVIRONMENT

Exhibit Suggestions:

- Finished or refinished item, or reupholstered furniture with before and after photos.
- Repaired, restored, remodeled or upcycled item for the home.
- An article remade or reclaimed for the home with a link to the past, including history of use.
- Description, diagrams/photos, samples and cost of a redecorating or remodeling plan showing before and after.
- Item creation for the home - for appeal or for practical use.
- Home organization and functionality (i.e. make a spice rack).
- Environmentally friendly home improvements; assess energy efficiency.

Requirements:

- Members exhibiting in this project should be prepared to discuss how their exhibit applies to the home, how and where it is used or displayed, and all details of how it was made or selected.
    - They should know about the subject matter of the specific exhibit, the materials used, how and why it was done, costs involved, and alternatives considered
- A photograph and details showing its place in the home environment must accompany exhibits that are items for the home.
- Pictures and wall hangings that are exhibited should be finished.
- Purchased kits are allowed to be used.

HORTICULTURE

FLOWER GARDENING

Exhibit Suggestions:

- When exhibiting cut flowers, we suggest:
    - three stems of one variety of annual flowers, or
    - one stem of a hardy perennial, or
    - one stem of summer flowering bulbs, or
    - one blossom of a tea rose, or
    - one stem of a hardy shrub rose.
- Flower bouquet or arrangement on any theme.
- Display of dried flowers with a card explaining the drying method.

- My Flower Garden - Exhibit on poster board, not to exceed 22 x 28". Include a plan of the garden drawn to scale, the correct variety name and pictures (or photographs) of the flowers grown. Be prepared to discuss the process from soil preparation to blooming.
- Educational Exhibit showing the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows).
- A display using a 4-H project kit showing how plants or vegetables absorb color and change their leaf color.

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

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

Requirements:
- Indoor living flowers and plants are to be exhibited in this area (including Indoor Fairy Gardens)
- Potted Plants:
  - Flowering plants should be in bloom.
  - Foliage plants should be in vigorous condition.
  - Plants should be grown in the exhibited container for at least one month prior to **the** fair.
- Plants In Hanging Containers:
  - Container for the plant should not be more than 10" in depth or diameter.
  - Maximum total length of hanger and plant should not exceed 4'
  - Evaluation will include appropriateness of plant for a hanging container, condition, arrangement, hanger to container to plant relationship, and plants being well established.
- Terrariums:
  - The terrarium may not exceed 24" in any dimension.
  - Terrarium should be planted four to six weeks ahead of exhibiting.
  - Members must be able to identify all plant materials in their terrariums and know why they were selected for use (quality, container and design).
- Fairy Gardens:
  - Must include at least two types of live plants.
  - Gardens can be in an indoor container or outdoor display, with clear labeling of plant species.
  - Exhibits may include a brief written description (maximum 100 words) explaining the theme or story of the garden.
  - Plants should be grown in the exhibit container for at least one month before the fair.

LANDSCAPE DESIGN
Exhibit Suggestions:
- A 3D model of a landscaping design (24x36 inches)
- A binder detailing the exhibit with photos, design, budget, key explaining certain pieces in the design, etc..
- A colored design of the layout with colors. Adding explanation of why certain colored plants and what they add to the design.
- Using a computer and designing landscaping, garden area**s** or new treeline development.

- A display about turf management of golf courses vs baseball fields and why certain types of grasses are used.
- Types of turf grasses for home use.
- Creating a landscape project for a nursing home, hospital or other places with people in care. Using plants or bird feeders for patient comfort.
- Discussion options of either annual or perennial plants used.
- Pollinator gardens

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

INDOOR GARDENING
See "Horticulture" section above

INDUSTRIAL TECHNOLOGY

METAL WORK
Exhibit Suggestions:
- Metal work is the creation of metal structures by cutting, bending and assembling processes. It is a value-added process involving the creation of machines, parts, and structures from various raw materials. Could also include a display on properties, uses, or processing of metals
- It is encouraged that youth provide a binder or supporting documentation about the work on the project - pictures of the process, statement of materials purchased or tools utilized etc.

WOODWORKING
Exhibit Suggestions:
- Woodworking is the skill of making items from wood (or wood substitute/alternative product), and could include cabinet making (cabinetry and furniture), wood carving, joinery, carpentry, woodturning or other wood manipulation techniques. Could also include a display on properties, uses, or processing of wood or wood alternatives.
- It is encouraged that youth provide a binder or supporting documentation about the work on the project - pictures of the process, statement of materials purchased or tools utilized etc.

Requirements:
- Please contact 4-H staff if your project is an oversized exhibit.

LAWN AND LANDSCAPE DESIGN
See "Horticulture" section

MECHANICAL SCIENCE
Project Description:
Includes (but not limited to) automotive, implement, heavy equipment, recreation vehicle, small engine, tractor, electric, type of projects. Includes past projects of Electric, Small Engines and Tractor.

Exhibit Suggestions:

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

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

Requirements:

- Motorized projects must adhere to safe building and operating design.
- Check space and transportation requirements for large exhibits with your local Extension Educator. Large exhibits may be displayed outdoors
- Fuel must be removed from exhibits for display (fuel can be added for judging purposes, but then removed after judging for safety purposes).
- A colored wiring diagram or schematic must accompany all electric and electronic exhibits. Safety must be reviewed when working with electricity.

NATURAL RESOURCES

NATURAL RESOURCES

Note: To include Entomology, Exploring the Environment/Environmental Science, Forest Resources, Geology & Water/Wetlands projects

ENTOMOLOGY

Exhibit Suggestions:

- Projects can include but is not limited to life history displays (e.g. insect life cycle, honey production process, etc), scientific investigation (e.g. insect habitats or effects of environment factors on insects), insects in current events (e.g. pollinators, butterfly tagging, invasive species, protected or declining species), insects in our ecosystem (food source, roles in food production, behaviors, health or disease, etc)
- Live projects (e.g. bee or ant colony)
- Utilize the scientific method to learn about insects. Remember to introduce the subject, describing the process (materials and method), predicting an outcome, stating the results, and discussing any conclusions. Get involved and share what you learned through citizen science projects.
- Collections- cases can be purchased through a variety of vendors or homemade.
  - Specialty insect collection can include but is not limited to a collection of a single order (e.g. Coleoptera or Lepidoptera), a collection of immature insects, a collection of insects from a particular habitat (e.g. aquatic, forest, or prairie) or a collection of economic pests of a specific crop (e.g. insects attacking corn).
  - General collection- starter collection should have 10-20 insects, goal is to get to 50 species of adult insects representing at least 8 orders. Each year add or replace insects. A full 50 species case would be approximately 19" x 16.5" x 3" to 24" x 18" x 3".

Requirements:
- Emphasis of the project must relate to an aspect of entomology. Project must demonstrate specific knowledge of insects. Be prepared to discuss references and sources (e.g. books, magazines, internet, interviews with an expert etc.)
- Displays or booklets on entomology topics should include references and sources. Pictures, drawings, charts, tables, or other figures may be used to support understanding.
- Live projects (e.g. bee or ant colony) will be accepted if the project can be self-sustaining for up to 14 days without special care. A written report or journal should accompany the project. Pictures, drawings, charts, tables, or other figures may be used.
- Collection shall be contained in one see through enclosed case. Arrange so that the case may be displayed in a horizontal position. Place the project label on the lower right corner of the top.
    - Specimens must be collected by the exhibitor. Purchased insects are not acceptable.
    - Specimens must be properly pinned with insect pins. Small insects may need to be placed on cardboard points.
    - Specimens must be properly labeled.
        - The location, date, and collector must be included on the labels. County and state (and country, when applicable) are minimum location information that should be included. It is valuable to include the nearest town or township where the specimen was collected, the type of habitat it was collected from (e.g. on elm tree; on lake shore; indoors.), and the common name of the insect.
        - All labels should be visible so they can be read. Use a permanent ink marker, pencil or print labels from a computer.

EXPLORING THE ENVIRONMENT / ENVIRONMENTAL SCIENCE
Project Description:
Share what you've learned about the relationships and interactions of plants, animals, humans, and their ecosystems through the specific challenges they face and/or solutions they offer.

Exhibit Suggestions:
- Display or create a video about environmental challenges, such as climate change, pollution, erosion, etc., describing the causes and their sources, its effect on people and other living things, and potential solutions. This could include news clippings and other media about an environmental issue that you care about.
- Phenology journals used to keep track of environmental changes throughout a season.
- Display showcasing your participation in an event such as a BioBlitz or naturalist program, or other citizen science project to collect data and/or raise awareness.
- Complete a community map or assessment, to observe environmental needs and community assets.
- Vlog detailing hiking, camping, paddling, backyard, and other explorations/adventures
- A display or journal of Minnesota plants, insects, animals, birds or fish. Include pictures or drawings and information on habits, foods, and shelter needs.
- Collection of wildflowers growing near where you live or a place you visit.
- Experiments related to local environmental engineering and/or technology applications: such as urban design, pocket prairies, roadside management, eco-friendly buildings, etc.
- Pros and cons regarding a specific piece of environmental policy and/or management.
- Choose one living thing in the forest, field or stream and make a display to describe its ecosystem and/or the flow of energy throughout the ecosystem.
- Investigate an invasive, threatened, or extinct species in your area. Where do invasive species come from and is it considered invasive in its native area? What threatens them and what can be done about it? Why do species go extinct and as that happened in the area where you live?

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

FOREST RESOURCES
Exhibit Suggestions:
- Identify the parts of a tree and what they do with a poster or collection of leaves, seeds, needles, etc.
- Display showing tree growth; annual ring cross-sections; make a seed collection.
- Prepare a report with drawings about your favorite tree--include name of tree, drawings or pictures of tree, facts and uses of the tree, and other appropriate information.
- Display showing layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; nutrient road maps.
- Display on forest ecosystem health such as succession; tree and forest measurements; fire's effect on the forest; how trees grow; forest types; harvesting methods; pathology of the forest, invasive species, human impacts on the forest.
- Photographic display or report on forest products or industries, including maple syrup production; wood products; Christmas trees or others (recreation, wildlife, etc.).
- Display on woodland management such as policies created by the U.S. Forest Service or specialized design including shelterbelts/windbreaks and urban forestry.
- A video or display about the human health benefits from trees, and what role trees play in global ecology.
- Organize or take part in a mass tree planting and calculate the amount of carbon that will be offset
- Explore the history of forestry through the lens of indigenous practices or the effects of treaties. How have these relationships impacted people and landscapes?

Requirements:
- Follow local or state policies for collecting, removing and/or transporting plants and other organisms
- Specimens should be mounted on cardboard or other sturdy material.

GEOLOGY
Exhibit Suggestions:
- Display of rocks, minerals, gemstones, a rock plate; can be displayed in an egg carton for younger youth, or in a display case as youth progresses in the project; include in the display, labels of specimen name and location collected.
- Rocks, minerals, or fossils from within Minnesota or on a definite theme such as metamorphism, weathering, quartz minerals, ores, or a theme of your own choosing.
- Polished rock specimen; include an unpolished specimen of each rock type for comparison.
- Educational exhibit showing the "science how's and why's" dealing with the principles of geology and natural earth sciences.
- Exhibits explaining the three main rock types (Igneous, Metamorphic, Sedimentary) include examples of each.
- Model of a geologic earth structure or feature such as volcano, mountain range, plate tectonics, earthquake, cave, glacier.
- Timeline of geological time scale.

WATER RESOURCES
Exhibit Suggestions:
- Demonstrate water's unique chemical/physical properties, such as how heat and salt affect water density or how a wetland ecosystem changes throughout the seasons
- Project showing how water is necessary for life, such as a display on water/wetland ecosystem services like filtration or nutrient cycles from plants
- Share how water connects earth systems like a poster displaying your local water cycle or watershed
- Research your local water body's thermoclines or nutrient cycles
- Display on how water is used by people, such as:

- ○ A record tracking your family's water footprint at home, or
- ○ A model showing stormwater runoff, or
- ○ A map showcasing water accessibility or insecurity in a specific region of the world
- Exhibit detailing water/wetland resource management measures like erosion control practices, and terraces, or a map of local, regional, state, or global water bodies and water quality.

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

NEEDLE ARTS

Exhibit suggestions:
- Any item made by the member using the techniques of knitting, crocheting, embroidery and crewel, counted cross stitch, needlepoint, hardanger, weaving, appliqué, latch hook, tatting, hand embellishments, felting, hand embroidery.
- Consumer Product Analysis: Comparison and evaluation of materials, supplies, or accessories used for a needle arts technique.
- Poster or display showing how needlework product is or could be priced, advertised and marketed.

- Poster or display comparing different techniques of a particular needle art (ex. different felting techniques, different stitches).
- Poster or display showing how to care for your project supplies (ex. storing, organizing, cleaning).
- Historical/Cultural Study: Story, poster, or display about a needle arts heirloom from your family or local history museum. Exhibits must include information about how items should be preserved.

Requirements:
- This project area is for projects created using a hand needle, hook, shuttle or loom.
- Each exhibit must include a consumer information tag, if appropriate, with the following information: pattern name and source, fiber content, and care instructions.
- Exhibitors should be prepared to discuss techniques, fiber content, care instructions, and cost. Exhibitors are encouraged to bring instructions, patterns, or other educational sources used.
- Projects must be finished and ready to display. If an item is framed, a wall hanging, or to be displayed on a wall, it should be finished and ready to hang.
- Project kits are acceptable in this project area. The project must meet all other requirements.

PERFORMING ARTS

County Notes: Judging Event is Prior to the Redwood County Fair. See schedules and events for details. Participants have the opportunity to participate in the Talent Show held with our Fashion Show on Sunday of the Redwood County Fair.

Requirements:
- Exhibit can be either a performance or an exhibit that shows a member's involvement or interest in the performing arts.
- Entries in Performing Arts are distinct from Share-the-Fun in the intention behind the entry. Performing Arts entries will be judged based on the criteria identified below and on an individual basis, even in group performances.
- An exhibitor may submit entries in both performance and non-performance based classes (e.g. a member may perform a puppet show that they wrote as a performance based exhibit and submit the script as a non-performance based exhibit

PERFORMANCE BASED

Exhibit Suggestions:
- Perform a short story, show scene, music selection, dance, monologue, poetry, etc.

Requirements:
- A performance in music, dance, drama, etc.
- A performance cannot last longer than 5 minutes.
- Performances may be given as a solo, duet, or a small group.
- Performances may include a non-judged accompanist
- Acts must be appropriate for any age audience
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, performing and reflecting on their project work.
- The technique and artistry of the performance will be considered.

NON-PERFORMANCE BASED

Exhibit Suggestions:
- An educational display on some aspect of music, drama, dance, or performing.
- A journal or scrapbook (with written statements) of current performing arts experiences.
- A written piece such as poetry, sheet music, or other physical artifact intended for performance created by members.

Requirements:
- An exhibit such as a poster or display that shows a member's involvement or interest in the performing arts.
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, creating and reflecting on their project work.
- The workmanship, general appearance and technique used to develop the exhibit will be considered.

PETS

Note: To include Dog, Cats & Pets projects

CATS

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

DOGS

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

PETS

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

PHOTOGRAPHY

Requirements for BOTH Elements of Photography and Photo Manipulation:
- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year
- The exhibitor's name, club, county and exhibit class should be clearly printed on the back of the exhibit.
- Unaltered 4"x6" photos must be attached to the back of any exhibit
- For safety, picture frames or glass are not allowed

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

Equipment:

Use any device capable of capturing a photographic image to be printed: digital or film camera, cell phone, tablet or drone. A computer, phone or tablet is required for photo manipulation.

Please note: Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https//www.faa.gov>uas (unmanned aircraft systems)

Photo/Video Release Form - Use this form when including any person in your photo that is NOT in 4-H. This verifies that the subject has agreed to have their photograph taken. Keep this signed form in a file. Here is a link to the Photo & Video Release form in **English, Spanish, Hmong** and **Somali.**

This presentation explains what the difference is between elements and manipulation, software options and information on how to talk to a judge.

State Fair photos, examples of Photo Manipulation

ELEMENTS OF PHOTOGRAPHY

This exhibit will focus on what makes a good photograph (composition, light, shutter speed, color, depth of field, leading lines,
etc). Only select whole image edits or modifications are allowed in post-production. Post-production is any adjustment made
after the photo is taken using editing software. Allowed whole image edits must be applied to the entire image and not specific
areas of the photo. Allowed whole image edits include:

- cropping
- exposure correction
- color saturation
- contrast
- sharpening
- conversion to black & white

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

Exhibit Suggestions:
1. Photo Story:

- Show a town's history or a family history. This could include photos of historic buildings, old photos copied from the historical society or library, family or individual portraits, etc.
- Develop a documentary of another of yours or a friend's 4-H project or of your 4-H club's community service project
- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment
- Present a day in the life of – farm or city youth, a local professional person such as a school nurse or a firefighter, law enforcement office, or other interesting personality
- Exhibit a series of photos on how to make or do something
2. Common Theme or subject:
   - Display a series of 3 to 7 photos of a common subject such as people, buildings, landscapes, animals, seasons, action, nature, weather, close-ups, etc.
3. Showcase a Photographic Elements:
   - Display a series of 5 to 7 photos that illustrate some photographic element such as composition, lighting, shutter speeds, depth of field, color, contrast, cropping, etc.
4. Panorama:
   - Show a single image created in camera or a triptych (set of 3 photos intended to be used together) of several images created by moving the camera. A triptych may consist of separate images that are variants on a theme, or may be one larger image split into three.

PHOTO MANIPULATION

This exhibit will focus on using photography to show creatively edited photos and how photography is used in everyday life. Software editing is required for this category and may include:

- layering
- all digital filters (except black and white)
- creative coloring
- removing or adding objects
- text additions

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

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

Please view the "Introduction to Photo Manipulation" slideshow for specific examples and explanations.

Stock photos are not allowed. A stock photo is a photo taken by another person (not yourself) who has licensed their photo for specific
uses by others. All images used in photo manipulation exhibits must have been taken by the exhibitor. For example, you may not include an image of space taken by NASA as the background of your photo and if you want a shark inserted into your composite image, you must take a photo of a shark yourself, not import one from another website.

Exhibit Suggestions:
1. Composite Photo: Multiple images combined into one image
   1. Panoramas (overlapping areas of several photos and stitching them together in post-production)
   2. the same person in multiple places within the photo
   3. replacing the sky
2. Single Source Image Manipulation

- acne removal, eye enhancement, teeth whitening, etc.
- selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
- apply digital filters (other than black and white)
- removing distractions in the background, etc.

3. Photo Series:
   - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc.
4. Enlarged Photo:
   - Show a 5"x7" or 8"x10" print that has been digitally enhanced and illustrates software skills. An unaltered 4 x6" print must be attached to the back of the exhibit.
5. Publications:
   - Show calendars, brochures, posters that are created using computer software
6. Photo Novelties:
   - Display mugs, puzzles, blankets, or other media on which photos have been printed
7. Slide Show:
   - Make a compilation of photos with titles, voice-over or background music. For judging, exhibitor**s** can show their exhibit on a 14" x 22" poster board, computer or tablet.

PHOTO CONTEST - County Only

4. Theme: Your favorite activity or part of 4-H
5. Can be Elements of Photography or Photo Manipulation based on exhibit suggestions above.
6. Winners will earn a gift card and photos will be used to create Redwood County 4-H note cards.

PLANT SCIENCE

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

CORN
Exhibit Suggestions:
- A jar or clear container (equalling 8 cups) of shelled corn.
- A display of ears of dent corn, consisting of 6-10 ears of corn of the same variety.
- A bundle of corn stalks, consisting of stalks of the same variety.
- An educational display illustrating corn's plant reproduction, different types of corn, plant growth factors, plant characteristics, plant part identification, growing and using plants, plant growth and food production, examples of a plant disease, etc.
- A display using a 4-H project kit (a corn stalk growing out of a five-gallon pail).
- Tallest Stalk of Field Corn

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

- Be familiar with crop input costs and the growing process.

FORAGES
Exhibit Suggestions:
- A dried sample, in a 3-5 inch tied, dried bundle, clear container of ensiled forages or in a sample 4-6 inch slab of a bale of forage. Forages include alfalfa, **warm-season** grasses, **cool-season** grasses, sorghum, native grasses, silage, etc. It is recommended that a sample analysis of your forage accompanies the sample.
- An educational display illustrating one of the following ideas: nutritional analysis of feedstuff, plant reproduction, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease, etc.of forages.
- A display using a 4-H project kit (grass grown in a container showing how forages are grown).

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

PLANT AND SOIL SCIENCE
Exhibit Suggestions:
- Take soil samples and compare soil analysis (soil analysis can be done by obtaining kits at your local Extension Office).
- An exhibit showing different varieties of cover crops, etc. (seed or plant)
- A plant life cycle exhibit highlighting the growth of a plant from seed to a mature plant.
- A display using a 4-H project kit.

SMALL GRAINS
Exhibit Suggestions:
- A jar or clear container (equalling 8 cups) of any small grain variety. This could include wheat, oats, rye, barley, etc.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of small grain.

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

SOYBEANS
Exhibit Suggestions:
- A jar or clear container (equalling 8 cups) of soybeans.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating plant reproduction, plant growth factors, plant characteristics, usage of plants or seeds, plant growth and food production, **and** examples of a plant disease, etc. of a soybean.
- A display using a 4-H project kit.

Requirements:

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

SPECIALTY CROPS
Exhibit Suggestions:
- An adequate sample of a specialty crop such as sugar beets, edible beans, black beans, kidney beans, **field-produced** sweet corn, peas, carrots, potatoes, popcorn, etc. Dried products should be in a jar or clear container (equalling 8 cups); fresh products on a plate or flat box.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of a specialty crop.
- Tallest Sunflower (bring an exhibit of your tallest sunflower stalk with a sunflower head on it).

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

WEEDS & PESTS
Exhibit Suggestions:
- A display or presentation highlighting any current pests in agriculture or horticulture. Could include their life cycle, prevention or treatment, their impact on the plant, etc.
- A weed display or book identifying different weeds in agriculture or horticulture. Highlight one weed **in-depth**, a class of weeds (such as grasses or broad leaves) or a collection of different weeds. Could include identification details, life cycle, weed control, the impact on crop production, etc.
- A display, book or poster identifying insects that are harmful to crops or other plants.
- *Note: Do not include live or dried noxious weed samples in your display (check **the** current listing at https://www.mda.state.mn.us/plants/pestmanagement/weedcontrol/noxiouslist.aspx). If you are bringing in a sample of weed seeds, put it in a sealed container.

PLASTIC SCULPTURE CHALLENGE
Project Description:
This project was created to build awareness and knowledge of both the positive and negative impacts of single use plastics and ways to recycle or repurpose plastic. It is also meant to empower 4-H youth to be actively involved as change agents in reducing use of single-use plastics and increasing recycling/repurposing, for their family, their club, their community, their country and their world.

Two exhibits from each county or tribal program will be selected for the State Fair. Note: State Fair Plastic Sculptures will be on display only. No judging will occur at the State Fair. Exhibitors will receive written feedback from a panel of judges.

Requirements:
- Exhibits can be created by individuals or teams.
- 4-H'ers of all ages are invited to explore the plastics issue and create an art sculpture with found plastics.
- If a base is needed, it should be made out of thin wood, plywood, fiberboard, or similar material.
- Sculptures can be any size with a maximum size of: 3 ft. wide x 3 ft. long x 6 ft. tall.

- Must be made of clean (washed) plastics
- Must be multidimensional. Sculptures can be free-standing **o**r should be ready for hanging for display (e.g. wires or hooks for hanging, on a sturdy, movable base, etc.).
- Suggested materials to attach items together: zip ties, string, rubber bands, art materials, colorful duct tape, or electrical tape. Strong adhesives (such as E6000 and Gorilla Glue) need to be used in a well-ventilated area with adult supervision. Safety note: melting plastic gives off toxic fumes. If using a glue gun, it is recommended to use a cool, "low temp" glue gun.
- Depending on the size and weight of your sculpture, you might consider adding wheels that lock in place or handles to your sculpture so it is easy to move.
- If you are unsure about any of these Guidelines, please consult your 4-H Extension Educator.
- Sculptures should include an Artist Statement (50 words or less) with:
    - Name(s) of Artists
    - Title of your sculpture
    - A statement about what you created and why
    - What materials you used.
    - What you learned and how will it change your use of single-use plastics
    - How others can reduce their use of single-use plastics

POTATOES
See "Vegetable, Fruit and Herb Gardening" section

PUBLIC PRESENTATIONS

DEMONSTRATIONS
Demonstration - Individual
Demonstration - Team
Demonstration - Cloverbud Individual
Demonstration - Cloverbud Team

LIVESTOCK DEMONSTRATIONS
Livestock Demonstration - Individual
Livestock Demonstration - Team

PRESENTATIONS & SPEECHES
Presentations & Speeches - Individual
Presentations & Speeches - Team

INTERACTIVE DEMONSTRATIONS
Interactive Demonstration - Individual
Interactive Demonstration - Team

Requirements:
- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
- Demonstrations are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or process. This most often includes the use of physical objects and actual doing or showing. At the end of the Demonstration there should be something of a "finished product". Demonstrations may also include the use of supporting visuals like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). However, the focus of the Demonstration should be on the

"doing", not the supporting visuals. Presentations may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.

- <u>Livestock Demonstrations</u> include: Beef, Dairy, Dairy Goat, Llama - Alpaca, Meat Goat, Poultry, Rabbit, Sheep and Swine and must include a live animal in the demonstration.. Other demonstrations involving animals can be entered under the demonstration category.
- <u>Presentations & Speeches</u> are oral presentations that present an idea, concept, viewpoint or experience in an educational or informative format (not for entertainment or performative purposes). Presentations & Speeches often consist of interaction with supporting visual aids like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). Supporting visuals may include tangible items, but generally little or no activity takes place with the item. Presentations & Speeches may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- <u>Interactive Demonstrations</u> are oral presentations that are continuous and include hands-on audience interaction/participation. Adequate supplies should be provided by the presenters so that all present can participate in the activity. Interactive Demonstrations may be an individual or team. Interactive Demonstrations are approximately 25-30 minutes in length but for both individual or team. Involving the audience in the process is the primary focus of Interactive Demonstrations and constitutes a major portion of the evaluation results.
- NOTE: 4-H'ers who complete a Public Presentation at the State Fair will receive a $30 cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.
- NOTE: 4-H'ers may bring one Livestock Demonstration, one Llama/Alpaca Demonstration and one Demonstration, Presentations & Speech or Interactive Demonstration to the State Fair. (This means one during Livestock Encampment, one during Llama/Alpaca Encampment and one during General Encampment).
- NOTE: 4-H'ers that win a trip to the State Fair will be asked to submit a photo of them doing their demonstration to have it on display.

Exhibit Suggestions:
- Demonstrations:
  - Teaching others a project or activity such as taekwondo, making lemonade, slime, macrame, etc.
- Livestock Demonstrations:
  - Demonstrate how to care for an animal or prepare it for showing at the fair.
  - Teaching others how to tie a halter.
  - A talk on preventative or veterinary care for a species.
  - Demonstrate how to tattoo an animal.
- Presentations & Speeches:
  - A report on leadership lessons learned through a trip to Washington DC
  - An educational presentation that explores sustainable energy options
  - A persuasive speech exploring Social Media effects on youth mental health.
- Interactive Demonstrations:
  - An interactive presentation that teaches the public how to do something. For example, teaching the audience an origami project where they follow along with your demonstration step-by-step and create the project with you.
  - An interactive yoga demonstration where you teach the audience various poses.

QUILTING
Project Description:
Quilting is the term given to the process of joining a minimum of three layers of fabric together either through stitching manually by hand using a needle and thread, or mechanically with a sewing machine or specialised longarm quilting system. (Wikipedia)

Exhibit Suggestions:
- A quilted item, any finishing technique acceptable. Examples: potholder, table runner, doll quilt, bed-sized quilt

- Repair, repurposing, or re-design of a previously finished quilt. Example: an heirloom quilt with significant repairs or turned into another quilted item.
- A display on a quilting topic of your choice. Examples: the history of quilting/quilting patterns, a comparison of different fabrics or threads, different types of quilting notions and tools, piecing techniques.

Requirement:
- Attach an index card which includes: pattern name and source, fiber content of fabric & batting, and care instructions.
- Finishing techniques may be machine quilted, hand quilted or hand tied. If not quilted or tied by the 4-H'er, the exhibitor must state who tied or hand/machine quilted the final project.
- Techniques used, size, and difficulty of the project should be based on the exhibitor's sewing/quilting experience level.

SAFETY
Exhibit Suggestions:
- A First Aid or Childcare Kit with explanations for the items you included.
- A Public Service Announcement and/or social media toolkit to promote a safety topic of your choice.
- List tips for being safe when home alone, such as emergency numbers to call, safety while preparing snacks, keeping doors locked, etc.
- Attend and report on a safety program such as farm/livestock/animal, fire, food, firearms, ATV, watercraft, wilderness/outdoor, traffic, bike, personal, online, sun/skincare or others.
- Interview a safety professional and showcase their advice.

Requirement:
- Abide by local, state and federal laws regarding your safety topic
- Please contact 4-H staff if your project is an oversized exhibit

SCIENCE INQUIRY
Project Description:
In this project area, 4-H youth build confidence in doing science by exploring questions and finding answers. They follow a step-by-step process (called Science Inquiry) to satisfy their curiosity, learning more about something they can observe or experience.

Exhibit Suggestions:
- An exhibit you presented at a local science fair
- Video of you exploring the physical properties of slime using different materials/recipes to make slime
- Display different types of bird feeders you used to determine if there is a preferred bird feeder type in your backyard
- Powerpoint showing the different types of frogs you found in a pond as you investigated the difference in the frog species in the spring and the frog species in the summer
- Display showing the different types of treats and the data you collected as you explored how your dog responds to different treats during training
- Tri Fold display board showing the results of your investigation of different types of sunscreen to see their effects on UV beads
- Slide show illustrating different water filtration systems you tested and the results you analyzed to identify which one resulted in the cleanest water
- Display the rock candy created as a result of investigating how the concentration of sugar affects crystal growth

Requirements:
- Include the question, issue, or happening being investigated

- Include **a** description of how a science inquiry process was used to help understand the phenomenon being investigated or studied
- Explain each step followed during the science inquiry process.

SCIENCE OF ANIMALS EDUCATIONAL PROJECT & EXHIBIT
Animal ownership is not a requirement of this project and is judged during general projects judging day.

Project Description:
You can also exhibit your knowledge with a science of animals project. This project is designed to expose 4-H animal project youth to the many dimensions of the industry.

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

State Fair Trips Available:
- Exhibits are shown during livestock encampment at the MN State Fair
- Exhibits can be in any species you want to explore regardless of your livestock project area
- You can exhibit in both the livestock/animal exhibit and science of animals.
- You can receive housing with your county livestock delegation and help with herdsmanship, herdsmanship judges, etc.
- *Posters:* Llama-Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

Science of animals is offered in all livestock species in one the four topic areas:
- Animal Health, Breeding, production, or Other.
- Science of Animals Evaluation Form Link

HEALTH / BREEDING / PRODUCTION EXHIBIT   ## ZOONOTICS EXHIBIT
- Beef
- Dairy
- Goat-Dairy
- Goat-Meat
- Poultry
- Rabbits
- Sheep
- Swine

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

OTHER EXHIBIT   Swine
Beef
Dairy
Dairy Goat
Meat Goat
Poultry
Rabbits
Sheep

SELF-DETERMINED

Project Description:

The Self-Determined project area is intended for those projects that might not fit within other categories and for those learning experiences that members select, plan, and manage on their own. It is distinct from learning experiences determined or guided by others (e.g. school work, club-determined projects). This is not a "catch-all" category but rather is focused on intentional self-directed learning. Members should be able to describe what they did, how they reflected on it, and how they applied what they learned.

Exhibit Suggestions:

- A portfolio describing the selection, planning, and management of a service learning project and what the member learned during the experience.
- A trifold display made as part of a school assignment with the addition of an accompanying journal describing the process of developing the display and capturing reflection on learning during completion of the assignment
- A photo collage capturing the experiences and stages of development of an event planned and facilitated by the member either individually or as part of a team
- A video or digital blog capturing the "behind the scenes" work, reflection, and application of concepts done by an individual member while working as part of a team on a project or assignment A lego creation (not a kit) intended to include some deeper thinking and learning that is not encapsulated in any other project, requiring the exhibitor to create their own learning path.

Requirements:

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

SHOOTING SPORTS

Exhibit Suggestions:

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

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

SHOP
See "Industrial Technology" section

SMALL ENGINES
See "Mechanical Science" section

TECHNOLOGY
Note: I**ncludes** Aquatic Robotics, Computer & Robotics **exhibits**.

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

Exhibit Suggestions:
- Robot (Examples: Edison robots, EV3, WeDo, Osmos, VEX (or other types of robotics); **(**Have a photo of the robot if you do not intend to leave the robot on display)
- Display the robot using diagrams of programming, photos, booklets, etc
- Video of robot in action
- Exhibit an ROV (Remote Operated Vehicle); show the use in identifying Aquatic Invasive Species (AIS) and providing education
- Explain the foundations of computers and explore how computers work for various projects.
- Build a robot with labels describing how it works and/or accompanied with a binder of how it works
- Share software you created and how it works
- Learn about cyberbullying and explain prevention techniques
- Share about a robotics class you participated in and what you learned
- Create an educational app
- Explore careers in this project area and explain why they interest you
- Design computer hardware/software

Requirements:
- Include description, images/photos needed to assist with verbal or written description
- Description(s) can be verbal or written
- Computers,**smartphones**, **tablets,** ect. can be used during the judging process

TRACTOR
See "Mechanical Science" section

VEGETABLE, FRUIT AND HERB GARDENING

FRUIT
Exhibit Suggestions:
- Fruit should be brought in an appropriate size clear container for displaying fruit.
- Display showing a comparison of several varieties of the same fruit (labeled); display using a branch to illustrate proper pruning of fruit trees and explaining the process; illustrate the many uses of fruits (fresh, jams, juices, cooking, baking, salads and recipes); illustrate the use of fruits as natural dyes.
- Educational display illustrating diseases (actual specimens) or insects (actual specimens) and methods of control.

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

HERB GARDENING
Exhibit Suggestions:
- Educational display showing some aspect of raising or using herbs.
- An herb container garden planted in a tub, pot, or planter.
- A dried sample of herbs you have raised, harvested, and dried (in an airtight container)
- A display using a 4-H project kit (growing a variety of herbs in a container).

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

Requirements:
- If displaying a potato box (fruit crate size) or clear **R**ubbermaid container, you need 6-10 potatoes of the same variety or 2-3 varieties (this year's crop) similar in size **to the** variety identified on an information card.
- Be familiar with crop input costs and the growing process.
- The exhibit must be produced at home or by a close relative. **CANNOT BE STORE PURCHASED.**

VEGETABLE GARDENING BOX
Clarification - Vegetable Variety is either Large, Medium or Small

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

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

VEGETABLE PLATE
Clarification - Vegetable Variety is either Large, Medium or Small

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

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

VEGETABLE CONTAINER GARDEN EXHIBIT
Exhibit Suggestions:
- Showcase your gardening skills by growing a thriving Vegetable Container Garden. THis exhibit challenges 4-H'ers to design and maintain a productive garden in a container, perfect for small spaces.

Requirements:
- Must include one type of vegetable grown in a container.
- The container should be portable and have proper drainage.
- Judges will assess plant health, variety selection, creativity in design and overall presentation.
- Exhibits may include a brief written description (maximum 100 words) detailing the plant choices, care methods and any unique features of the garden.
- Plants should be grown in the exhibit container for at least one month prior to the fair.
- A themed herb garden with multiple plants would be accepted in this category.

LARGEST VEGETABLE
Note: This exhibit is not an optimal example of an edible vegetable. This is done for fun-growing purposes.

Exhibit Options:
- Squash
- Cabbage
- Pumpkin
- Melons

Requirements:
- Include an information card with name, plant variety and date planted.
- The exhibit must be produced at home or by a close relative. **CANNOT BE STORE PURCHASED.**

VEGETABLE GARDENING
See "Vegetable, Fruit and Herb Gardening" section

VETERINARY SCIENCE
Project Description:
Share what you've learned during an in-depth exploration around veterinary science topics.

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

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

Requirements:
- It is encouraged that when developing a 4-H video/filmmaking exhibit, members will develop skills beyond the classroom.
- It is recommended that the video/filmmaking exhibit be 3-5 minutes and no longer than 10 minutes.
- All video/filmmaking exhibits must be made by the exhibitor OR by a production team of which the exhibitor must be a member
- The exhibitor's name, grade, and club must be clearly printed on all exhibit pieces.
- All video/film footage exhibited must have been made/created DURING THE CURRENT 4-H YEAR. When appropriate, (i.e. historical sequences) older video clips can be used.
- The member should provide the video file even if sending it electronically.

- Video/film must be presented on DVD, flash drive or CD. Participants are also allowed to upload their video to YouTube.
- Videos can also be delivered via Youtube, Vimeo, Frame.io or similar online based presentation sites.
- Video/film needs to be in presentation form, including a title and credits
- The video/film must be original material. Any video/film exhibit, which appears to contain copyrighted material, including music, will not be publicly displayed unless the exhibitor has written permission from the producer to use the material in the video/film. Portions and music from other sources must be documented and have a copyright release. Learn more about copyrighted material and finding material that is public domain or released under the Creative Commons license at z.umn.edu/free4u.
- A computer must be brought for viewing the video/film during the conference judging,other arrangements need to be made in advance with the 4-H staff
- Video/film must be playable on Windows, use file format including .WMV, .FLV and .MPEG, .AVI, .MOV, .AVCHD, .MPEG-1, .MEG-4, as well as a playable DVD.
- 4-H videos must adhere to G or PG (parental guidance) standards. The 4-H Code of Conduct requires respectful behavior, so you may not depict: violence, obscene language (or naughty words) including swearing, rude interactions or insults, or use or visibility of guns or fighting, etc. Remember not only teens and pre-teens view the videos but young children and their parents. Keep this in mind when creating your video.

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

Video Release form - Use this form when including any person in your video that is NOT in 4-H. This verifies that the subject has agreed to be in your video. Keep this signed form in a file. Here is a link to the Photo & Video Release form in **English, Spanish, Hmong** and **Somali.**

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

Note: Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https//www.faa.gov>uas (unmanned aircraft systems)

Exhibit Suggestions:

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

- A story that you tell using your friends and family
- A commercial, real or fictional

WATER/WETLANDS/WATER RESOURCES
See "Natural Resources" section

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

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

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

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

Exhibit Suggestions:
- Share your youth leadership experience. This could include your 4-H youth leadership journey, or your leadership in an organization within your school or community.
- Share what you gained and shared from a conference or retreat you attended.
- Share a personal development plan you have implemented
- Develop a (career and/or college prep) portfolio
- Develop a presentation that illustrates how you've built understanding of self, developed communication skills, learned how to work with others, developed understanding of making decisions, and/or managing and/or working in groups.
- Lesson plan you've developed
- Meeting outline or agenda developed by youth
- Scrapbook outlining participation in leadership programs. Includes personal reflection on leadership growth and development.
- Share how you have taken the lead on a service project, and what leadership skills you gained through the project.
- Share how you have served as a mentor and/or teacher to younger youth (could be with a project area, a club activity or officer role, etc)

STATE FAIR OR STATE SHOW ELIGIBILITY

1. Trips for State Fair, State Horse Show, and State Dog Show will be selected from blue ribbon exhibits only (see State Dog Show Rules for exceptions).
2. Members selected to represent the county at the State Fair and State Horse Show must have completed sixth grade.
3. To be eligible for a livestock trip to the State Fair, 4-H'ers must have completed Livestock Quality Assurance Training.
   State Policy: All youth participating as a State Fair 4-H livestock exhibitor in beef, dairy, dairy goat, llama-alpaca, meat goat, poultry, rabbit, sheep and swine must have completed a livestock quality assurance training. **There** are two training options 1) a 3 hour in-person workshop (LQA&E), or 2) a 1 hour on-line training (YQCA). Youth completing either quality assurance training option will receive a certificate of completion.
4. **Exhibitors must complete LQA training by opening day of the Redwood County Fair.**
5. Along with their qualifying state fair exhibit trip(s), 4-H members may participate in activities such as Share-the-Fun, demonstrations, Arts-In, cooking events, animal science educational exhibits or judging teams.
6. [Competitive events, deadlines, consequences and exemption options](). Every Minnesota 4-H member is eligible for a "one-time" member exemption. This exemption provides the ability (one-time in a 4-H member's career) for the 4-H member to acknowledge they missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline. Exemptions may be used for county fair pre-entry registration requirements, but may not be used for State Fair trip sign-up deadlines.
7. 4-H youth **who** have been awarded a 4-H State Fair livestock trip through the local 4-H qualifying show must keep their designated trip animal on the county fairgrounds until the official release time to remain eligible for the 4-H State Fair trip. In the event that a youth/family requests an early release to travel/attend a national junior livestock show and education event, prior arrangements for early release must be made with and approved by the local 4-H staff, **in partnership with** the county fair board. Proof of national junior show participation (program with youth's name, printed class placing information) must be presented to local 4-H staff upon return to the county to maintain eligibility for the Minnesota State Fair 4-H livestock shows.
8. 4-H youth that have been awarded a 4-H State Fair general project trip through the local 4-H qualifying show must keep their designated trip project on the county fairgrounds until the official release time to remain eligible for the 4-H State Fair trip.

PREMIUMS

4-H County Fair Project Exhibitors will earn a premium based on the judges ribbon placing following your judging event.

PROJECT AREA	BLUE	RED	WHITE	Multicolor	Green
Club Projects	10.00	7.00	5.00		
Cloverbud / Gr K-2	na	na	na	4.00	
Demonstrations	10.00	7.00	5.00		
Performing Arts/Presentations	10.00	7.00	5.00		
Animal Science Showmanship	10.00	Awarded to Champion and Reserve Champion Only			
Interviews - Livestock	na	na	na	4.00	
Records	7.00	5.00	4.00		
Science of Animals	7.00	5.00	4.00		
Horse Related/Horseless Horse	7.00	5.00	4.00		
Animal Science (live animals)	7.00	5.00	4.00		
General Project Exhibits	4.00	3.00	2.00		
Sunday Fashion Revue/Talent Show	na	na	na	na	4.00
Community Impact Award	4.00	3.00	2.00	Champion Awarded $20 Gift Card	
Photo Contest Awards	4.00	3.00	2.00		

- Champions awarded a Gift Card and photos will be used to create 4-H note cards

What the Ribbon Colors Mean
- **Purple** The exhibit meets **all** standards, complete understanding of what, how, and why the exhibit was done, and has a thorough knowledge of the subject. The exhibit and workmanship are extraordinary and need no improvement.
- **Lavender** Reserve Champion
- **Blue** The exhibit meets **most** standards. The exhibitor can explain what, how, and why the exhibit was done and has a good knowledge of the subject. The exhibit is well organized and well done.
- **Red** The exhibit meets **some** standards. The exhibitor can somewhat explain what, how, and why the exhibit was done and has a fair knowledge of the subject. Some improvements may be needed on the exhibit.
- **White** The exhibit meets **few** standards and lacks the quality of other exhibits. The exhibitor cannot adequately explain the what, how, and why of the exhibit. Possibly they have overlooked a safety flaw. Improvement is needed in either the exhibit, the knowledge of the subject, or both.
- **Green** Participation ribbon is awarded for **participation**. Project areas that are awarded participation ribbons are not considered for blue, red, or white ribbons. They may or may not be considered for a purple ribbon.
- **Multi-color** This ribbon is used for **Cloverbuds** during their judging process. Cloverbuds are **not** part of the competitive judging process. The judges working with Cloverbuds focus on participation in conversation, reporting on their project, and encouragement for continuation in their project areas!