

# BARREN COUNTY FAIR



## 4-H FLORAL HALL

JULY 23-24, 2024

ENTRIES: 9:00 - 12:00

**BARREN COUNTY FAIR**  
**4-H FLORAL HALL DIVISION**  
**JULY 23-24, 2024**

Superintendent- Paula Tarry, Barren County Extension Agent for 4-H Youth Development

**RULES:**

- All entries must be entered between 9:00-12:00 on Tuesday, July 23, 2024 at the Barren County Extension Office
  - Entries should be picked up between 1 :00 - 4:00 p.m. on Wednesday, July 24, 2024.
  - The Danish system of judging will be used with the top entry in each class designated.
  - Ribbons awarded on the Danish system. Blue ribbon \$3.00; red ribbon \$2.00; white ribbon \$1.00.
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- All entries must meet minimum standards to receive a ribbon
  - Age - any 4-H'er who has passed his/her 9th birthday or is in the 4th grade as of January 1 of the current year but not passed his/her 19th birthday as of January 1 of the current year. ( exception - designated pre 4-H classes)
  - Exhibitor must have carried an approved project, which the exhibit is a part, under the general supervision of the Cooperative Extension Service of the University of Kentucky
  - Entry in the 4-H section is open ONLY to Barren County 4-H members
  - Exhibitors must conform to the general rules of the Barren County Fair and specific rules governing the department in which entries are made
  - All 4-H'ers must exhibit their own projects. Only one exhibit per class per exhibitor is allowed. All entries must be for the present 4-H year
  - The decision of the judges is final
  - The Barren County Cooperative Extension Service will not be responsible for any loss or damage to the exhibit or injury to the exhibitor or to the spectator; however, the utmost care will be used to prevent loss or injury

## 2102 TOBACCO DIVISIONS AND CLASSES

### **Burley Division – Stripped**

**All 4-H Burley should be entered as Division 2101.**

#### **Class No.**

- 5 Flying
- 6 Lug
- 7 Leaf
- 8 Tip

### **Burley - Best Crop**

#### **Class No.**

- 15 Best Crop, 4-H, 4 grades

Entries shall be on an individual basis and must be produced by the exhibitor. Only one entry per individual is permitted and an entry shall consist of four grades: Flying, Lugs, Leaf and Tips. Each grade shall consist of two hands of 20 leaves each and samples entered in Classes 6 through 10 shall not be considered for this class.

### **Dark Tobacco**

**All 4-H Dark Tobacco should be entered as Division 2102.**

Entries shall be on an individual basis and must be produced by the exhibitor. One entry per individual is permitted and an entry shall consist of four grades: Wrappers, Heavy Brown Leaf, Dark Leaf, and Thin Brown Leaf. Samples entered in classes 16 through 23 shall not be considered for this division.

#### **Class No.**

- 26 4-H Best Crop  
(2 hands – 20 leaves each grade)

### **4-H Class Green Dark Tobacco (By Sticks):**

#### **Class No.**

- 31 Dark

### **Growing Dark Tobacco Plant**

#### **Class No.**

- 33 Best potted growing plant of Dark Tobacco, any type

**Green Stick and Potted Burley Tobacco should be entered as Division 2103.**

### **4-H Class Green Tobacco (by sticks):**

#### **Class No.**

- 36 Burley

#### **Class No.**

- 39 Best potted growing plant of Burley Tobacco

# **DIVISION 6011.4**

## **EDUCATIONAL 4-H COMPANION ANIMAL PROJECT POSTERS**

Project entry must meet all the requirements for the class; otherwise, the entry will be disqualified.

1. See General State Fair Rules applying to all 4-H Exhibitors and General Rules applying to 4-H judging events. All participants must be registered electronically through the State Fair Department by the August deadline.
2. **Educational posters MUST relate to dogs or rabbits**, and be completed since the last State Fair. Poster must be judged at the county level before entry at the State Fair. Only one entry per class per county is allowed (county winner must have received at least a blue ribbon at the county level before entered at the state fair level).
3. Posters should encourage the participant's imagination in developing a slogan/theme that promotes a breed or project or educates the viewer about a dog or rabbit project related activity. Examples of topics include but are not limited to: showing/grooming/caring for your animal, health, nutrition, breed characteristics, etc. Posters should be simple and focus on one message to tell the story of your poster theme. (See specific classes in #12)
4. Copyrighted characters such as Snoopy, Charlie Brown, or other cartoon characters cannot be used.
5. Resource information should be attached to the back of the poster (information may be in an envelope with youth name, county, and class). Reliable resource information should be used (please note that Wikipedia may not be a reliable source). The poster will lose points if resource information is not included on the back.
6. Participants may use a variety of media, however no 3-dimensional posters will be allowed and no text cut directly from a magazine will be allowed (such as a cut-out of a magazine article used for the poster).
7. Posters must be no smaller than 20 inches x 30 inches and no larger than 24 inches x 30 inches. Poster format should be portrait (vertical) not landscape. Posters must be made using one of the following: matt board or foam core board. No poster board is allowed. Posters submitted on poster board will be disqualified at entry.
8. An electronic label should be affixed to the lower right corner of the poster. Poster content should allow for display of the electronic label in the bottom right corner of poster, approximate size of a 3 inch x 5 inch card. On the back of the poster include youth name, county, class.
9. Posters will be judged on how well they present information and on their general appearance.
10. Class champion ribbons will be presented. All participants will receive ribbons and premiums. One overall Grand and Reserve will be chosen from the Junior and Senior entries.
11. There is no Cloverbud poster class.
12. Classes include:
  - a. Junior (age 9-13) Classes: 543A – General Dog; 543B Dog Breed; 543C General Rabbit; 543D Rabbit Breed
  - b. Senior (age 14-19) Classes: 544A – General Dog; 544B Dog Breed; 544C General Rabbit; 544D Rabbit Breed

Ribbons: Blue: 100-75 points; Red: 74-50 points; White: 49 and below

**DIVISION 6015**  
**4-H HORTICULTURE & PLANT SCIENCE**

**Youth should NOT use garden soil in containers. Use well-drained, disease-free potting soil for all containers.**

- 561 Environmental Awareness (Such as but not limited to:) A one-page description of project must accompany entry item (type or printed neatly) to be eligible for entry.
- A. Tree planting on city property, roadways, parks, etc.
  - B. Home landscaping
  - C. Composting
- 562 Production and Marketing (such as but not limited to:)
- A. Vegetable garden planted for home and/or market use.
  - B. The planting, production, or management of fruit plantings.
  - C. The planting, production, or management of trees, shrubs, greenhouse crops or garden perennials.
- 563 Experimental Horticulture (such as, but not limited to:) A one-page description of project must accompany entry item (type or printed neatly) to be eligible for entry.
- A. "Science Fair" type of exhibit involving experimental work with plants
  - B. Comparison of different varieties of vegetables or annual flowers
  - C. Comparison of mulching or other cultural practices
- 564 Horticultural Project Exhibits (such as, but not limited to:) A one-page description of project must accompany entry item (type or printed neatly) to be eligible for entry.
- A. How to propagate plants
  - B. How to force spring bulbs
  - C. How to start seeds
  - D. How to graft cacti
  - E. How to dry herbs

**Plant Display: Youth should NOT use garden soil in containers. Use well-drained, disease-free potting media for all containers.**

- 565 Terrariums
- 566 Dish gardens (desert or tropical)
- 567 Vegetable container gardens (grown in container - not dug out of the garden)
- 568 Annual container gardens - (non-vegetable)
- 569 House plants
- 570 Hanging baskets
- 571 Herb Container Garden
- 572 Window Box Display
- 573 Upcycle Container Garden (Previously used container recycled, example, wood pallet garden)

**Garden and/or Orchard Displays**

574 The exhibitor may exhibit as many different fruits and/or vegetables from their garden as desired (minimum of five types). Any size or type of produce may be displayed in the 2'x3' area provided for each exhibit. The exhibit must be in a display container (box or basket) which can be easily moved. Vegetables will not be returned to exhibitor. They will be judged as follows:

Quality of Produce	40%
Attractiveness of Container	30%
Uniformity and true-to-type ness	10%
Number of different types	15%
Labeling	5%

4-H'ers may also exhibit plates of vegetables. A white paper plate for vegetables must be supplied by the exhibitor. These vegetables will not be returned to the exhibitor. Classes of vegetables will be limited to:

- 575 Tomato, cherry (5 per plate) Must be ripe (red or yellow color only) type
- 576 Tomato, beef steak (5 per plate)
- 577 Tomato, heirloom (5 per plate)
- 578 Peppers, hot (5 per plate)
- 579 Peppers, bell (5 per plate)
- 580 Peppers, sweet (5 per plate)
- 581 Cucumbers, slicing (5 per plate)
- 582 Cucumbers, pickling (5 per plate)
- 583 Beans, snap or lima (12 per plate)
- 584 Corn, sweet (in the husk with silks) (5 ears per plate)\*
- 585 Cantaloupe (1 whole)
- 586 Squash, summer (3 per plate)
- 587 Eggplant (3 per plate)
- 588 Potato (5 per plate)

\* Place ears of corn in a tote or plastic bag (such as a grocery bag). Sealed plastic bags (such as Ziplock bags) are not recommended because the sealed bags can cause the corn to mold and have a bad odor.

They will be judged as follows:

Condition	25%
Quality	20%
Uniformity	20%
True-To Type	20%
Size	15%

Consult Exhibiting and Judging Vegetables (4BC-08PO) to learn the characteristics of these criteria.

The largest vegetable may not be the highest quality, nevertheless, it is unique. The largest entry in each of the following classes will receive a class champion ribbon.

- 589 Largest Tomato (by weight) Must be ripe (red or yellow color only)
- 590 Largest Pumpkin (by weight)
- 591 Largest Watermelon (by weight)

## DIVISION 6018 - 4-H CROPS PROJECT

### LEGUME HAY:

- 600 Alfalfa hay, ½ bale (no full bales accepted) from the current year's project crop, neatly tied and labeled.
- 601 Red clover hay, ½ bale (no full bales accepted) from the current year's project crop, neatly tied and labeled.

### GRASS HAY:

- 602 Timothy Hay, ½ bale (**no full bales accepted**) from this current year's project crop, neatly tied and labeled. **Place hay in a double strength plastic bag.**
- 603 Other Grass Hay, ½ bale (**no full bales accepted**) from the current year's project crop, neatly tied and labeled. **Place hay in a double strength plastic bag.**

### MIXED HAY:

- 604 Mixed Hay, ½ bale (**no full bales accepted**) from the current year's project crop, neatly tied and labeled.

### YELLOW CORN:

- 605 Yellow-ear, from the previous year's crop, 8 ears shucked, and labeled with variety and yield.
- 606 Yellow-ear, from the current year's crop, 8 ears shucked, and labeled with variety and yield.
- 607 Yellow-shelled, from the previous year's crop, 0.5 gallon in a container, and labeled to show variety and yield.

### WHITE CORN:

- 608 White-ear, from the previous year's crop, 8 ears shucked, and labeled with variety and yield.
- 609 White-ear, from the current year's crop, 8 ears shucked, and labeled with variety and yield.
- 610 White-shelled, from the previous year's crop, 0.5 gallon in a container, and labeled to show variety and yield.

**POPCORN:**

- 611 White Popcorn-ear, from the previous year's crop, 8 ears shucked, and labeled with variety and yield.
- 612 Red Popcorn-ear, from the previous year's crop, 8 ears shucked, and labeled with variety and yield.
- 613 Yellow Popcorn-ear, from the previous year's crop, 8 ears shucked, and labeled with variety and yield.

**FIELD SOYBEANS (Oil):**

- 614 Soybeans from the current year's crop, three stalks tied together below leaves, with roots intact, but free of soil, and labeled to show variety.
- 615 Soybeans from the previous year's crop. 1-gallon zip lock bag, and labeled to show variety and yield.

**GRAIN SORGHUM (Milo):**

- 617 Grain Sorghum from the current year's crop, three stalks tied together below leaves, with roots intact, but free of soil, and labeled to show variety.
- 618 Grain Sorghum from the previous year's crop, 1-gallon zip lock bag, and labeled to show variety and yield.

**SWEET SORGHUM**

- 619 Sweet sorghum from the current year's crop, three stalks tied together below leaves, with roots intact, but free of soil, and labeled to show variety.

**WHEAT (Soft, Red, Winter)**

- 620 Wheat from the current year's crop, 0.5 gallon in a container, and labeled to show variety and yield.
- 621 Barley from the current year's crop, 0.5 gallon in a container, and labeled to show variety and yield.



## Division 6021 - 4-H ELECTRIC

### **MAGIC OF ELECTRICITY (4HCCS BU-06848) (All exhibits must be DC powered).**

- 645 Battery powered series and parallel circuits (Circuits must include both series and parallel, a simple switch and can be no more than 9 volts).
- 646 Homemade Galvanometer (Must be able to detect the presence of an electrical current)
- 647 Electromagnetic Circuits (Must be a working electromagnet with a simple switch and can be no more than 9 volts).
- 648 Simple homemade DC motor (Rotor must turn under its own power).

### **INVESTIGATING ELECTRICITY (4HCCS BU-06849) (all exhibits must be DC powered)**

- 649 Battery powered series or parallel circuit (Circuit may be either series or parallel, must contain either a momentary and/or three-way switch, a circuit diagram with explanation and can be no more than 9 volts).
- 650 Original design soldered circuit project (Circuit must contain an on/off switch, a motion or tilt activated switch, a light and sound producing device and must be powered by 9 volts).

All connections in the circuit must soldered and a circuit diagram with explanation must be included).

### **WIRED FOR POWER (4HCCS BU-06850) (all exhibits must be AC powered and be able to be safely connected and disconnected from a standard 120-volt duplex outlet).**

- 651 Display of wire sizes and types with description and example of usage (display must contain at least 12 different examples)
- 652 Simple household or farm use circuit (Circuit must contain one single pole switch controlling one electrical load device. Circuit should be mounted on a sturdy mounting surface and free standing. Wiring should be done with Romex NM-B 12-gauge wire and clamped or stapled appropriately. A circuit diagram with explanation must be included)
- 653 Complex household or farm use circuit (Circuit must contain at least two three-way switches, and may also contain a four-way switch, controlling one electrical load device. The circuit must also contain a working duplex electrical outlet. Circuit should be mounted on a sturdy mounting surface and free standing. Wiring should be done with Romex NM-B 12-gauge wire and clamped or stapled appropriately. A circuit diagram with explanation must be included)
- 654 Table, desk, vanity or floor lamp, any purpose – original design only. (Pop Can Lamp kits will be disqualified)

### **ENTERING ELECTRONICS (4HCCS BU-06851) (exhibits may be either DC or AC powered. AC powered exhibits must be able to be safely connected and disconnected from a standard 120-volt duplex outlet).**

- 655 Basic electronic circuits without solid-state components (from project book).
- 656 Basic electronic circuits with solid-state components (from kit).

657 Basic electronic circuits with solid-state components (original circuit design, must include circuit diagram and explanation).

### **GREEN ENERGY**

658A Wind powered energy project (original design).

658B Solar powered energy project (original design).

658C Water powered energy project (original design).

## Division 6025 - 4-H WOOD SCIENCE

- 674 Level 1, **made from a kit**. Simple items which have pre-cut and pre-drilled parts and youth demonstrate knowledge of assembly, selection and use of fasteners (nails, screws and/or glue), sanding techniques, and appropriate finishes. (Examples could include but not limited to: small bird house, non-hopper bird feeder, etc.) Item must demonstrate skill with fasteners, sanding and appropriate finish (no puzzles).
- 675 Level 1, **NOT from a kit**. Simple constructed wood item showing knowledge of hand tools, wood selection, cutting, drilling, usage of fasteners (nails, screws and/or glue), sanding techniques, and appropriate finishes. (Examples could include but not limited to: napkin holder, letter holder, simple picture frame, wire wiggly, towel holder, serving tray, jewelry box, small flag holder, 4-H book ends, airplane, hurricane lamp, trivet (pot holder), etc.)
- 676 Level 2, **made from a kit**. More elaborate items which require proper cutting, drilling and youth demonstrate knowledge of selection and skill in use of fasteners (nails, screws and/or glue), sanding techniques, and appropriate finishes. (Examples could include but not limited to: jewelry box, tool tray, large bird house, pine wood cars, etc.) Item must demonstrate skill with fasteners, sanding and appropriate finish (no puzzles).
- 677 Level 2, **NOT from a kit**. More elaborate items that demonstrate mastered skills with hand tools, basic knowledge of power hand tools, fastening options, appropriate surface preparations, and finish applications. (Examples could include but not limited to: puzzle, foot stool, revolving tie rack, 4-H key holder, cutting board, book rack, serving dish shelf, sawhorse, hopper type bird feeder, etc.)
- 678 Level 3, **NOT from a kit**. Items showing a more advanced knowledge of power tools, expertise in cutting, fitting, surface preparation, attention to fastening details, and finish application, (Examples could include but not limited to: a multi-purpose box, corner shelf, book shelf or laminated wood projects, garden bench, planting box, nail and tool box, shop tool rack & shelf, etc.) Original designs are welcomed. This exhibit is to be made up of two parts: 1) the **item** and 2) a **folder containing photographic documentation** of the steps taken in order to complete this exhibit. If the exhibit does not include both the item and a folder containing photographic documentation, then the exhibit will be disqualified.
- 679 Level 4, **NO kits**. Exhibits with a "furniture" quality finish, showing an understanding of all woodworking techniques learned in previous levels. Items must show a mastery of joint construction and use of special woods, and finishes. (Examples could include but not limited to: checker boardroom divider, coffee table, end table, chest of drawers, gun rack or cabinet, etc.) Original designs are welcomed. This exhibit is to be made up of two parts: 1) the **item** and 2) a **folder containing photographic documentation** of the steps taken in order to complete this exhibit. If the exhibit does not include both the item and a folder containing photographic documentation, then the exhibit will be disqualified.
- 680 Level 4, **NO kits**. Exhibits do not require a fine finish (painted finish allowable) because of practical use. Items demonstrate knowledge of all woodworking techniques learned in previous levels. Items must show a mastery of cutting, drilling, joint construction, use of special woods, and appropriate finishes. (Examples could include but not limited to: porch swing, chaise lounge, picnic table, lawn chair, large planters, etc.) This exhibit is to be made up of two parts: 1) the **item** and 2) a **folder containing photographic documentation** of the steps taken in order to complete this exhibit. If the exhibit does not include both the item and a folder containing photographic documentation, then the exhibit will be disqualified.



## **4-H ENTOMOLOGY & HONEY**

### **Division 6026 – 4-H ENTOMOLOGY & HONEY**

**687A** First year project: up to three cardboard boxes approximately 9 inches x 12 inches, or up to two 18 inches x 24 inches wooden boxes, with minimum of 25 insects, maximum 50 insects, from at least four orders. Identification beyond order is not necessary. All specimens must have date and locality label.

**687B** First year project: minimum of 25 insect photographs, maximum 50 photographs, from at least four orders. Identification beyond order is not necessary. All photographs must have notation field.

**688A** Second year project: up to three cardboard boxes approximately 9 inches x 12 inches, or up to two 18 inches x 24 inches wooden boxes, with minimum of eight orders and not less than 50 insects, nor more than 100 insects. Half of the insects should be identified with a common name.

**688B** Second year project: 50-100 photographs total, minimum of 8 orders, at least one-half identified with a common name. Specifications for exhibits are the same as for 687B except that no images from the first-year photography project may be reused for this project.

**689A** Third year project: three cardboard boxes approximately 9 inches x 12 inches, or two 18 inches x 24 inches wooden boxes, with a minimum of 10 orders and 100 insects, a maximum of 150 insects.

**689B** Third year project: 100-150 photographs total, minimum of 10 orders, all identified with common names except immature stages. Photos of at least one arthropod egg, nymph, larva, and pupa—identified to order, no common name needed—should be included as a part of the 100-150 photos. Specifications for exhibits are the same as for 688B except:

Each image will include a 400 X 300 pixel (or larger if necessary) white notation box with important information about the photo. This notation field may be placed anywhere inside the image, including inside black bars (if present). Fonts may vary based on the 4-Her's software, but we recommend Ariel, 18 pt, black, non-bold, or larger. The notation field will include the following information, with one space between each line:

[4-Her's Name, County, Lot Number, Class Number]

[Date of original photograph]/[Location of original photograph. Location may be in the form of a street/city/zip code address or GPS coordinates.]

[Brand and type of camera or camera phone]

[Settings, including type of lens, relevant camera settings, and "flash" or "no flash"]

[Insect Order – Common Name (if applicable)]

[Life stage identified for all non-adult arthropods]

Third year entomology photography exhibits are judged on the following categories: Diversity, Inclusion of life stages, Identification, Labels, Quality of Photographs. Check with county 4-H Agent for point distribution on score sheet.

Identification to order (or class for non-insect arthropods) is necessary for any eggs, nymphs, larvae, pupae, and adult insects in the project; common name identification is necessary for all adult arthropods in the project.

No images from previous insect photography projects may be reused for this project.

**690A** Fourth year project: three 9 inches x 13 inches official cardboard boxes, or two 18 inches x 24 inches wooden boxes, with minimum of 12 orders and 150 insects, no maximum. An addition cardboard or wooden box with an example of insect damage, the stage of the insect causing the damage and any other stage of the insect that helps identify the problem. Include information in the display that tells how the insect is controlled. Life cycle of two insects may be displayed if desired.

**690B** Fourth year project: three cardboard boxes approximately 9 inches x 12 inches, or two 18 inches x 24 inches wooden

boxes, with minimum of 12 orders and 150 insects, no maximum. An addition cardboard or wooden box with an example of insect damage, the stage of the insect causing the damage and any other stage of the insect that helps identify the problem. Include information in the display that tells how the insect is controlled. Life cycle of two insects may be displayed if desired.

**690C Junior Level Entomology Video Project:** 1-3 minute entomology video submitted to social media platform (YouTube), focusing on one insect or insect relative (including arachnids, centipedes, millipedes, and crustaceans) that lives in Kentucky. Specifications:

- a. Video may be created on any video-editing platform and may include editing, cuts, text, special effects, filters, still images, music, and narration.
- b. The final video will be uploaded by the 4-Her onto YouTube, either to an account managed by local County Extension staff or to an account managed by the 4-Her. If the County Office is managing the account, they will provide a link to the video to [blaken@uky.edu](mailto:blaken@uky.edu). If the 4-Her chooses to upload the video with privacy settings, the final video may be shared as a link to [blaken@uky.edu](mailto:blaken@uky.edu) (for YouTube videos) prior to St. Fair project submission deadlines.
- c. The video should begin with an introduction from the 4-Her which includes the following information: First Name, County Name, Name of Project (“Junior Level Kentucky 4-H Entomology Video Project”), Common Name of Insect (or insect relative), Scientific Order Name of Insect (or insect relative).
- d. The 4-Her may appear in the video if they elect to do so and if they have a H-328 photo consent form on file (<https://entomology.ca.uky.edu/file/photo-imageconsentformh328pdf>). The inclusion of 4-H logos (such as on a T-shirt, or on a County Extension sign) in the video is encouraged. Videos may be used by the University of Kentucky on websites or social media for education or entertainment purposes.
- e. The video should focus on a single kind of native or non-native insect or insect relative that lives wild in Kentucky. The video does not have to focus on a single species, but needs to be more specific than the Order level. For instance, a video on “wolf spiders” would be acceptable, but “spiders” would be too general for this project. Similarly, “lady beetles” would be an appropriate topic, but “beetles” is too general.
- f. The video may cover any factual information about the creature including: habitat, feeding strategies, defense, range, life cycle, impacts to humans, conservation status. Additional content, (such as folklore, humor, or personal experiences with the creatures) may be included, but should account for less than 50% of the content. Information may be delivered via narration (live or overdubbed), text/subtitles, or a combination.
- g. Any media used in the video must be generated by the 4-Her. Images, video clips, music or sound clips from other creators should not be used, with the exception of background music licensed for use by individual social-media platforms.

**691 Fifth year project** (may be repeated for successive years of eligibility but must be a different exhibit. No exhibit that has been judged in any previous State Fair may be entered): Any type of display that pertains to experiences beyond those of previous projects. Special collections of native and/or exotic butterflies, beetles to some other insect order; a study in depth of one insect or small group of insects: a display of insect camouflage: a display of plastic embedded insects: a collection of insect larvae and nymphs are examples. Charts, photographs, models or any other visual aids may be used. 4-Hers are encouraged to write a short (1 or 2 paragraphs) statement developing the theme of their fifth year display.

**691B 4-Her** may repeat the fourth year project with all new photographs, or submit a creative digital project that is different from the previous projects. Examples may include: a documentary on a beneficial or pest insect based on video footage and photos curated by the 4-Her; a webpage covering an aspect of entomology, featuring the 4-Hers digital photographs; a short online social-media course that teaches viewers about some aspect of entomology. This project may be repeated for successive years of eligibility but must be a different exhibit each year (or a repeat of the 4th year project with new photos).

**691C Senior Level Entomology Video Project:** 1-3 minute entomology video submitted to social media platform (YouTube), focusing on one insect or insect relative (including arachnids, centipedes, millipedes, and crustaceans) that lives in Kentucky. Specifications: same as 690C except for Senior level.

## HONEY

Honey will show better in oval, flat sided to square clear glass jars. 4-Hers must use standard honey jars purchased from a bee supply vendor. Wide-mouth honey jars may be used. The jars and lids must be clean. Fill jars to the "fill line". The "fill line" is the continuous ring that circles the jar and not necessarily the threads that help hold the lid. Note that jars must be glass, with the exception being the cut comb honey.

Note: Two jars must be submitted for the following classes.

Display cases for capped honey may be made by 4-Hers or bought from a store, but they must be bee-proof and have a removable top in order for the judge to check moisture. One frame per container.

Observation hives shall be secure from opening to the satisfaction of the Bees and Honey superintendent. This shall include the top of the observation hive and all holes and openings. Openings should be secure by screws or locks. Observation hives may be picked up after the end of judging (which is the Tuesday prior to the official first day of the State Fair).

- 692 Two one pound glass Queenline or Classic jars of white extracted honey**
- 693 Two one pound glass Queenline or Classic jars of light amber extracted honey**
- 694 Two one pound glass Queenline or Classic jars of amber extracted honey**
- 695 Two one pound glass Queenline or Classic jars of dark amber extracted honey**
- 696 Two wide mouth pints or Classic jars of chunk honey, any color.**
- 697 Any frame of capped honey suitable for comb honey (Light)**
- 698 Any frame of capped honey suitable for comb honey (Amber)**
- 699 Any frame of capped honey suitable for extraction (Light)**
- 700 Any frame of capped honey suitable for extraction (Amber)**
- 701 Best display of one-frame observation hive of honey bees consisting of worker bees, a properly marked queen, and brood.**

Note: The total weight of a one-pound jar includes the weight of the glass jar.

A Grand Champion and Reserve Champion will be selected for the Entomology Division and also for the Honey Division.



**DIVISION 6027 - 4-H  
FORESTRY**

**FIRST YEAR**

**703 Leaf Collection**

Collection of 10 leaves representing 10 forest trees native to Kentucky. Mounting instructions in the forestry book, "4-H Forestry Project Unit I - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #1 are to be followed.

**704 Leaf Print Collection**

Collect and print 10 leaves representing 10 forest trees native to Kentucky. Instructions in the forestry book, "4-H Forestry Project Unit I - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #2 are to be followed.

**SECOND YEAR**

**705 Leaf Collection-2nd year**

Collection of 20 leaves representing 20 forest trees native to Kentucky. Mounting instructions in the forestry book, "4-H Forestry Project Unit I - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #1 are to be followed.

**706 Leaf Print Collection – 2<sup>nd</sup> year**

Collect and print 20 leaves representing 20 forest trees native to Kentucky. Instructions in the forestry book, "4-H Forestry Project Unit I - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #2 are to be followed.

**707 Educational Exhibit – Forest Products**

Develop a creative educational exhibit on a forest product produced in Kentucky. The product may be a traditional wood product (such as flooring or bourbon barrels) or a non-timber forest product (such as maple syrup, shitake mushrooms etc). The exhibit may utilize any visual technique. The total exhibit is not to exceed dimensions of 2' x 2', or four (4) square feet.

**THIRD YEAR AND OVER**

**708 Educational Exhibit – Forest Health (Invasive Tree Insect or Invasive Tree Disease)**

Develop a creative educational exhibit on a current invasive tree insect or invasive tree disease impacting Kentucky's forest trees. The exhibit may utilize any visual technique. The total is not to exceed dimensions of 3'x3', or nine (9) square feet.

**709 Leaf Collection-3rd year**

Collection of 30 leaves representing 30 forest trees -native to Kentucky. Mounting Instructions in "4-H Forestry Project Unit 1 - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #1 are to be followed.

**710 Leaf Print Collection – 3<sup>rd</sup> year**

Collect and print 30 leaves representing 30 forest trees native to Kentucky. Instructions in the forestry book, "4-H Forestry Project Unit I - Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #2 are to be followed.

**711 Leaf Collection – 4<sup>th</sup> year**

Collection of 40 leaves representing 40 forest trees native to Kentucky. Mounting Instructions in the "4-H Forestry Project Unit I – Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #1 are to be followed.

**712 Leaf Print Collection – 4<sup>th</sup> year**

Collect and print 40 leaves representing 40 trees native to Kentucky. Instructions in the forest book, "4-H Forestry Project Unit 1 – Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #2 are to be followed.

**713 Leaf Collection – 5<sup>th</sup> year**

Collection of 50 leaves representing 50 forest trees native to Kentucky. Mounting Instructions in the "4-H Forestry Project Unit 1 – Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #1 are to be followed.

**714 Leaf Print Collection – 5<sup>th</sup> year**

Collect and print 50 leaves representing 50 trees native to Kentucky. Instructions in the forest book, "4-H Forestry Project Unit I – Introducing Yourself to Trees" (4DF-01PA or most recent version) Activity #2 are to be followed.



## DIVISION 6028 – GEOLOGY

1. To fit into the State Fair display shelves, display boxes must be no less than 14 inches and no more than 17 inches vertically and no less than 16 inches and no more than 24 inches horizontally. The depth of the display boxes should be no more than 4 inches. NOTE: The size of the display box has changed from previous years. If you are using an old display box for your collection, note that the display will not be disqualified for 2020 but points may be deducted.
2. All boxes must have Plexiglas cover that can be easily removed for judging.
3. Each exhibit must be secured with a lock. Attach a key to the box with your name and county firmly attached to key. Key will be returned to 4-H agent. Keep another key in case State Fair key is misplaced.
4. Hinges and locks must be flush and mounted on sides or top of boxes so boxes will sit level.
5. If fabric is used, use a fabric glue to adhere entire piece of fabric to box. Suggested fabrics are felt or velveteen.
6. Rocks, minerals, and fossils should be firmly attached to the box. See Rule 12 for label information.
7. Boxes will be displayed on their side, not flat. Therefore, larger specimens must be attached near the lower portion of the box.
8. Rock, Mineral, and Fossil Identification Labels are available from the County Extension Agent for 4-H or 4-H the Kentucky Geological Survey (KGS) website (<http://www.uky.edu/KGS/education/4H.htm>). These are the only labels acceptable.

9. Specimens that are polished may lose points.
10. Exhibits may be disqualified for class champion if:
  - a. Box does not fit in the size stated in rule 5
  - b. Box contains too few or too many specimens
  - c. Box does not have a Plexiglas cover that can be opened
  - d. Labels are not correctly filled out (see instructions and examples at the KGS website <http://www.uky.edu/KGS/education/4H.htm>).
  - e. Specimen is mounted jewelry
  - f. The specimen is not clearly numbered on the label (the judge is unable to determine which specimen goes with which label).
  - g. Specimens are not arranged in numerical order
  - h. Duplicate specimens are used to reach minimum number. However, varieties of the same rock or mineral are acceptable if the specimen is identified by a different name (i.e., quartz, smoky quartz, amethyst, agate, chert, flint or calcite, Iceland spar, aragonite, travertine). Also acceptable if the duplicate specimen has an adjective in front of the specimen (i.e., calcite, red calcite, or limestone, fossiliferous limestone, oolitic limestone). If each entry in that class has duplicate named specimens, then each entry may qualify for class champion, but will not be eligible for grand champion.
14. The following score card will be used to judge geology exhibits:
  - a. Correct identification and labeling - 5 points for each specimen (Collections will be judged more favorably that have different types of specimens, rather than many different varieties of the same rock, mineral, or fossil; i.e., gray limestone, light gray limestone, dark gray limestone, or red calcite, blue calcite, green calcite).
  - b. Cards/specimen: 1 point each that each specimen has the label completely filled out, along with specimen number.
  - c. Found on site: Since this is an exercise in becoming familiar with rocks, minerals, and fossils, an extra 1 point will be given for specimens that are found rather than purchased or given as gifts. (Be sure to ask permission if you have to enter private property. The Internet is a good place to search for rock clubs and geological surveys of your and other states for information on collecting localities.)
  - d. Neatness, arrangements, background - 20 points for total exhibit
15. Class champion will be selected in each class with a Grand Champion and Reserve Grand Champion selected from Class Champions.
16. 4-H'ers entering fifth year and up cannot enter the same exhibit that has been judged in any previous State Fair.

**Classes Are:**

*For each of the classes, specimens may consist of rocks, minerals, and or fossils. There is a separate label for rocks, minerals, and/or fossils (three different labels). Label and label instructions are available at the Kentucky Geological Survey website at <http://www.uky.edu/KGS/education/4H.htm>.*

- 715 First year geology - consisting of 15 different specimens.
- 716 Second year Geology - consisting of 25 different specimens (up to 12 may be from previous project year; no more than 2 boxes)
- 717 Third Year Geology - consisting of 35 different specimens (up to 17 may be from previous project year; no more than 2 boxes)
- 718 Fourth Year Geology - consisting of 50 different specimens (up to 25 may be from previous project year; no more than 2 boxes)
- 719 Special collection for fifth year or more members - creative, advanced display of member's choosing which depicts a geological process, theme, story, or manufacturing process. Posters, notebooks and written narratives may be included.



## **6029 ARTS**

### **Painting**

- 727a. Junior Acrylic: (pg.12) Using acrylic paint to create a painting.
- 727b. Senior Acrylic: (pg.12) same as Junior.
- 728a. Junior Watercolor: (pg.14) Using watercolors and a variety of techniques to complete a painting on watercolor paper.
- 728b. Senior Watercolor: (pg. 14) same as Junior.
- 729a. Junior Abstract: (pg.18) Using acrylic paints experiment with abstract designs to complete a painting.
- 729b. Senior Abstract: (pg. 18) same as Junior
- 730a. Junior Sand Painting: (pg.20) On sanded plywood or particle board. Explore painting with colored sand mixed with glue.
- 730b. Senior Sand Painting: (pg.20) same as Junior.
- 731a. Junior Self Portrait: (pg.22) Use a medium of your choice. Complete a self-portrait using any drawing or painting technique.
- 731b. Senior Self Portrait: (pg. 22) same as Junior.
- 732a. Junior Human Action: (pg.24) Using acrylic or watercolor paints, capture humans in action using vivid colors, lines, and texture when painting.
- 732b. Senior Human Action: (pg.24) same as Junior.
- 733a. Junior Oil Painting: (pg.26) Using oils on canvas or canvas board. Experiment with different techniques of laying oil to canvas to create a finished painting.
- 733b. Senior Oil Painting: (pg.26) same as Junior.
- 734a. Junior Oil Pastel: Using Oil pastels on canvas or canvas board, create a finished work of art.
- 734b. Senior Oil Pastel: same as Junior.

### **Printing**

- 736a. Junior Blueprint Paper Print: (pg.40) On blueprint paper create a sun print; at least 5 ½ x 8 ½ in. using cyanotype or Light or sun-sensitive paper.

- 736b. Senior Blueprint Paper Print: same as Junior.
- 738a. Junior Wax Resist Print: (pg.44) Create intricate designs for printing using a wax resist method.
- 738b. Senior Wax Resist Print: same as Junior.
- 739a. Junior Tire Stamp Print: (pg.46) Cut pieces of inner tube tire, glue them onto a wood block, and print using a stamp pad. Entry must include print and stamp.
- 739b. Senior Tire Stamp Print: same as Junior.
- 740a. Junior Linoleum Print: (pg.48) Create linoleum print using linoleum block on paper.
- 740b. Senior Linoleum Print: same as Junior

## **Graphic Design**

- 743a. Junior 5 Color Design: (pg.62-63) Create (2) two 8" x 10" inch pieces. Five color designs are identical except for (1) one color. Change (1) one color to create a second design. Use paint, paper, or computer graphics program. Mount on a matt board.
- 743b. Senior 5 Color Design: same as Junior
- 744a. Junior Computer Drawing: (pg.70) Explore the use of computer tools and techniques to doodle, draw and replicate images. Print out a design showing the use of various tools.
- 744b. Senior Computer Drawing: same as Junior.

## **Section B: Sketchbook Crossroads**

### **Drawing**

- 745a. Junior Black Pencil Drawing: (pg.12) Draw using a black pencil.
- 745b. Senior Black Pencil Drawing: same as Junior
- 746a. Junior Two-Point Perspective: (pg. 16) On sketch paper, draw a two-point perspective that has a point at each end of a horizontal segment.
- 746b. Senior Two Point Perspective: same as Junior.
- 747a. Junior Circular Shape Object: (pg.18) Draw a circle then draw a subject of your choice inside the circle.
- 747b. Senior Circular Shape Object: same as Junior.
- 748a. Junior Colored Pencil: (pg.20) Draw with colored pencils.



- 748b. Senior Colored Pencil: same as Junior.
- 749a. Junior Pen and Ink: (pg.22) Sketch animals or other objects using pen and ink. No markers.
- 749b. Senior Pen and Ink: same as Junior
- 750a. Junior Hand Lettering: (pg. 24) On 8 ½ by 11 paper, rewrite a quote, poem, or pledge using Calligraphy. Make sure to include the author on the piece.
- 750b. Senior Hand Lettering: Same as Junior
- 751a. Junior Cartooning: (pg.27) Cartooning is a simple process of making line drawings show sequential motion. Create your own cartoon character showing motion. Must create at least three blocks.
- 751b. Senior Cartooning: same as Junior.

## **Fiber Arts**

- 752a. Junior Felted Wool Applique: (pg31) Felt wool to create a design. Applique design to a felted wool item.
- 752b. Senior Felted Wool Applique: same as Junior.
- 753a. Junior Cotton Linter Bowl: (pg. 34) Experiment with cotton linter using molds and shaping the linter to form bowls. Enhance the cotton with colored pencils, threads, floss, and dried flowers to make a unique creation.
- 753b. Senior Cotton Linter Bowl: same as Junior.
- 754a. Junior Batik Fabric: (pg.37) Using natural fiber fabric. Create a unique fiber artwork using dyes and the wax resist method.
- 754b. Senior Batik Fabric: same as Junior.
- 755a. Junior Lap Loom Woven Item: (pg.40) Set up a lap Loom. Using several colors or types of yarn create a woven item of your choice.
- 755b. Senior Lap Loom Woven Place Mat: same as Junior

## **Sculpting**

- 757a. Junior Clay: (pg.55) Create an item from clay either self-hardening or firing is required.
- 757b. Senior Clay: same as Junior.
- 758a. Junior Clay Bust: (pg.57) Sculpt a head with facial features out of clay.
- 758b. Senior Clay Bust: same as Junior
- 759a. Junior Mask: (pg.61) Create a mask using clay emphasizing unique form and texture to portray feelings.
- 759b. Senior Mask: same as Junior.
- 760a. Junior Cardboard Sculpture: (pg.65) Create a piece of textured relief sculpture using corrugated cardboard stacked and glued together. Sculpt with an Exacto® knife.
- 760b. Senior Cardboard Sculpture: same as Junior.
- 761a. Junior Wire Sculpture: (pg.67) Using wire and other materials (nylon cloth, beads, etc.) to create a freestanding sculpture.
- 761b. Senior Wire Sculpture: same as Junior.
- 762a. Junior Plaster of Paris Carving: (pg.69) Using a plaster of paris block, carve a form.
- 762b. Senior Plaster of Paris Carving: same as Junior.

## **Section C: Art Trends and Heritage Arts**

### **Trends**

- 763a. Junior Art Trends – Mixed Media Canvas. Mixed media is defined as employing more than one medium. Examples include decoupage and paint; pencil and watercolors; fabric, paint, and paper. The canvas size is open to the artist.
- 763b. Senior Art Trends—Mixed Media Canvas: Same as above.
- 763c. Junior Basket Making - Natural materials, any size, shape, or design. Non-natural materials may be woven into the design.

- 763d. Senior Basket Making - Natural materials, any size, shape, or design. Non-natural materials may be woven into the design.
- 763e. Junior Jewelry – One piece of jewelry created by youth (Jewelry quality only). No kits or pony beads allowed.
- 763f. Senior Jewelry – One set (at least two items) of jewelry created by youth (Jewelry quality only). No kits or pony beads allowed. No elastic material is used to string beads. Examples: earring(s) and necklace or bracelet and necklace, etc.
- 763g. Junior Leather Craft - Item made from leather. May or may not be tooled. Kits allowed.
- 763h. Senior Leather Craft - same as above. No kits allowed.



## Division 6030 – 4-H PHOTOGRAPHY

- a. All classes (*including Horticulture*) WITH ONE PHOTOGRAPH MUST BE MOUNTED ON WHITE 10"x 16" MAT BOARD-available via order entry (no poster board or foam core board accepted). Single photographs are limited to up to a maximum size of 8"x 12". Pictures cannot be framed or matted with colored mat board.
  - b. All classes (*including Horticulture*) WITH MULTIPLE PHOTOGRAPHS (More than 1 photograph) MUST BE MOUNTED ON WHITE 16" x 20" MAT BOARD (no poster board or foam core board accepted). Pictures cannot be framed or matted with colored mat board.
  - c. Each picture must be mounted securely. Rubber cement or dry mounting tissue is recommended. Do not use photo mounting corners.
  - d. Entries must use current identification tag securely mounted to front of the mat board in the *Lower right corner*. Note: Identification tag should NOT cover photo or hang over edge of the board.
  - e. **Photos (except horticulture classes) must include the following a description. The description must be typed, on white paper or label and placed on the back of the matboard. The description must include the following:**
    - **Class**
    - **Subject**
    - **Location**
    - **Equipment Used (Specific Camera, if a Point and Shoot Camera, cell phone photograph, or DSLR); If using Point and Shoot or DSLR camera, please list specific Lens, Tripod, Trigger Release, Lighting, etc...)**
    - **Skill Applied from 4-H Photography Curriculum [specific page from curricula guide should be listed]**
  - f. Absolutely nothing on front of mat board except photographs, and ID tag. Any other required materials are to be mounted on the back.
2. Appropriate hangers for project work is any hardware permanently attached to the project that can be displayed on a metal grid work walls via metal S hook, binder clip, or zip tie. \*\*\*NOTE: mat board and canvas can be displayed utilizing binder clips.
  3. Project entry must meet all the requirements for the class; otherwise, the entry will be disqualified.
  4. Photography will be judged on, but not limited to: Technical, impact, composition, creativity, presentation, and the ability of the picture to tell a story.

## Natural Resources

- 764a Forest – Photograph showing Forest (*large area dominated by trees*) and/or Forestry Activities
- 764b Water – Photograph showing still or moving natural water system or water activity
- 764c Wildlife – Photograph showing unrestrained and live wildlife in natural habitat; Domestic animals are not permitted
- 764d Natural Scenic – Photograph showing natural scene [manmade object not as subject of photograph]
- 764e Native Plants – 1 – 5 Photograph(s) of Kentucky Native Flora in natural area [not garden] - a plant that occurs naturally in the place where it evolved.
- 764f Insect – Photograph of insect(s) unrestrained and live in natural habitat

## Agriculture

- 765a Livestock – Photograph uses livestock as the main subject.
- 765b Crops – Photograph uses crops as main focus.
- 765c Life Cycle – 1-5 photograph(s) clearly showing at least one phase of life cycle (birth, growth, death).
- 765d Agriculture Scenic – Landscape photograph with agriculture as the main focus.
- 765e Farm Equipment/Implement – Photograph with agriculture equipment/implement as main subject.
- 765f Companion Animal- 1 photograph with a companion animal as the subject.

## Leadership

- 766a Formal/Candid Portrait – Photograph that shows a person as the main subject. [A formal portrait is not a snapshot but a carefully arranged pose under effective lighting conditions and a candid photograph is a photograph captured without creating a posed appearance.]
- 766b Urban Scenic – Landscape Photograph showing an Urban setting as the main subject.
- 766c Event – 1-5 Photograph(s) that are focused on a community event.
- 766d Service – Photograph that displays service learning (community service) as the main subject.
- 766e 4-H Event – 1-5 Photograph(s) that cover a 4-H event you attended.
- 766f National/International – 1-5 Photograph(s) that focus on a National or International experience.

## FCS

- 767a Family – Portrait or Candid Photograph of family members or event
- 767b Food Preparation – 1 – 5 Photograph(s) showing meal or single food item preparation
- 767c Culture – Photograph showing unique perspective of local or global culture
- 767d Fashion Portrait – Portrait Photograph with modeled fashion as the primary subject
- 767e Patterns/Design – Photograph Showing Natural or Manmade Pattern / Design
- 767f Residential – 1 – 5 Photograph(s) showing residence or residential area from inside and outside.

## SET

- 768a Mechanics – 1 – 5 Photograph(s) showing the applied concept of force and energy.
- 768b Architecture – Photograph showing the product of planning, designing, and constructing buildings or any other structures.
- 768c Energy – Showing the creation or expulsion of energy
- 768d Movement – 1 – 5 Photograph(s) of object showing movement [manmade]
- 768e Construction – 1 – 5 Photograph(s) showing the steps of construction for any built structure
- 768f Machinery/Equipment – Photograph showing machinery or equipment used in construction, engineering, or repair.

## Health

- 769a Physical Activity – Photograph that shows physical activity as the main subject.
- 769b Competitive Sports – Photograph that shows a sport as the main subject.
- 769c Healthy Lifestyle – Photograph that expresses healthy lifestyles as the main subject.
- 769d Healthy Foods – 1-5 Photographs focused on healthy food or meal choices.
- 769e Careers in Health – 1-5 Photographs that focus on Careers in the health and service fields as the main focus (ex. Fire, law, medicine, emergency, education).
- 769f Dealing with Stress – Photograph that illustrates a hobby or interest that helps an individual reduce stress.

## Communications/Expressive Arts

- 770a Music – Photograph showing music (written or performed)
- 770b Instrument/Art Utensils – Still life photograph using musical instruments or art equipment as primary subject
- 770c Cultural Arts Event – 1 – 5 Photograph(s) showing attended cultural arts event (Art Show, Musical Performance, etc.)
- 770d Arts Creation – 1 – 5 Photograph(s) with the **design, construction, and/or creation** of art as the primary subject
- 770e Created Art in Your Community – 1 – 5 Photographs **showing completed** local art in your county.
- 770f Word(s) – Single word spelled out using built or natural environment or words within the community with personal significance or meaning.

## HORTICULTURAL PHOTOGRAPHY EXHIBITIONS

Horticulture is the science, art, technology and business concerned with intensively cultivated plants that are used by people for food, for medicinal purposes, and for aesthetic gratification.

Horticulture is divided into two categories:

The cultivation of plants for food (pomology and olericulture):

- Pomology deals with fruit and nut crops. (not included in photography classes)
- Olericulture deals with herbaceous plants for the kitchen, including, for example, carrots (edible root), asparagus (edible stem), lettuce (edible leaf), cauliflower (edible flower), tomatoes (edible fruit), and peas (edible seed). (included in photography classes)

Plants for ornament (floriculture and landscape horticulture).

- Floriculture deals with the production of flowers and ornamental plants; generally, cut flowers, pot plants, and greenery. (included in photography classes)
- Landscape horticulture is a broad category that includes plants for the landscape, including lawn turf, but particularly nursery crops such as shrubs, trees, and climbers. (not included in photography classes)

***For the purposes of the Kentucky 4- Horticulture Photography Contest, only photographs representing the areas of Olericulture and Floriculture will be accepted.***

## HORTICULTURAL PHOTOGRAPHY CLASSES

- 771 Single black and white. Horticultural subject or activity. (Maximum size: 8" x 12")
- 772 Single color. Horticultural subject or activity. (Maximum size: 8" x 12")
- 773 Sequence of 4 photographs. B&W or Color representing a horticultural event or activity that tells a visual story, chronologically, without the use of words.
- 774 Horticulture collection (B&W or color), consisting of 6 photographs.



## DIVISION 6032 - 4-H SEWING

### Junior Division for 4-H'ers Ages 9-13

Junior members may complete the projects in any order and may repeat a level for more than one year. The curriculum includes instructions for making "practice" items; the practice items do not fit in classes in the Clothing Division.

**Unit I – Let's Learn to Sew: Beginner skills;** See Publication:

<http://www.ca.uky.edu/agc/pubs/4jd/4jd01pb/4jd01pb.pdf> , pages 3-20 and 55-56.

790A Unit I Clothing Option: Shorts, pants, or skirt with casing waistline (elastic and/or drawstring). *Garment must be made from woven fabric and include the following: straight machine stitching, appropriate visible seam finish, and machine stitched hem. This class is for youth ages 9-13.*

790B Unit I Non Clothing Option: Apron or a Carrier Bag (ie: drawstring backpack, shoulder bag, tote bag or laundry bag) The bag must include some type of handle. Item must be made from woven fabric and include the following: straight machine stitching, appropriate visible seam finish, and a casing. Machine stitched hem on apron is acceptable. Practice projects (travel kit and tissue holder) are not to be entered. This class is for youth ages 9-13.

**Unit II – Let's Get to the Bottom: Beginner skills;** See Publication:

<http://www.ca.uky.edu/agc/pubs/4jd/4jd01pb/4jd01pb.pdf> , pages 21-38 and 55-56.

791 Unit II Clothing Option: Skirt, shorts or pants. *Exhibit must be made from woven fabric and include the following: enclosed seams, appropriate seam finish, interfacing, zipper, and a facing or waistband. This class is for youth ages 9-13.*

792 Unit II Non Clothing Option: Bag with zipper (i.e. tote bag/purse, garment bag, sling-type bag or duffle/gym bag). Exhibit must be made from woven fabric and include the following: enclosed seams, appropriate seam finish, interfacing, and zipper. Practice projects (book cover, zippered travel bag) are not to be entered, This class is for youth ages 9-13.

**Unit III – Top It Off: Beginner skills;** See Publication: <http://www.ca.uky.edu/agc/pubs/4jd/4jd01pb/4jd01pb.pdf> , pages 39-52 and 55-56.

793 Unit III Clothing Option: Shirt, simple jacket, one piece dress with no waistline, cape with a hood or collar, bathrobe, or vest with lining or facing. *Garment must be made from woven fabric and include the following: buttons and buttonholes. A simple lining, trim, collar, and sleeves may be included but are not required. This class is for youth ages 9-13.*

794 Unit III Non Clothing Option: Backpack or sports bag with lining or facing, applied trim, and button/buttonhole closure. Practice projects (hanger cover, pillow case with button closure, gift bag) are not to be entered. *This class is for youth ages 9-13.*

**Unit IV – Stretch Your Knit Skills: Beginner skills;** See Publication:

<http://www.ca.uky.edu/agc/pubs/4jd/4jd01pb/4jd01pb.pdf> , pages 45-48 and 55-56.

795 Unit IV Stretch Your Knit Skills: 1 or 2 piece complete outfit made from knit fabric; such as a dress, top and bottom, pajamas, or nightshirt. **All garment pieces must be made from knit fabric with a limited amount of one-way stretch; rib knit may be included for neckband and arm/leg band trim only. This class is for youth ages 9-13.**

**Unit V – Moving on Up: Intermediate skills;** See publication: [http://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/junior\\_unit\\_v\\_moving\\_on\\_up.pdf](http://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/junior_unit_v_moving_on_up.pdf)

**796** Unit V Moving on Up: one-piece complete outfit made from woven fabric; such as a dress, coveralls, or jumpsuit. Item must include at least a zipper and/or buttons and buttonholes. A waistline simple lining, trim, collar, and sleeves may be included but are not required. This class is for youth ages 9-13.

**Unit VI – Put it All Together;** See Publication: <http://www.ca.uky.edu/agc/pubs/4jd/4jd01pb/4jd01pb.pdf> , pp. 49-56.

**797** Unit VI Put It All Together Clothing Option: 2 or 3 piece complete coordinating outfit; such as athletic wear; dress with jacket or coat, swimwear with cover-up, jacket or shirt with slacks/ skirt. *At least one piece must include sleeves and a collar/hood. No simple casings. Fabric choice may be woven, knit or a combination of the two. This class is for youth ages 9-13.*

**798** Unit VI Put It All Together Non-Clothing Option: Download a pattern from site of your choice for tote bag, purse, luggage, etc. Be creative with your design. Required elements: Pockets, functional zipper; and creative stitchery or applied trim to personalize your bag. If bag is not lined, the seam allowances must be finished with a bound seam finish. Optional elements: lining, button(s), hook and loop tape, or snap(s). This class is for youth ages 9-13. **In the documentation include** your name, your county, the name of the unit, class entered, cost, and the design source.

**Unit: Up Cycle It!—for youth ages 9-13 with advanced sewing skills;** See publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/upcycle\\_project\\_jr\\_and\\_sr.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/upcycle_project_jr_and_sr.pdf)

**799A** Up Cycle It! Junior clothing option—item sewn from repurposed garments or household fabric goods and documentation folder. Recycled fabric is to be the major component of the item. Documentation required, include: your name, your county, unit, class entered, a “before” photo of all repurposed items used; source of the fabric or garment; how the design was created; and any design drawings that were used in the creation. Place documentation in a folder or plastic sheet protector.  
“Deconstructed” t-shirts which do not include sewing skills do not fit this class. Items for the home do NOT fit this class. Items which do not include sewing as a major means of reconstruction are not eligible for this class. See publication. This class is for youth ages 9-13 with sewing skills.

**799B** Upcycle It! Non-clothing option: accessories sewn from repurposed garments or household fabric goods and documentation folder. Such as; tote bag, hat, luggage, purse, etc. Documentation required, include: your name, your county, unit, class entered, a “before” photo of all repurposed items used; source of the fabric/garment; how the design was created; and any design drawings that were used in the creation. Items for the home do not fit this class. Place documentation in a folder or plastic sheet protector. This class is for youth ages 9-13 with sewing skills

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## Senior Division for 4-Hers, age 14-18

Senior members may complete the projects in any order and may repeat a level for more than one year.

**Unit: Let's Be Casual- for ages 14-18.** (Ask your county 4-H agent for a copy or see publication: [http://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_1\\_a\\_lets\\_be\\_casual.pdf](http://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_1_a_lets_be_casual.pdf))

- 800 Let's Be Casual--Clothing Option: 1 or 2 piece complete outfit made from knit or woven fabric such as a dress, top and bottom, romper, simple pajamas, or robe. This class is for youth ages 14-18.
- 801 Let's Be Casual--Non Clothing Option: 2 coordinating fabric accessories from the following: apron, oven or BBQ mitt, wallet, garment bag, purse, backpack or duffel bag. This class is for youth ages 14-18.

**Unit: Dress It Up- for ages 14-18.** (Ask your county 4-H agent for a copy or see publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_1\\_b\\_dress\\_it\\_up\\_0.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_1_b_dress_it_up_0.pdf))

- 802 Dress It Up--1 or 2 piece complete "dressy" outfit, such as a dress, suit, pantsuit, sport coat and slacks. Fabric choice may be woven, knit or a combination of the two. This class is for youth ages 14-18.

**Unit: Match It Up- for ages 14-18.** (Ask your county 4-H agent for a copy or see publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_1\\_c\\_match\\_it\\_up.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_1_c_match_it_up.pdf))

- 803 Match It Up--Clothing Option: Choose at least one item from each group to make a complete 3 or 4 piece coordinated outfit:
- Shorts, pants, or skirt
  - Top, blouse, or shirt
  - Vest, jacket, or sweater
- At least one piece is required to have regulation set in sleeves. Fabric choice may be woven, knit or a combination of the two. An accessory item may be included as the fourth piece. This class is for youth ages 14-18.
- 804 Match It Up--Non Clothing Option: 3 or 4 piece coordinating sport/luggage/travel or fashion accessories set. Ideas include, but are not limited to, a wallet, purse, device carrier, backpack, duffel bag, gym bag or bag for bike or vehicle. Among the items chosen, the set must include the use of applied trim, pockets and at least one zipper. This class is for youth ages 14-18.

**Unit: Creative Expression for ages 14-18.** (Ask your county 4-H agent for a copy or see publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_1\\_d\\_creative\\_expressions.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_1_d_creative_expressions.pdf))

- 805 Creative Expression--Clothing Option: Construct a complete outfit for one of the following activities:
- Holiday, theater, cosplay, or historic costume
  - Uniform for medical profession, cheerleader, dancer, etc.
  - Riding apparel
- This class is for youth ages 14-18.
- 806 Creative Expression--Non Clothing Option: Select one of the following and construct a:
- Fabric doll or animal with a wardrobe of two outfits
  - Creative accessories such as; gauntlets, tote, hat, purse, etc.
  - Machine appliquéd specialty flag or decorative banner (minimum size 24 inches x 24 inches)
- This class is for youth ages 14-18.

**Unit: Leisure Time- for ages 14-18 with advanced skills.** (Ask your county 4-H agent for a copy or see publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_2\\_a\\_leisure\\_time\\_1.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_2_a_leisure_time_1.pdf))

- 807 **Leisure Time--Clothing Option:** 2 or 3 piece complete outfit. Choose from the following:
- Athletic wear such as yoga, cycling, warm-up, bathing suit and cover-up, tennis wear, etc.
  - Pajamas and robe (must use specialty fabric such as terry cloth, flannel, fleece, nylon tricot)
  - Raincoat and hat or rain suit
- This class is for youth ages 14-18.

**Unit: Formal Affair- for youth ages 14-18 with advanced skills.** (Ask your county 4-H agent for a copy or see publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior\\_unit\\_2\\_b\\_formal\\_affair\\_2.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/senior_unit_2_b_formal_affair_2.pdf))

- 808 **Formal Affair--**1 or 2 piece complete outfit, such as a prom dress, bridesmaid dress, or tuxedo. Fabric choice may be woven, knit or a combination of the two. This class is for youth ages 14-18.

**Unit: Up Cycle It!—for youth ages 14-18 with advanced sewing skills;** See publication: [https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/upcycle\\_project\\_jr\\_and\\_sr.pdf](https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/upcycle_project_jr_and_sr.pdf)

- 809A **Up Cycle It! Senior Clothing option—** item sewn from repurposed garments or household fabric goods and documentation folder. Recycled fabric is to be the major component of the item. Documentation required, include: your name, your county, unit, class entered, a “before” photo of all repurposed items used; source of the fabric or garment; how the design was created; and any design drawings that were used in the creation. Place documentation in a folder or plastic sheet protector. “Deconstructed” t-shirts which do not include sewing skills do not fit this class. Items for the home do NOT fit this class. Items which do not include sewing as a major means of reconstruction are not eligible for this class. See publication. This class is for youth ages 14-18 with sewing skills.
- 809B **Upcycle It! Senior Non-clothing option:** accessories sewn from repurposed garments or household fabric goods and documentation folder. Such as; tote bag, hat, luggage, purse, etc. Items for the home do NOT fit this class. Documentation required, include: your name, your county, unit, class entered, a “before” photo of all repurposed items used; source of the fabric/garment; how the design was created; and any design drawings that were used in the creation. Place documentation in a folder or plastic sheet protector. This class is for youth ages 9-13 with sewing skills.

**Unit: Outerwear- for youth ages 14-18**

- 810 **Outerwear:** Construct an outerwear garment such as coat, jacket, cape, vest, parka, rainwear, etc. Must include zipper and/or button/buttonhole. Must include hood, collar or facing. This class is for youth ages 14-18 with sewing skills.

## CROCHET Category

- 813 **Small Crochet Item(s) made of medium (4) weight yarn:** Must include rows of single, half double and/or double crochet stitches. Such as: scarf, purse, belt, hat, pillow, two wash cloths (made from cotton yarn), or pair of slippers. Scarf must be at least 24" long.
- 814 **Large Crochet Item(s) made of medium (4) weight yarn:** Must include rows of single, half double and/or double crochet stitches. Such as: afghan, shawl, or vest.
- 815 **Crochet Item made entirely with novelty yarn:** Novelty yarn is any yarn other than medium (4) worsted weight yarn. Do not use standard medium (4) weight yarn. Must include rows of single, half double, and/or double crochet stitches: Such as: scarf, purse, belt, hat, pillow, pair of slippers, afghan, shawl, or vest. Scarf must be at least 24" long. Novelty yarn is any yarn other than medium (4) worsted weight yarn.
- 816 **Crocheted Item made using the Granny Square technique:** May use any weight yarn; **may use a** single or multiple colors of yarn. Such as: purse, shawl, afghan, or hat.
- 817 **Crocheted Item(s) made using intermediate skills/pattern crochet stitches:** Such as: hat, belt, scarf, pair of mittens, pillow, sweater, vest, shawl or baby blanket, doily (made from bedspread (0) weight thread) or set of 5 different ornaments (made from bedspread (0) weight thread using intermediate skills/stitches). Include one or more pattern stitches—shell, arch, diamond, bobble, snapdragon, popcorn, cross, puff, cluster, or seed/granite. Can include one or more colors. Scarf must be at least 24" long.
- 818 **Crochet Item using intermediate skills for shaping and fitting multiple pieces together:** Items must include increase and decrease. Such as stuffed toys or pair of slippers.
- 819 **Item or pair of items using advanced crochet skills:** include one or more of the following advanced skills: Beadwork, filet crochet creating plaids, geometric designs or checks; making novelty crochet articles.
- 820 **Item or pair of items using advanced crochet skills to create your own design.** Original designs must include a copy of directions, notes and diagrams used to create the items(s). Suggested items include: multi-colored hat, purse, collar (made with bedspread-weight cotton thread), sweater, jacket, afghan or coat.

## HAND EMBROIDERY Category

*All embroidery projects are to be a "finished" item (for example: the stitchery is framed or made into an item such as a pillow, wall hanging, pot holder, eyeglass holder, etc.) The embroidery design or slow stitched design can be created on a purchased item, such as a pillowcase, clothing, tote bag, purse, bib, or dishtowel. Items may be made from purchased kits that meet the individual project guidelines.*

*The sizes mentioned in the classes below (such as 5" X 7") relate to the amount of stitching, not the size of the fabric, frame, or finished item.*

### One Type of Embroidery Stitch:

- 821 **Redwork:** Embroidery item made with a single color of floss. Redwork uses red floss. Must use the stem stitch and have an embroidered area equivalent to 3X3 inches or larger.
- 822 **Stamped Cross Stitch:** Cross stitched design stamped (printed/drawn) on plain woven fabric and have an embroidered area equivalent to 3X3 inches or 2" x 16" border or larger.

- 823 **Stamped Embroidery**: Embroidery design printed/drawn on plain woven fabric or felt. Must include three or more of the following different stitches (stem/outline, lazy daisy, running, straight, French knot, satin, blanket, chain, or back stitch). May use more than one color of floss. Must have an embroidered area equivalent to 3X3 inches or larger.
- 824 **Free Embroidery**: Embroidery design used to embellish a base fabric without the design being drawn on the fabric. Must include three or more of the following different stitches (stem/outline, lazy daisy, running, straight, French knot, satin, blanket, chain, or back stitch). May use more than one color of floss. Must have an embroidered area equivalent to 3X3 inches or larger. Embroidery may embellish design lines on the item.

#### **Charted Embroidery Using Large Cross or Snowflake Stitches:**

- 825 **Cross Stitch on Gingham**: Embroider area equivalent to 5 x 7 inches or larger.
- 826 **Counted Cross Stitch on 11 Count Aida Cloth**: Must have an embroidered area equivalent to 5 x 7 inches or larger.
- 827 **Chicken Scratch on gingham**: Chicken Scratch (also known as Snowflake embroidery) on gingham fabric. Must have an embroidered area equivalent to 5 x 7 inches or larger.

#### **Punch Needle**

- 828 **Punch Needle**: Embroidered area equivalent to 6x6 inches or larger.

#### **Charted Embroidery Using Specialty Cloth:**

- 830 **Counted Cross Stitch on 14 Count Aida Cloth**: Must have an embroidered area equivalent to 5 x 7 inches or larger.
- 834 **Counted Cross Stitch using Waste Canvas**: Must have an embroidered area equivalent to 5 x 7 inches or larger.
- 832 **Huck Embroidery**: Huck embroidery on huck towel/toweling creating a minimum 2-inch wide border design or created on even-weave fabric such as Aida cloth. Embroidered area equivalent to 3 x 3 inches or larger. Such as bookmark, mug rug.
- 833 **Swedish Weaving**: Swedish weaving on monk's cloth creating a minimum of 6-inch wide border design.

#### **Embroidery Using Advanced Skills:**

- 834 **Ribbon Embroidery Using Silk Ribbon for 5 or More Embroidery Stitches**: Design may also include use of embroidery floss in addition to the silk ribbon.
- 835 **Counted Cross Stitch on 18 or 22 Count Even Weave or Aida Cloth**: Must have an embroidered area equivalent to 5 x 7 inches or larger.
- 836 **Needlework of any kind not included in any other category**: Purchased embroidery kit or original design on fabric accepted. Embroidered area equivalent to 5 x 5 inches or larger. Such as needlepoint, crewel work , Candlewicking, etc.



## KNITTING Category

*The objective is for youth to learn the skills involved in hand knitting with needles. Therefore, items made on a knitting loom or knitting machine are NOT to be entered and will not be judged.*

- 837 **Small/simple knitted item(s)**: Items such as a hat, small pillow, purse, scarf, belt, or two washcloths (no larger than 10" X 10" each); Use medium (4) worsted weight yarn. Wash cloths should be made from worsted weight 100% cotton yarn. Items are limited to those that include garter stitch, stockinette stitch, and/or ribbing stitch.
- 838 **Knitted Item created using Self-striping or Variegated Yarn(s)**: Use some yarn other than single color medium (4) worsted weight yarn. Such as a purse, scarf, hat, leg warmers, fingerless mittens, etc.
- 839 **Larger/simple knitted item or pair of items**: Items such as a pair of mittens; pair of slippers, shawl, cowl, or afghan lap/baby blanket. May use yarn other than worsted weight yarn. Multiple colors and at least one pattern stitch may be used in addition to garter stitch, stockinette stitch, and/or ribbing stitch.
- 840 **Knitted project focused on Shape—Garment or Fashion Accessory**: Exhibit one item or a pair of items using pick up stitches, and/or knitting in the round. Item must include increase and/or decrease. May use yarns other than medium (4) worsted weight yarn. May include simple color changes (stripes or duplicate stitch). Ideas such as: gloves, hat, mittens, fingerless mittens, socks, skirt, sweater, or vest.
- 841 **Knitted project focused on Shape—Stuffed Toy**: Exhibit one item using pick up stitches, and/or knitting in the round. Item must include increase and/or decrease. May use yarns other than medium (4) worsted weight yarn. May include simple color changes (stripes or duplicate stitch).
- 843 **Knitted project focused on Color Design**: Exhibit one item or a pair of items using charted designs or your own design. Chartist designs may include color changes such as Fair Isle, Intarsia, and/or Mosaic knitting. All entries must include a copy of directions, notes, and any diagrams used to create the item. Ideas such as: throw pillow, afghan (minimum size 45-x 60-inches), shawl, holiday stocking (s), purse, pair of socks, sweater, etc.
- 844 **Knitted project focused on Textural Design**: Exhibit one item or pair of items using charted designs or your own design. Chartist designs must include multiple pattern stitches such as Aran Isle knitting or lace knitting. Knitting with beads is also acceptable. All entries must include a copy of directions, notes, and any diagrams used to create the item. Ideas such as: throw pillow, afghan (minimum size 45-x 60-inches), shawl, holiday stocking, purse, pair of socks, sweater.

## QUILTING Category

*All projects are to follow these guidelines/requirements:*

- 1. Quilt must contain 3 layers: top (hand or machine stitched,) batting, backing.*
- 2. If edge finish is not described in the class description the following are accepted options:*
  - Stitched and turned- Backing is placed right sides together with top, stitched and turned. Opening is sewn closed. No binding needed.*
  - Self-binding-Backing is brought to the front, folded, and stitched to the quilt.*
  - Applied binding- Separate binding applied with mitered corners.*
  - Decorative stitched edge- optional for Class #856 and #857*
- 3. Quilting – minimum 4" apart, unless otherwise indicated in class description using the following methods:*
  - Hand tack*
  - Hand quilt*
  - Use domestic sewing machine quilt*
  - No long arm or hooped embroidery quilting accepted*
- 4. Size is listed by class with measurements of perimeter (total outer edge measurement.) Ex. 120" = 30" square or 25" x 35" rectangle – or any other combination of 120". Can be smaller or larger as noted in class*

information.

5. *Hanging sleeve or tabs are optional except in #846.*
- 845 Strip/String Quilt:** Use strips of varying widths to make 4-blocks, sewn together for the top. Stitched and turned or self-binding suggested. Perimeter not to exceed 132". Suitable for beginner.
- 846 Wall Hanging:** Begin with a square or rectangle piece of focus fabric or printed panel. Add at least 2 borders to the center block/panel. Add fabric loops for hanging. Finish with stitch and turn. Quilting can be stitch-in-the-ditch or echo quilting. Perimeter not to exceed 132". Suitable for beginner. Hanging sleeve or tabs are required.
- 847 Four Patch Runner:** Hand or machine piece 3 four patch blocks. Each four-patch must include at least two 6-inch square patchwork units made with square and/or rectangle pieces (ex. four patch, rail fence.) No triangle pieces. Finished quilt should measure 12"x 36". Stitch and turn or self-binding suggested. Suitable for advanced beginner.
- 848 Quilt-As-You-Go Quilt:** Create a quilt using any quilt-as-you-go method. Add rows to the edge so that face fabric, batting and backing are attached to the previous piece. There is no additional quilting needed. Applied binding with mitered corners. Perimeter should not exceed 144". Suitable for the advanced beginner
- 849 Small Patchwork Quilt:** Sew four 12" square blocks or nine 9" square blocks with sashing and/or borders. Triangle pieces and/or machine applique' are required. Hand or machine quilt. Applied binding with mitered corners. Finished quilt not to exceed 36" x 36 ".
- 850 Dimensional Pieces, Miniature Scale or Landscape Design Quilt:** Create a quilt using dimensional pieces, miniature scale, or landscape design techniques. May include fused fabric, dimensional additions, hand or machine applique, free motion quilting and/or decorative edge finish. Finished quilt not to exceed a maximum of 100 inches perimeter.
- 851 Squares or Strips Precut:** Sew a top using squares and/or strips. Pre-cuts acceptable. Applied binding with mitered corners. Perimeter not to exceed 200"-
- 852 Appliquè: Pillow with appliquè:** Hand applique design on a minimum of 4 blocks. Applique can be raw edge or turned edge. Sashing and border required. Quilting required. Perimeter not to exceed 120 inches. Applied binding with mitered corners.
- 853 Foundation Paper Pieced Quilt:** Use foundation paper piecing techniques for the quilt top. Applied binding with mitered corners. Perimeter maximum 200".
- 854 English Paper Piecing:** One-inch hexagons (7 total) sewn together by English Paper Piecing method to create 2 individual coasters using the stitched and turned method. Finished size is approximately 5" diameter. Optional: hexagon motif can be appliqued onto a larger fabric piece and be finished with batting and backing. Self-binding or attached binding is acceptable. Small amount of quilting is acceptable
- 855 Non-traditional Fabrics Quilt:** Sew a pieced top using non-traditional materials such as t-shirts, ties, bandanas, or denim. T-shirts must have interfacing and have sashing separating each block. Cotton fabric or fleece may be used for backing. Quilting must be done by the 4-H'er and be appropriate for the design. Perimeter must be larger than 200".
- 856 Original Design Quilt:** Quilt top created by the 4-H'er. Must submit original design with the quilt and an explanation of the techniques used in the quilt. Quilting must be done by the 4-H'er and be appropriate for the design. Applied binding with mitered corners or decorative edge finish appropriate for the design. Perimeter minimum 144".
- 857 Crazy Quilt Patchwork:** Blocks constructed of irregularly shaped fabric pieces (can be specialty fabrics) embellished with a combination of ribbon work, specialty thread, embroidery stitches, and/or beadwork creating a finished crazy quilt design. The design can be created by hand or machine. The border is



optional. Hand tacking is the suggested quilting method. Applied binding with mitered corners or decorative edge finish accepted. Minimum perimeter size 48" but not to exceed a perimeter of 160".



## 6035 Food Division

### Muffins

- 841 Three **Oatmeal Muffins**: Use recipe in *4-H Cooking 101*, p. 54.  
842 Three **Cheese Muffins**: Use recipe in *4-H Cooking 201*, p. 49.

### Biscuits

- 843 Three **Rolled Biscuits**: Use recipe in *4-H Cooking 201*, p. 50.  
844 Three **Scones**: raisins may be substituted for dried cranberries. Use the recipe in the *4-H Fair Recipe Book--Food* at <http://4-h.ca.uky.edu/content/food-and-nutrition>.

### Quick Breads

- 845 Three **Cornmeal Muffins**: Use the recipe in the *4-H Fair Recipe Book--Food* at <http://4-h.ca.uky.edu/content/food-and-nutrition>.  
846 Three pieces of **Coffeecake with Topping**: Use recipe in *4-H Cooking 101*, p. 59. Nuts are optional.

### Cookies

- 847 Three **Chewy Granola Bars** (gluten-free): Use recipe in *4-H Cooking 101*, p. 35.  
848 Three **Brownies**: Use recipe in *4-H Cooking 101*, p. 67. Nuts are optional.  
849 Three **Snickerdoodle Cookies**: Use the recipe in *4-H Cooking 201*, p. 88

### Cakes

- 850 Half of one 8" or 9" layer **Rich Chocolate Cake** (no icing): Use recipe in *4-H Cooking 301*, p. 116.  
851 Half of one 8" or 9" layer **Carrot or Zucchini Cake** (no icing): Use recipe in *4-H Cooking 301*, p. 119. May use carrots or zucchini.  
852 One-fourth of a **Basic Chiffon Cake**: Use recipe in *4-H Cooking 401*, p. 118. Do not use variations.

### Pies

- 853 One whole **Double Crust Apple Pie**: Use recipes in *4-H Cooking 401*, p. 105 and 97 or in the *4-H Fair Recipe Book--Food* at <http://4-h.ca.uky.edu/content/food-and-nutrition>. Leave pie in the disposable pie pan and place all in a zip-type plastic bag. May use spice variation if desired.

### Yeast Breads

- 854 Three **Cinnamon Twists** (no icing): Use recipe in *4-H Cooking 301*, p. 42 & 44.  
855 Three **Soft Pretzels**: Use recipe in *4-H Cooking 301*, p. 48. Use any one topping listed.  
856 One loaf **Oatmeal Bread**: Use recipe in *4-H Cooking 401*, p. 25.

### Bread Made in a Bread Machine

- 857 One loaf **Honey Whole Wheat Bread** made in a bread machine: Use the recipe in the *4-H Fair Recipe Book--Food* at <http://4-h.ca.uky.edu/content/food-and-nutrition>. May be a 1-pound, 1½-pound, or 2-pound loaf.

### Candy

- 858 Three pieces **Classic Chocolate Fudge** (size: about one inch square): Use recipe in *4-H Cooking 401*, p. 89. Nuts are optional.

### Adapted Food

- 859 Adapted Recipe and supporting documents: Using a recipe from another 4-H Food Exhibits Class youth adapt the recipe to meet a dietary restriction. Entry will consist of: the food item, the original recipe, and an explanation of the adaptation that includes 1) what the adaptation is, 2) How this meets a dietary need, 3) the new recipe

# Muffins - Oatmeal Muffins

*Yield: 10-12 muffins*

## **Ingredients**

1 1/3 cups all-purpose flour  
3/4 cup rolled oats, quick cooking or regular  
1/3 cup granulated sugar  
2 teaspoons baking powder  
1/4 teaspoon salt  
1 egg  
3/4 cup milk  
1/4 cup oil

## **Equipment**

Non-stick cooking spray  
Large mixing bowl  
Mixing spoon  
Measuring cups  
Measuring spoons  
Small bowl and fork  
Muffin pan  
Wire rack  
Hot pads

## **Order of Work**

1. Preheat the oven to 400 degrees F. Lightly coat the muffin pan with non-stick cooking spray.
2. Measure flour, oats, sugar, baking powder, and salt into the large bowl. Mix with a spoon.
3. Break the egg into the small bowl and beat it lightly with the fork. Then stir in the vegetable oil and milk.
4. Add the egg mixture to the dry mixture in the large bowl.
5. With a large spoon, mix only about 25 times, just enough to get the dry ingredients wet. The dough is supposed to be lumpy. If you mix too much, your muffins will be tough.
6. Carefully spoon the batter into prepared muffin pan. Fill each cup two-thirds full.
7. Bake for 20 minutes or until golden brown. Remove pan from the oven with hot pads. Let muffins cool slightly; then remove them from the pan and place them on a wire rack to cool.

# Cheese Muffins

*Yield: 12 muffins*

## Ingredients

2 cups flour  
1 tablespoon baking powder  
1 tablespoon sugar  
1/2 teaspoon salt  
1 teaspoon powdered mustard  
1/2 teaspoon garlic powder  
1 egg, slightly beaten  
1 cup milk  
1/4 cup oil  
1/2 cup shredded cheddar cheese

## Equipment

Muffin pan  
Baking cup liners, optional  
Nonstick cooking spray  
Flour sifter  
Mixing bowls, large and small  
Measuring spoons  
Measuring cups  
Mixing spoon  
Rubber scraper

## Order of Work

1. Preheat oven to 375 degrees F. Lightly coat muffin pan with nonstick cooking spray or place a baking liner in each muffin cup.
2. Place flour sifter in mixing bowl. Measure flour and pour into sifter. Add baking powder, sugar, salt, mustard, and garlic powder to the flour in the sifter. Sift together into the mixing bowl.
3. Combine slightly beaten egg, milk, and vegetable oil in the small mixing bowl.
4. Add liquid ingredients to dry ingredients. Stir together until dry ingredients are just moist, but the batter is still lumpy. Stir in shredded cheese.
5. Fill muffin cups 1/2 full.
6. Bake for 20 minutes. Remove from oven. Best when served slightly warm.

# Biscuits

## Rolled Biscuits

*Yield: 12 biscuits*

### Ingredients

2 cups all-purpose flour  
1 tablespoon baking powder  
3/4 teaspoon salt  
1/3 cup butter or margarine, chilled  
3/4 cup low-fat milk  
Extra flour for kneading

### Equipment

Flour sifter  
Mixing bowl  
Measuring cups, dry and liquid  
Measuring spoons  
Pastry blender or fork  
Baking sheet  
Biscuit or cookie cutter

### Order of Work

1. Preheat oven to 450 degrees F.
2. Sift flour once and then measure it. Add to mixing bowl. Add baking powder and salt. Stir.
3. Measure the fat and add to flour mixture. Cut the fat into the flour mixture with the fork or pastry blender until well mixed.
4. Make a hole in the center of the flour. Slowly add milk and stir, using just enough to make dough soft but not sticky. Stir just enough to wet the flour.
5. Sprinkle 3-4 tablespoons of flour on a clean, dry surface and spread the flour with your hand. Turn dough onto the floured surface. Knead dough a few times. To knead the dough, rub some flour onto your hands. Use the heel of your hand to push the dough away from you, and then fold it back over itself. Give the dough a little turn, push and turn again. Repeat 6-8 more times. Over-kneading the dough or adding too much flour will make the biscuits tough.
6. Roll or pat dough to 3/4-inch thickness. Dip the biscuit cutter into the flour. Use the biscuit cutter to cut the dough or cut it into 2-inch squares with a knife. Place biscuits on ungreased baking sheet about 2 inches apart. Gather the dough scraps and reshape. Cut biscuits and add to baking sheet.
7. Bake about 10-12 minutes or until golden brown

**For the Fair:** Use of a 2" biscuit cutter is preferred. After the biscuits have completely cooled, place 3 biscuits on a disposable plate. Place the plate in a re-closable zip-type plastic bag.

# Cranberry Scones

Sandra Bastin, Extension Specialist, Food and Nutrition, Kentucky Cooperative Extension Service in **Super Star Chef Kneads a Little Dough**

*Yield: 16 wedges*

## Ingredients

3 cup self-rising flour	1/3 to 1/2 cup buttermilk
1 teaspoon orange peel, grated	1/2 cup sugar
1 cup dried cranberries (or substitute raisins for dried cranberries)	1/2 cup butter, softened
	1 egg

1. In a large mixing bowl, combine flour, sugar and orange peel. Mix well. Cut in butter with a pastry blender or fork until mixture resembles coarse crumbs. Gently stir in cranberries (or raisins).
2. Place egg in a 1-cup measuring cup and beat well. In the same measuring cup, add buttermilk to make 2/3 cup. Add to flour mixture and stir gently until dry ingredients begin to cling together; do not add more liquid.
3. Press dough gently together on a lightly floured surface to form a ball. Divide dough in half. Place both halves on a greased cookie sheet and flatten each into a 6-inch round. Cut each into 8 wedges. Separate wedges slightly, to about 1/2 inch apart.
4. Bake at 400°F for 20 to 25 minutes or until golden brown. Cool on cookie sheet 5 minutes before serving.

**For the fair:** After the scones have completely cooled, place 3 scones on a disposable plate. Place the plate in a re-closeable zip-type plastic bag.

# Quick Breads

## Cornmeal Muffins

*Yield: 12 muffins*

### Ingredients

1 egg, beaten	1/4 cup oil or melted shortening
1 1/3 cups milk or 1 3/4 cup buttermilk	2 cups self-rising cornmeal mix*

### Order of Work

1. Preheat oven to 450°F. Spray a 12-cup muffin tin with non-stick cooking spray.
2. In a small bowl, beat the egg slightly.
3. Measure the remaining ingredients and pour them into a large mixing bowl.
4. Add the beaten egg to the large bowl.
5. Mix just enough to blend the ingredients but is still lumpy. (If the batter is smooth, it has probably been mixed too much.)
6. Fill the sprayed muffin cups two-thirds full of batter. Do not use paper or foil liners.
7. Bake at 450°F for 15 to 20 minutes or until golden brown.

\*Be sure to read the front of the package to make sure that you are using self-rising cornmeal mix. It is usually sold in a bag similar to that in which flour is packaged. Self-rising cornmeal mix has flour and leaven already added. (Boxed corn muffin mix like that made by Jiffy is not the appropriate product to use in this recipe.)

**For the fair:** This recipe is based on use of a standard size muffin tin. If using a mini size tin, reduce cooking time to 8 to 10 minutes or until golden brown. After the muffins have completely cooled, place three muffins on a disposable plate. Place the plate in a re-closeable zip-type plastic bag.



# Coffee Cake with Topping

*Yield: 9-12 servings*

## Ingredients

### **Topping:**

1/4 cup firmly packed brown sugar  
1 teaspoon cinnamon  
1 tablespoon all-purpose flour  
1 tablespoon butter or margarine  
1/2 cup chopped nuts (optional)

### **Coffeecake batter:**

1 egg  
1/2 cup granulated sugar  
1/2 cup milk  
2 tablespoons melted fat or oil  
1 cup sifted all-purpose flour  
1/2 teaspoon salt  
2 teaspoons baking powder

## Equipment

Non-stick cooking spray  
Flour sifter  
Waxed paper  
Measuring cups  
Spatula or knife  
Measuring spoons  
Mixing bowls, 1 large, 2 small  
Pastry blender or fork  
Whisk or fork  
2 mixing spoons  
Scraper  
Small pan for melting fat  
Baking pan (8"x8")  
Wire rack  
Hot pads

## Order of Work

1. Make the topping first. Measure the brown sugar, cinnamon, and flour into the small mixing bowl and mix well.
2. Measure the fat. Cut it into the flour-sugar-cinnamon mixture. Ask someone to show you how to do this.
3. Add nuts (if you are using them) and mix well. Set topping aside until you need it.
4. Preheat the oven to 375 degrees F.
5. Lightly coat the baking pan with non-stick cooking spray.
6. Break the egg into the mixing bowl, and beat with a whisk or fork.
7. Add the sugar, milk, and melted fat or oil to the egg, and stir until all is mixed.
8. Sift the flour once; then measure it. Add to second small mixing bowl. Add salt and baking powder. Stir flour mixture.
9. Add flour mixture to the egg mixture, and stir only until dry ingredients are wet. The batter will look lumpy. Too much mixing causes tunnels.
10. Put into the prepared pan. (Use the rubber scraper so that you won't waste batter.)
11. Use the mixing spoon to sprinkle the topping evenly over the top of the batter in the pan.
12. Put into the preheated oven. Bake about 25 minutes. The coffeecake will spring back when lightly touched and begin to pull away from the edge of the pan when it is done. The top will be a golden color dotted with the dark brown topping.
13. Take out of the oven. Allow pan to cool. Cut cake into pieces while it is still in the pan. Use turner to remove cake pieces from the pan. Serve warm.

**For the Fair:** After the cake has completely cooled, place three pieces on a disposable plate. (At least one piece will be a side or corner piece.) Place the plate in a re-closable zip-type plastic bag.

# Cookies

## Chewy Granola Bars

*Yield: 12 bars*

### Ingredients

2 1/2 cups rolled oats, old-fashioned or quick  
1/2 cup chopped nuts  
1 cup firmly packed brown sugar  
1/2 cup seedless raisins or dried fruit, chopped  
2 eggs  
1/3 cup butter or margarine, melted  
1 teaspoon vanilla extract

### Equipment

Mixing bowl and spoon  
Measuring cups and spoons  
Baking pan, 9"x9"

### Order of Work

1. Preheat oven to 350 degrees F. Lightly coat the baking pan with non-stick cooking spray.
2. In bowl, combine oats, nuts, brown sugar, and raisins or dried fruit.
3. Stir in eggs, margarine, and vanilla. Mix until evenly combined.
4. Press mixture firmly into the prepared baking pan.
5. Bake for 25 to 30 minutes. Cool for 10 minutes. Cut into 12 bars.

**For the Fair:** The ingredients in this recipe are free of gluten unless the packaging indicates otherwise.

After the cookies have completely cooled, choose three bars that are the same size and place them on a disposable plate. Place the plate in a re-closable zip-type plastic bag.

# Brownies

*Yield: 16 squares*

## Ingredients

1/2 cup sifted all-purpose flour  
1/3 to 1/2 cup cocoa  
1/3 cup butter or margarine (not reduced fat)  
1 cup granulated sugar  
2 eggs  
1 teaspoon vanilla  
1/2 cup chopped nuts (optional)

## Equipment

Non-stick cooking spray  
Flour sifter  
Waxed paper  
Measuring cups  
Knife or spatula  
Measuring spoons  
Mixing bowl  
Mixing spoon  
Small microwave-safe bowl for melting fat  
Small bowl  
Scraper  
Baking pan (8"x8" or 9"x9")  
Hot pads  
Wire racks

## Order of Work

1. Preheat the oven at 350 degrees F.
2. Lightly coat the baking pan with non-stick cooking spray.
3. Sift flour once; then measure it.
4. Measure cocoa. Sift flour and cocoa together onto waxed paper and set aside.
5. Measure fat and melt it in the microwave. Time will vary depending on microwave.
6. Pour melted fat into mixing bowl. Measure the sugar and mix it with the melted fat until creamy.
7. Break one egg into a small bowl; then mix it well with the sugar and fat. Do the same with the other egg.
8. Add the vanilla and mix.
9. Add the flour-cocoa mixture and stir until all is mixed.
10. Add the nuts and stir until they are mixed in.
11. Put into the prepared pan. Use the rubber scraper to clean out the bowl.
12. Place into the preheated oven.
13. Bake for about 25 minutes or until brownies spring back when lightly touched. They will be an even dark-brown color on top. Brownies baked in a 9-inch-square pan will bake quicker and be thinner than those baked in an 8-inch square.
14. Take the pan out of the oven. Use hot pads because the pan is hot.
15. Place pan on a rack to cool. Cut into approximately 2-inch squares to make 16 brownies. When cool, store in a container with a tight lid.

**For the Fair:** After the brownies have completely cooled, choose three. Place the brownies on a disposable plate. Place the plate in a re-closable zip-type plastic bag.

# Snickerdoodles

*Yield: 3 dozen cookies*

## Ingredients

1 ½ cups sugar  
1 cup butter or margarine, softened  
1 teaspoon vanilla  
2 eggs  
2 ¾ cups all-purpose flour  
2 teaspoons cream of tartar  
1 teaspoon baking soda  
¼ teaspoon salt  
2 tablespoons sugar  
2 teaspoons cinnamon

## Equipment

Measuring cups and spoons  
Mixing bowls, large and small  
Cookie sheet  
Spatula  
Cooling rack

## Order of Work

1. Preheat oven to 400° F.
2. In large bowl, cream together sugar, butter, vanilla and eggs.
3. Add flour, cream of tartar, baking soda, and salt to creamed mixture; blend well.
4. Combine 2 tablespoons sugar and 2 teaspoons of cinnamon in a small bowl.
5. Shape dough into 1-inch balls.
6. Roll balls in sugar mixture.
7. Place balls 2 inches apart on ungreased cookie sheet.
8. Bake for 8 to 10 minutes or until cookies spring back when lightly touched with the fingers.
9. Use a spatula or turner to remove the hot cookies from the sheet. Place them on a rack to cool. When cool, store cookies in a container with a tight lid.

**For the Fair:** After the cookies have completely cooled, choose three cookies that are the same size. Place the cookies on a disposable plate. Place the plate in a re-closable zip-type plastic bag.

# Cakes

## Rich Chocolate Cake

*Yield: 12 servings*

### Ingredients

3 one-ounce squares unsweetened chocolate, melted  
1 teaspoon flour  
3 cups sifted cake flour  
1/2 teaspoon salt\*  
3 teaspoons baking powder  
1 1/4 cups unsalted butter\*  
2 1/4 cups sugar  
1 teaspoon vanilla  
4 eggs  
1 cup milk

### Equipment

Small pan or microwave-safe bowl  
3 8-inch\*\* or 2 9-inch cake pans  
Nonstick cooking spray  
Large and small mixing bowls  
Measuring cups and spoons  
Sifter  
Mixing spoon  
Mixer  
Rubber scraper  
Toothpick or cake tester  
Cooling rack(s)

### Order of Work

1. Melt chocolate in small pan over low heat or in microwave (following directions package) and cool to lukewarm.
2. Preheat oven to 350 degrees F. Lightly coat cake pan(s) with nonstick cooking spray. Add 1 teaspoon flour to pan. Rotate and shake pan until surfaces are coated with flour. Remove excess flour. (Or cover bottom of pans with wax paper instead of flouring pans.)
3. Lightly spoon cake flour into measuring cup; sift and then measure. Place flour in small mixing bowl. Add salt and baking powder to flour and mix well; set aside.
4. In large mixing bowl, use mixer to cream butter until soft; gradually add sugar, mixing until mixture is very light and fluffy, about 3 to 5 minutes. Add vanilla and continue creaming.
5. Add eggs one at a time and beat well after adding each egg.
6. Add cooled chocolate to creamed mixture.
7. Add one-third of the sifted flour mixture and half of the milk; repeat until all of the flour and milk are used. After each addition of flour and milk, mix for 1 minute.
8. Pour batter into pan(s) and bake for 40 to 45 minutes for 8-inch or 9-inch pans. Use toothpick or cake tester to test cake. Toothpick or cake tester should come out clean when inserted into center of cake.
9. Remove from oven and cool on rack for 15 minutes before removing from pan(s).

\*If desired, decrease salt to 1/4 teaspoon and use salted butter.

\*\*If using 3 8-inch pans, be sure there is enough room in the oven for air to circulate for even baking.

Note: One square of baker's chocolate should equal 1 ounce. Read the packaging to make sure you add the equivalent of 3 ounces to this cake recipe. Substitute: You may substitute 3 tablespoons of unsweetened cocoa and 1 tablespoon oil, melted butter or shortening for each square of chocolate.

**For the Fair:** Let cake completely cool. Do not frost cake. Cut one layer of the cake in half. Place one half of one layer of cake on a disposable plate. Place the plate in a re-closable plastic bag.

# Carrot (or Zucchini) Cake

*Yield: 16 servings*

## Ingredients

2 cups flour  
2 cups sugar  
2 teaspoons baking soda  
2 teaspoons cinnamon  
1 teaspoon salt  
1 cup salad oil  
4 eggs  
3 cups carrots, shredded  
1 teaspoon vanilla  
1 cup nuts, chopped

## Equipment

2 8-inch or 9-inch round cake pans  
Nonstick cooking spray  
Measuring cups and spoons  
Large and medium mixing bowls  
Mixer  
Mixing spoon  
Spatula  
Cooling rack

## Order of Work

1. Preheat oven to 350 degrees F. Lightly coat 2 8-inch or 9-inch round cake pans with nonstick cooking spray.
2. Combine flour, sugar, baking soda, cinnamon, and salt in medium bowl; mix well.
3. In large bowl, add oil and beat in eggs, one at a time.
4. Gradually add flour mixture to egg mixture and beat until thoroughly mixed.
5. Add carrots, vanilla, and nuts; mix until thoroughly combined. Pour into prepared pans.
6. For 8-inch or 9-inch round cake pans, bake 30 to 35 minutes or until toothpick inserted in middle comes out clean. Remove from oven and cool on wire rack. Store in refrigerator.

Variation: Substitute 3 cups shredded zucchini for shredded carrots. Add one teaspoon ground nutmeg.

**For the Fair:** Zucchini variation may be used instead of carrots. Use toothpick to test doneness. Baking time may need to be extended if cake is not done. Let the cake cool. Do not frost or ice the cake. After the cake has completely cooled, cut one layer in half. Place one half of one layer on a disposable plate. Place the plate in a re-closable plastic bag.

# Basic Chiffon Cake

*Yield: 16 servings*

## **Ingredients**

2 1/4 cups cake flour  
1 tablespoon baking powder  
1 teaspoon salt  
1 1/2 cups sugar, divided  
1/2 cup vegetable oil  
5 large egg yolks  
1 tablespoon vanilla  
3/4 cup cold water  
7 large egg whites  
1/2 teaspoon cream of tartar

## **Order of Work**

1. Preheat oven to 325 degrees F.
2. In a large bowl, combine flour, baking powder, salt, and 1 cup sugar.
3. Make a well in the center and add oil, egg yolks, vanilla, and water. Whisk until smooth.
4. Beat egg whites and cream of tartar in large mixing bowl until soft mounds begin to form.
5. Beating at high speed, sprinkle remaining 1/2 cup sugar over egg whites, 2 tablespoons at a time. Beat until stiff peaks are formed.
6. Gently fold one-third of the whites into the yolk mixture. Fold in remaining whites.
7. Pour batter into an ungreased tube pan.
8. Bake 1 1/2 hours or until top springs back when lightly touched. If cake pan has prongs around the rim for elevating the cake, invert pan onto them. If not, invert pan over the neck of a bottle or funnel so that air can circulate. Let the cake cool completely, 2 to 3 hours.
9. Carefully run a metal spatula around the sides of the pan to loosen cake. Remove cake from the pan and place on cake plate. Cut slices by sawing gently with serrated knife.

**For the Fair:** After the cake has completely cooled, cut one piece which is a quarter of the cake. Place the piece on a disposable plate. Place the plate in a re-closeable zip-type plastic bag. For added protection you may place the bag in a small box.

# Pies

## Apple Pie

### Pastry for Two-Crust Pie

*Yield: 2 9-inch or 10-inch pie crusts or 3 8-inch pie crusts*

#### Ingredients

3 cups all-purpose flour  
1 teaspoon salt  
1 cup shortening  
5 to 6 tablespoons cold water

#### Order of Work

1. Thoroughly chill fat and water.
2. Place flour and salt together in medium bowl. Stir to mix.
3. Use a pastry blender, fork, or two knives to cut the fat into the flour until the dough forms pea-sized pieces.
4. Add cold water one tablespoon at a time and sprinkle over flour/fat mixture. Toss mixture lightly with a fork. DO NOT STIR. Add only enough water to hold dough together. Let dough stand at least 5 minutes. Shape into a ball, handling as little as possible.
5. Chill dough 15 to 30 minutes.
6. Sprinkle 3 to 4 tablespoons of flour on a clean, dry surface or pastry mat/cloth. Lightly coat a rolling pin with flour. Or use two 18" x 18" sheets of waxed or parchment paper to roll out dough.
7. Divide dough into two parts. Form one piece of dough into circular shape and then flatten with rolling pin on pastry mat/cloth or between two sheets of waxed or parchment paper.
8. Roll dough with short strokes from center to outer edge, using a light, quick motion. Be careful not to roll over edge of dough. Press on a different part of the dough with each roll. Lift from surface occasionally. Roll about 1/8-inch thick and slightly larger than the pie pan.
9. Fold dough in half, lift and place in pie pan, and unfold.
10. Beginning at center of pan and working toward edge, gently press dough into pie pan. Do not pull or stretch dough since that can make the pie crust shrink during baking.
11. Chill prepared pie crust for 20 to 30 minutes to prevent crust from shrinking during baking.
12. Prepare filling.



## Apple Pie Filling

### Ingredients

- 1 prepared unbaked pastry for two-crust pie
- 5 cups peeled, sliced tart apples (5 to 6 apples)
- 2 tablespoons lemon juice
- 3/4 to 1 cup sugar
- 1 tablespoon flour
- 1/4 teaspoon salt
- 1 tablespoon butter or margarine
- 1 egg, beaten, or 2 tablespoons milk, if desired
- 1 teaspoon sugar, if desired

### Order of Work

1. While preparing filling, place the prepared pie crust in refrigerator for 20-30 minutes.
2. Preheat oven to 425 degrees F.
3. Rinse, peel, and core apples. Slice apples and place in medium bowl. Sprinkle with lemon juice to prevent apples from turning brown and toss gently.
4. In small mixing bowl, combine sugar, flour, and salt. Add to apple slices and mix.
5. Spoon apple mixture into prepared pie crust.
6. Cut butter or margarine into small pieces and sprinkle on top of apple filling.
7. Use cold water to moisten edges of the dough on the rim of the pie pan.
8. Roll out remaining dough for upper crust.
9. Place upper crust on pie and press upper and lower edges together on rim of pie pan.
10. Cut venting holes in top of pastry.
11. Use a knife to trim dough evenly around edge of pie pan.
12. Flute edge by placing left thumb and index finger 1/2 inch apart on outside of pastry rim. With right index finger push pastry between fingers or lightly press edges together with a fork.
13. If desired, brush top crust with beaten egg or milk then lightly sprinkle with sugar.
14. Bake for 15 minutes, then reduce heat to 350 degrees F. Bake 25 minutes longer or until crust is brown.

Variation: Spices – Add 1 teaspoon cinnamon and/or 1/2 teaspoon nutmeg to sugar mixture if desired.

**For the Fair:** Spice variation may be used if desired. Use a disposable pie pan because the pan will not be returned. Place the whole pie (including the disposable pie pan) in a re-closeable plastic bag.

# Yeast Breads

## Cinnamon Twists

Adapted for use in Kentucky from *4-H Cooking 301*, p. 42 and 44, University of Illinois Extension. Used with permission.

*Yield: 12 rolls*

### Sweet Dough Ingredients

¼ cup sugar  
1 teaspoon salt  
1 package yeast  
½ cup milk, heated to 100 to 110 degrees F  
¼ cup water, heated to 100 to 110 degrees F  
1/8 cup oil or melted butter  
1 egg  
½ teaspoon grated lemon rind, if desired  
2 ½ cups all-purpose flour, approximately

### Topping Ingredients

1/4 cup butter, melted  
1/2 cup sugar  
2 teaspoons cinnamon

### Order of Work

1. Put sugar, salt, and yeast in mixing bowl. Mix well.
2. Place milk and water in microwave-safe bowl. Heat in microwave for 1 to 2 minutes. Remove from microwave and check temperature with food thermometer. Pour warm liquids over ingredients in mixing bowl and stir well. Allow mixture to stand 1 to 2 minutes.
3. Add oil or butter, eggs, and lemon rind to mixture. Beat until smooth.
4. Add 2 cups of flour to mixture and beat until smooth.
5. Add enough flour to make dough that is soft, but stiff enough to handle.
6. Turn dough out onto a lightly floured surface and knead until dough is smooth, elastic, and does not stick to surface or hands, about 8 to 10 minutes.
7. Place dough in a mixing bowl lightly coated with nonstick cooking spray. Spray top of dough with nonstick cooking spray and cover with damp, clean dish towel. Let rise in a warm place until doubled in size, about 1 hour.
8. Punch dough down and let stand 10 minutes.
9. Lightly coat baking sheet with nonstick cooking spray.
10. Roll prepared dough into a square about 12" x 12."
11. Brush dough with melted butter. Mix sugar and cinnamon in a small mixing bowl. Sprinkle center third of dough with 3 tablespoons of sugar-cinnamon mixture. Fold one third of dough over center third. Sprinkle with 3 tablespoons of the sugar-cinnamon mixture. Fold remaining third of dough over the two layers.
12. Cut roll into 1-inch strips. Hold each end of a strip and twist tightly in opposite directions. Firmly press ends together.
13. Place on prepared baking sheet about 2 inches apart. Brush top with melted butter and sprinkle with sugar-cinnamon mixture.
14. Cover. Let rise in warm place until doubled in size.
15. Bake at 350 degrees F about 25 minutes or until lightly browned.
16. Top with basic icing if desired.

**For the Fair:** After the twists have completely cooled, place 3 twists on a disposable plate. Place the plate in a re-closable plastic bag.

## Soft Pretzels

*Yield: 14 pretzels*

### Ingredients

4 to 4 1/2 cups all-purpose flour  
2 tablespoons sugar  
1 package dry active yeast  
1 1/2 teaspoons salt  
1 cup low-fat milk  
1/2 cup water  
2 tablespoons vegetable oil  
2 eggs, lightly beaten  
Poppy seed, sesame seed, coarse salt, or grated Parmesan cheese

### Order of Work

1. Preheat oven to 350 degrees F. In large bowl, combine 2 cups flour, sugar, undissolved yeast, and salt.
2. Heat milk, water, and oil until very warm (120 to 130 degrees F).
3. Stir milk mixture into flour mixture until well combined.
4. Add enough of the remaining flour to make a soft dough.
5. Knead on floured surface until smooth and elastic, about 4 to 6 minutes.
6. Cover; let rest on floured surface 10 minutes.
7. Divide dough into 14 equal pieces.
8. Roll each piece into a 20-inch rope
9. Cover; let rest 5 to 10 minutes until risen slightly.
10. Shape into pretzels by curving ends of each rope to make a circle; cross ends at top. Twist ends once and lay over bottom of circle.
11. Place pretzels on two greased baking sheets.
12. Brush with beaten eggs. Bake for 15 minutes.
13. Remove from oven; brush again with eggs and sprinkle with poppy seeds, sesame seeds, coarse salt, or grated cheese.
14. Return to oven and bake for 15 minutes or until lightly browned. Remove pretzels from baking sheet; let cool on racks.

**For the Fair:** Place 3 pretzels on a disposable plate. Place the plate in a re-closeable zip-type plastic bag.

# Oatmeal Bread

*Yield: 2 loaves, 20 slices per loaf*

## Ingredients

2 packages active dry yeast  
3/4 cup water, heated to 100 to 110 degrees F  
3 tablespoons sugar  
3 tablespoons melted butter or oil  
2 cups milk  
2 teaspoons salt  
1 cup quick oats  
3 cups bread flour  
3 cups whole wheat flour

## Order of Work

1. In a large mixing bowl combine yeast, water, and sugar; let stand 10 minutes.
2. Stir in butter or oil, milk, salt, oats, and bread flour; beat until smooth.
3. Mix in enough remaining whole wheat flour to form a soft dough and until mixture begins to pull away from sides of bowl.
4. On a lightly floured surface, turn out dough; knead until dough is smooth and elastic, about 8 to 10 minutes.
5. Place dough in a large mixing bowl lightly coated with nonstick cooking spray. Cover with clean, damp dishtowel. Let rise in warm place, free from drafts, until doubled in size, about 40 minutes.
6. Lightly coat two 9" x 5" loaf pans with nonstick cooking spray; set aside.
7. Punch down dough and turn out on lightly floured surface. Cover and let rest 10 minutes.
8. Shape into loaves. Place in prepared pans. Cover and let rise until doubled, about 45 minutes.
9. Preheat oven to 425 degrees F. Bake loaves 25 to 30 minutes, until lightly browned and bread sounds hollow when tapped.
10. Remove from pans and place on wire rack to cool.

**For the Fair:** After the loaves cool completely, place one loaf in a re-closable zip-type plastic bag.

# Bread Made in a Bread Machine

## Honey Whole Wheat Bread

*16 servings per 1-pound loaf*

Ingredients	1-pound loaf	1 1/2-pound loaf	2-pound loaf
Active dry yeast	1 ½ teaspoons	2 ¼ teaspoons	3 teaspoons
Bread flour	1 1/3 cups	2 cups	2 2/3 cups
Whole wheat flour	2/3 cup	1 cup	1 1/3 cups
Salt	1 ½ teaspoons	2 teaspoons	3 teaspoons
Butter (cut in small pieces)	2 teaspoons	1 tablespoon	4 teaspoons
Honey (80°F)	2 tablespoons	¼ cup	¼ cup + 2 tablespoons
Milk (80°F)	¼ cup	½ cup	½ cup
Water (80°F)	¼ cup	¼ cup	½ cup
Egg	1 large	1 large	2 large

1. Add the ingredients in the order specified in your bread machine owner's manual.
2. Set the bread machine on the basic/standard bread making setting.
3. Select the medium or normal baking cycle.
4. Cool to room temperature before slicing.

**For the Fair:** After the loaf cools completely, place one loaf in a re-closable zip-type plastic bag.

# Candy

## Classic Chocolate Fudge

Used with permission from **4-H Cooking 401**, p. 89, University of Illinois Extension

*Yield: 1 ½ pounds or 32 pieces*

### Ingredients

Butter, softened  
2 cups sugar  
¾ cup half and half or whole milk  
2 ounces unsweetened baking chocolate, coarsely chopped  
2 tablespoons corn syrup  
¼ teaspoon salt  
2 tablespoons butter  
1 teaspoon vanilla  
½ cup coarsely chopped nuts, if desired

### Order of Work

1. Line a 9" x 4" x 3" loaf pan or an 8" x 8" pan with foil, extending the foil over the edges of the pan. Butter the foil and set aside.
2. Butter the sides of a heavy 2-quart saucepan. In the saucepan combine sugar, milk, chocolate, corn syrup, and salt.
3. Cook and stir over medium-high heat until the mixture boils. Clip a candy thermometer to the side of the pan.
4. Reduce heat to medium-low; continue boiling. Stir frequently.
5. Cook until the thermometer registers 234 degrees F. If no thermometer is available, cook to the soft ball stage. Test by dropping a small amount of syrup into cold water.
6. When candy reaches 234 degrees F, remove saucepan from heat. Add butter and vanilla but **DO NOT STIR**.
7. Cool, without stirring or disturbing in any way, to 110 degrees F. This should take 45 to 60 minutes.
8. Remove thermometer from saucepan. With a wooden spoon, beat vigorously until fudge just begins to thicken. If desired, add nuts. Continue beating until the fudge becomes very thick and just starts to lose its glossy sheen. This should take 5 to 10 minutes.
9. Immediately spread fudge in the prepared pan. Score the pieces while still warm.
10. When fudge is firm, use the foil to lift out of the pan. Cut fudge into squares.
11. Store fudge in a tightly covered container.

**For the Fair:** Nuts are optional. Cut the fudge into pieces, about 1 inch square. Place 3 pieces on a disposable plate. Place the plate inside a re-closable zip-type plastic bag.

## 6036 Food Preservation Division

For fair competition, Kentucky 4-H members are to use the recipes in this booklet.

- 861 **Dried Apples:** Dry apples according to the instructions in the *4-H Fair Recipe Book—Food Preservation*. Place 12 pieces of dried fruit in a container which is an example of a container suitable for long term storage of dried fruit. Label package with kind of fruit and date processed. Size of the container is not being judged. Publication HE 3-501 may be helpful:  
<http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3501/FCS3501.pdf>
- 862 **Salsa:** (pint jar or smaller) canned using a boiling water canner. Use the recipe in the *4-H Fair Recipe Book—Food Preservation*. The USDA recommended headspace for salsa is ½ inch. Canning label must be completed by member and affixed to the jar. Publications Home Canning Salsa (FCS3-581) at <http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3581/FCS3581.pdf>, Home Canning Tomatoes and Tomato Products (FCS3-580) at <http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3580/FCS3580.pdf> and USDA Complete Guide to Home Canning: [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html) may be helpful.
- 863 **Dill Pickles:** (pint jar or smaller), canned using a boiling water canner: Use the recipe in the *4-H Fair Recipe Book—Food Preservation*. The USDA recommended headspace for pickles: ½ inch. Canning label must be completed by member and affixed to the jar. Publications Home Canning Pickled and Fermented Foods (FCS3-582) at <http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3582/FCS3582.pdf> and USDA Complete Guide to Home Canning: [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html) may be helpful
- 864 **Strawberry Jam:** (half pint or smaller jar), canned using a boiling water canner. Use the recipe in the *4-H Fair Recipe Book—Food Preservation*. The USDA recommended headspace for jam is ¼ inch. Canning label must be completed by member and affixed to the jar. Write the type of fruit used on the canning label. Publications FCS3-579 at <http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3579/FCS3579.pdf> and USDA Complete Guide to Home Canning: [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html) may be helpful. Refrigerator and freezer jams are not appropriate for this class.
- 865 **Green Beans:** (One pint), canned using a pressure canner. Use the recipe in the *4-H Fair Recipe Book—Food Preservation*. Beans may be 'raw packed' or 'hot packed' but the packing method used must be indicated on the label. The USDA recommended headspace for green beans is 1 inch. Canning label must be completed by member and affixed to the jar. Publication FCS3-583 Home Canning Vegetables <http://www2.ca.uky.edu/agc/pubs/FCS3/FCS3583/FCS3583.pdf> and USDA Complete Guide to Home Canning: [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html) may be helpful.

## Dried Apples

2 to 3 apples of your choice

2 cups vitamin C-enriched apple juice (enough to cover the apples when sliced)

Cooking spray

1. If you are using an electric dehydrator, plug it in (so that it is not touching anything) with the lid on the base. If you are using an oven, slide oven racks to be 2 to 3 inches apart and turn on oven. Preheat dehydrator or oven to 140°F.
2. Wash apples under cool running water.
3. Place enough apple juice in a bowl to cover the apples when sliced.
4. Core and peel the apples. Cut away any bruised or damaged areas. Carefully cut apples into 1/8-inch thick pieces, either as slices or rings.
5. To prevent browning, place the apple pieces into the bowl of juice as they are cut. Soak the apple pieces in the juice for 3 to 5 minutes.
6. Spray drying tray lightly with cooking spray. This will prevent sticking.
7. Remove the apple pieces from the juice, place briefly on paper towels to remove excess juice, and then place the pieces in a single layer on the drying tray. Place the drying tray into the preheated dehydrator or oven.
8. Dry at 140°F for approximately 6 to 12 hours in a dehydrator. Plan to start checking for doneness in 3 hours and check every hour or half-hour until done. Oven drying may take 12 to 24 hours. If using an oven, leave the door cracked open to allow moist air to escape. Place a fan outside the oven near the door to speed up drying time.
9. When dry, the apple pieces should be bendable, but not sticky. If a piece is folded in half, it should not stick to itself. You should not be able to squeeze any moisture from the fruit. Do not let the apples dry so long that they become crispy.
10. After drying, cool the dried apples 30 to 60 minutes before packaging. Packaging warm fruit could lead to sweating and mold growth.
11. Once they are cool, put the dried apples into a sealable airtight container. Label the container with the name of the fruit and the date.

UK Extension Publication HE 3-501 may be helpful.

*For the fair:* Place 12 pieces of dried fruit in a container which is an example of a container suitable for long term storage of dried fruit. Label package with kind of fruit and date processed. The container may be larger than needed for 12 pieces. Judging will be based on suitability of container, not size.



## Boiling Water Canning

Follow these general instructions for boiling water canning Choice Salsa, Dill Pickles or Strawberry Jam.

### *Prepare canner and jars:*

1. Assemble equipment and ingredients.
2. Place rack in bottom of boiling water canner. Fill canner half full with clean, hot water and place on burner. Turn heat on medium-high to heat water in canner to the temperature specified in each recipe (180°F, simmering, for hot packed Choice Salsa and Strawberry Jam; 140°F, almost simmering, for raw packed Dill Pickles).
3. Only use jars that were specifically made for home canning. (Do not re-use containers such as mayonnaise jars.) Use only the jar sizes specified in each recipe. Examine jars carefully. Discard any with cracks or chips in the rim. Examine ring bands and discard any with rust or bends.
4. Wash jars thoroughly in warm soapy water, rinse well, and place them in the canner to stay warm until ready to use.
5. Wash ring bands and prepare lids as instructed by the manufacturer.
6. Heat 3 to 4 cups hot water in a medium saucepan for adding to canner, if needed.

### *Prepare the recipe:*

As directed for each product.

### *Fill the jars:*

1. Slowly remove jars from hot water with jar lifter. Carefully empty any water back into the canner. Place jars upright on towel-covered countertop or rack.
2. Fill jars as directed in each recipe, leaving the required headspace. Headspace is the gap between the top of the food and the top of the jar rim. Measure headspace with headspace tool or ruler to ensure it is correct.
3. Remove air bubbles by slowly moving bubble freer or nonmetal spatula gently in and out around the inside edge of each jar. Check headspace of each jar again and gently add or remove liquid with a small spoon, if needed.
4. Wipe jar rims with a clean, damp paper towel.
5. Apply lids according to manufacturer's directions. Turn band onto jars until fingertip tight. Fingertip tight is when you meet firm resistance as you turn the band onto the jar using your thumb and two fingers.

### *Boiling water processing:*

1. Use a thermometer to check that the temperature of the water in the canner is the temperature specified in the recipe (180°F for Choice Salsa or Strawberry Jam; 140°F for Dill Pickles). Adjust burner higher or lower, if necessary.
2. Use a jar lifter to carefully place filled jars one at a time on the rack in the canner. Keep jars upright at all times. Make sure water is 1 to 2 inches above tops of jars. Add hot water from the saucepan if needed, pouring between jars rather than directly on top of jars.

3. Place lid on canner and turn heat to high. Bring water in canner to a strong boil and then start a timer, using the time specified in the recipe for your altitude. *Be sure to maintain a steady boil throughout the entire timing process.*
4. Once the timer goes off, turn off heat. Remove canner lid, lifting the underside of the lid away from you to direct the steam away from your face. Wait 5 minutes for the contents of the jars to settle.
5. After 5 minutes of cooling, remove jars from the canner one at a time using a jar lifter, keeping them upright. Be careful not to tilt them. Place jars at least 1 inch apart on a dry towel or cake-cooling rack. Place away from drafts of moving air.
6. Let jars cool, undisturbed, for 12 to 24 hours. Check jars for vacuum seals. The lids on sealed jars will be indented and will not flex when pressed.
7. Remove ring bands from sealed jars and wipe jars. Store in a cool, dark, dry place. Store unsealed or opened jars in the refrigerator and eat within one week.

### **Choice Salsa**

6 cups (about 5 pounds) tomatoes (red, orange, yellow or green)

9 cups (about 3 pounds) onions and/or peppers of any variety\*

1½ cups commercially bottled lemon or lime juice

3 teaspoons canning or pickling salt

About 6 pint (or 12 half-pint) canning jars

\*Red, yellow or white onions may be used and will slightly affect the overall flavor. More bell peppers make a milder salsa, while hot chili peppers make a spicier salsa. It is important to the safety of the salsa that you use no more than 9 cups total of onions and peppers.

1. Prepare canner and jars as directed in **Boiling Water Canning**, heating to 180°F (simmering).
2. *Peel tomatoes:* Fill a stockpot with enough water to cover several tomatoes at a time. Bring water to a boil while preparing tomatoes. Fill a large bowl with ice (if you have it) and cold water. Wash tomatoes. Cut an "x" in the non-stem end of tomatoes with the tip of a small knife. Place 2 to 3 tomatoes at a time in boiling water for 30 to 60 seconds or until skins split. Remove tomatoes with a slotted spoon and place in cold/ice water. Slip off tomato skins and discard them. Place tomatoes on a clean cutting board.
3. Carefully use a knife to remove the firm inner core from tomatoes. Coarsely chop tomatoes (into blueberry-sized pieces).
4. Peel, rinse, trim and dice onions in ¼-inch pieces.
5. *Bell peppers:* Rinse peppers. Remove stems, seeds and membranes. Dice peppers in ¼-inch pieces.
6. *If using hot peppers:* Place food handling gloves on both hands. Rinse and dry hot peppers. Remove stems and remove the seeds and membranes, unless you want more spicy heat. Dice hot peppers into very small pieces. Remove and discard gloves. Wash hands well.

7. Measure and combine 9 cups of peppers and onions with 6 cups of tomatoes in a large stockpot. You can vary the individual amounts of peppers and onions to suit your taste, but be sure that they measure 9 cups in total. Measure and add 1½ cups bottled lemon or lime juice and 3 teaspoons salt. Stir to mix ingredients evenly.
8. Heat to boiling over high heat and then reduce to a simmer and cook for 3 minutes, stirring as needed to prevent scorching.
9. Remove hot jars from canner and fill as directed in **Boiling Water Canning**, leaving ½-inch headspace. Use a jar funnel for neater filling and be sure to release air bubbles and adjust headspace if needed. Wipe jar rims and apply lids.
10. Process in a boiling water canner as directed in **Boiling Water Canning**. Process pint or half-pint jars for 15 minutes at altitudes of 1,000 feet or below; 20 minutes at altitudes of 1,001-6,000 feet.

*For the fair:* Replace ring band on jar, if it was removed for storage. Complete 4-H Canning Label and affix to jar.

## Dill Pickles

Ingredients below are for 6 to 7 pint jars

About 9 pounds (36) pickling cucumbers, 3 to 4 inches long

3 cups water

3 cups vinegar (5% acidity)

6 tablespoons canning salt

9 to 11 heads of fresh dill or 3 to 3½ tablespoons dried dill weed or dill seed

3 to 3½ tablespoons whole mustard seed

3 to 7 cloves of garlic (optional)

About 6 to 7 pint (or 12 to 14 half-pint) canning jars (use wide mouth jars for easier packing)

1. Prepare canner and jars as directed in **Boiling Water Canning**, heating to 140°F (almost simmering).
2. Rinse cucumbers in a colander immediately before using. Scrub well, giving special attention to the area around the stems.
3. Remove a 1/8-inch slice off the blossom end of each cucumber and discard. If stem is still attached, cut off all but ¼ inch. Carefully slice the cucumbers lengthwise and then lengthwise again to create spears.
4. If using fresh dill, chop leaves finely with scissors, separating into small piles of 1½ heads per pile. If using garlic, peel and slice cloves into thin slices.
5. *Make the pickling brine:* Combine 3 cups water, 3 cups vinegar and 6 tablespoons salt in a large saucepan. Bring to a boil over high heat

6. Remove hot jars from canner as directed in **Boiling Water Canning**. Place 1½ heads of chopped fresh dill or 1½ teaspoons dried dill weed or dill seed in the bottom of each pint jar. Add 1½ teaspoons mustard seed to each pint jar. Add ½ to 1 clove of sliced garlic to each pint jar, if desired. (Use one-half those ingredient amounts if using half-pint jars.)
7. Pack cucumber spears tightly into the jars, leaving ½-inch or more of headspace. (If using half-pint jars, it may be necessary to trim the length of the cucumber spears.) Ladle boiling pickling solution over the cucumbers in the jars, leaving ½-inch headspace. Use a jar funnel for neater filling and be sure to release air bubbles and adjust headspace if needed, as directed in **Boiling Water Canning**. Wipe jar rims and apply lids.
8. Process in a boiling water canner as directed in **Boiling Water Canning**. Process pint or half-pint jars for 10 minutes at altitudes of 1,000 feet or below; 15 minutes at altitudes of 1,001-6,000 feet.
9. For best flavor, store sealed jars for 3 weeks before eating.

*For the fair:* Replace ring band on jar, if it was removed for storage. Complete the 4-H Canning Label and affix to jar.

### **Strawberry Jam (with Regular Pectin)**

5 cups crushed strawberries (about 4 pints strawberries)\*

1 package powdered pectin

7 cups sugar

About 8 half-pint (or 16 4-ounce) canning jars

\*Strawberry jam is best made with fresh-picked, in-season berries. If you use store-bought berries, be sure to mash them up very well or you will get a lot of floating fruit and trapped air in the final product.

1. Prepare the canner and jars as directed in **Boiling Water Canning**, heating to 180°F (simmering). If you are using 4-ounce jars and need to double-stack them, place a second canning rack on top of the first layer of jars. Continue to place jars in a single layer on top of this second rack.
2. Rinse strawberries in a colander immediately before using. Do not soak berries. Gently lift them out of water. Remove caps.
3. Cut out and discard bruised spots, if needed.
4. Thoroughly crush berries one layer at a time in a deep baking pan or cookie sheet using a potato masher. It is helpful to place a damp dish towel or slip-proof mat under the pan to prevent sliding.
5. Premeasure 7 cups sugar into a bowl and set aside.
6. Measure 5 cups crushed strawberries and add to a stockpot.
7. Add 1 package of regular pectin to strawberries and stir well. Turn burner under stockpot to high heat, stir constantly, and bring to a full boil (bubbles over the entire surface).

8. Add the premeasured 7 cups sugar, continue stirring, and heat again to a full rolling boil. Boil hard for 1 minute, stirring constantly. Do not boil longer. Longer boiling may damage the pectin bond, causing jam to soften.
9. Remove from heat; quickly skim foam from top with a slotted spoon.
10. Remove hot jars from canner and fill as directed in **Boiling Water Canning**, leaving ¼-inch headspace. Use a jar funnel for neater filling and check and adjust headspace if needed. Wipe jar rims and apply lids.
11. Process in a boiling water canner as directed in **Boiling Water Canning**. Process half-pint or 4-ounce jars for 10 minutes at altitudes up to 6,000 feet. If needed, 4-ounce jars can be stacked in the canner by placing a second rack on top of the first layer of jars and placing a second layer of jars on top of this rack. Make sure water is 1 to 2 inches above tops of all jars.

*For the fair:* Replace ring band on jar, if it was removed for storage.

## Pressure Canning

Follow these general instructions for pressure canning Green Beans and other low-acid foods (vegetables, meats, poultry, and combination recipes).

### *Prepare canner and jars:*

1. Assemble equipment and ingredients.
2. Place rack into pressure canner. Add 2 to 3 inches of water and place on burner. Turn burner on medium-high to heat water in canner to 140°F (almost simmering) for a raw pack, or 180°F (simmering) for a hot pack.
3. Only use jars that were specifically made for home canning. (Do not re-use containers such as mayonnaise jars.) Use only the jar sizes specified in the recipe. Examine jars carefully. Discard any with cracks or chips in the rim. Examine ring bands and discard any with rust or bends.
4. Wash jars thoroughly in warm soapy water and rinse well. To keep jars warm until use, either fill jars with hot water and place upright in the canner or cover jars with hot water in a clean, drain-plugged sink.
5. Wash ring bands and prepare lids as instructed by the manufacturer.

### *Prepare the recipe:*

As directed for raw pack or hot pack.

### *Fill the jars:*

1. Remove jars from hot water with jar lifter and pour water out in sink (not in canner). Place jars upright on towel-covered countertop or rack.
2. Fill jars as directed in the recipe, leaving the required headspace. Headspace is the gap between the top of the food and the top of the jar rim. Measure headspace with headspace tool or ruler to ensure it is correct.
3. Remove air bubbles by slowly moving bubble freer or spatula gently in and out around the inside edge of each jar. Check headspace of each jar again and gently add or remove liquid with a small spoon, if needed.
4. Wipe jar rims with a clean, damp paper towel.
5. Apply lids according to manufacturer's directions. Turn band onto jars until fingertip tight. Fingertip tight is when you meet firm resistance as you turn the band onto the jar using your thumb and two fingers.

### *Pressure canner processing:*

1. Use a thermometer to check that the temperature of the water in the canner is as specified in the recipe (140°F for a raw pack; 180°F for a hot pack). Adjust burner higher or lower, if necessary.
2. Use a jar lifter to carefully place filled jars one at a time on the rack in the canner. Keep jars upright at all times. Water level will rise, but should not cover jar tops. Remove water if needed.
3. Place lid on canner and close tightly, but leave the weight off the vent port. Turn heat to high. Wait until you see steam form a funnel as it comes out of the vent port, and then set a timer for 10 minutes. Allow steam to escape for 10 minutes to vent the canner (remove excess air).

4. After the canner has vented for 10 minutes, place the weight or close the vent port to begin pressurizing the canner.
5. Determine how many pounds of pressure are needed for processing at your altitude. For a weighted gauge canner, this is 10 pounds at altitudes of 1,000 feet and below; 15 pounds at altitudes above 1,000 feet. For a dial gauge canner, it is 11 pounds at altitudes of 2,000 feet and below; 12 pounds at altitudes of 2,001 to 4,000 feet; or 13 pounds at altitudes of 4,001 to 6,000 feet.
6. Wait until you can see and hear the weight steadily jiggling as recommended by the manufacturer (for a weighted gauge canner) or the dial indicates the recommended pressure (for a dial gauge canner). Set the timer for the processing time specified in the recipe. Once the recommended pressure is reached, you may lower the heat very slightly so that pressure does not rise too high, but be careful. *If at any time the pressure drops below the recommended level, you must bring the canner back to pressure and reset the timer to the full recommended processing time.*
7. When the timer sounds, turn off the heat. Allow the canner pressure to drop naturally as the canner cools. Wait until the pressure returns to 0 pounds (if the canner has a vent lock, it will drop) and then wait 2 more minutes. If the canner gives no indication of the remaining pressure, set a timer for 45 minutes to allow time for the pressure to drop to zero. Carefully check that the pressure is gone before removing the weight from the vent port.
8. After removing the weight, wait 10 minutes for the contents of the jars to settle. Remove the canner lid, lifting the underside of the lid away from you to direct the steam away from your face.
9. Remove jars from the canner one at a time using a jar lifter, keeping them upright. Be careful not to tilt them. Place jars at least 1 inch apart on a dry towel or cake-cooling rack. Place away from drafts of moving air.
10. Let jars cool, undisturbed, for 12 to 24 hours. Check jars for vacuum seals. The lids on sealed jars will be indented and will not flex when pressed.
11. Remove ring bands from sealed jars and wipe jars. Store in a cool, dark, dry place. Store unsealed or opened jars in the refrigerator and eat within one week.

## Green Beans

8 to 9 pounds green beans ( $\frac{3}{4}$  to 1 pound per pint)

9 cups water

4½ teaspoons canning salt (optional)

About 9 pint canning jars

1. Prepare the canner and jars as directed in **Pressure Canning**, heating to 140 °F (just below simmering) for a raw pack or 180°F (simmering) for a hot pack. See step 5, below.
2. Fill a large saucepan with 9 cups water to be used to fill jars. Cover saucepan with lid and turn heat on high to bring to a boil.

3. Use a colander to rinse beans. Discard any discolored or diseased bean pods.
4. Use your clean hands to snap the ends off the beans, and then snap the beans into 1-inch pieces. Or, use a small knife to cut off ends and slice into 1-inch pieces.
5. Green beans can be canned using either a raw pack or a hot pack. Raw packs are quicker, but hot packs tend to have the best color and flavor. *Choose one of the packs below for filling jars and process as directed.*

*Raw Pack:*

6. Remove jars from hot water as directed in **Pressure Canning**, pouring the water out in the sink (not in the canner).
7. Use a jar funnel and clean fingers to push raw beans tightly into hot jars, leaving 1-inch headspace.
8. Add ½ teaspoon salt to each jar, if desired.
9. Using a ladle, fill each jar with boiling hot water to cover beans, leaving 1-inch headspace.
10. Remove air bubbles and adjust headspace if needed, as directed in **Pressure Canning**. Wipe jar rims and apply lids.
11. Process pint jars for 20 minutes in a pressure canner, as directed in **Pressure Canning**. Be sure to vent the canner before pressurizing and use the correct processing pressure for your altitude and type of canner.

**OR**

*Hot Pack:*

6. Place beans into the boiling water in the saucepan for 5 minutes. Turn off heat.
7. Remove jars from hot water as directed in **Pressure Canning**, pouring the water out in the sink (not in the canner).
8. Use a jar funnel and slotted spoon to fill the hot jar with the heated beans, leaving 1-inch headspace. Repeat to fill each jar.
9. Add ½ teaspoon salt to each jar, if desired. Using a ladle, fill each jar with the boiling hot cooking liquid to cover the beans, leaving 1-inch headspace.
10. Remove air bubbles and adjust headspace if needed, as directed in **Pressure Canning**. Wipe jar rims and apply lids.
11. Process pint jars for 20 minutes in a pressure canner, as directed in **Pressure Canning**. Be sure to vent the canner before pressurizing and use the correct processing pressure for your altitude and type of canner.

*For the fair:* Replace ring band on jar, if it was removed for storage



## Division 6039- 4-H Home Environment

### Unit I EXHIBITS from Exploring Your Home project book

- 887 **Color Collage** (p. 10, activity 3): A collage of color created by the member to depict colors liked by the member. A collage is made up of a collection of objects (such as paper, fabric, wrapping paper, wallpaper, carpet, or other materials) artistically arranged and adhered to a mat board or foam core board.
- 888 **Texture Collage** (p.10 , see activities 1 & 2): A collection of textured items or rubbings of textured items artistically arranged and adhered to mat board or foam core board.
- 889 **Transparent finish applied to small wood object** (p. 16): Apply a clear finish such as tung oil, penetrating seal or polyurethane which does not include stain to a small wood object such as a bowl, tray, board game or box. A transparent finish allows the wood grain to show through. Judging emphasis will be on how well the object is prepared for the finish and how well the finish has been applied, not the construction of the wood object. The wood object may be made by the member, made by someone else, purchased or found. Items that are stained or finished with paint do not fit in this class.
- 890 **Simple cloth item for the home** (Sewing machine may be used but is not required): Examples: decorative pillow, tablecloth, laundry bag, place mats; footstool with a seat made of woven fabric; fabric applied to an item such as a box, plate, or lampshade. Unacceptable: purses, tote bags, backpacks, duffle bags.
- 891 **Wastebasket** (p. 14) decorated by member
- 892 **Crate Bookshelf** (p, 14) designed and created by member
- 893 **Bulletin board** (If it is to be hung on a wall, it must be ready to hang with appropriate hardware attached.)

### Unit II EXHIBITS from Living with Others project book

- 894 **Decorative item for the home & photo:** decorative item created by the member as part of a 4-H Home Environment Project. Include a **photo** showing how the item fits into the home's décor.
- 895 **Simple wood item refinished** by the 4-H member: Item should have straight lines with no elaborate carvings or turnings. (The idea is to learn how to apply a new finish such as paint, stain, varnish, polyurethane, etc. to a simple wooden furnishing that's already in use.) **Documentation** is to include a "before" photo with explanation of how the item was refinished must be securely attached. Examples: refinished footstool, children's furniture, small box, tray, picture frame, bookshelves, and plant stand.
- 896 **Cloth item for the home created using a sewing machine:** Examples: hemmed tablecloth or table runner, wall hanging, pillow, pillow case, throw, embellished towels, shower curtain, chair cover, laundry bag, pet bed, valence, and curtains. Unacceptable: purses, tote bags, backpacks, duffle bags.
- 897 **Invitation and thank you letter/note:** Design an invitation and thank you letter/note for a sleepover, birthday party or other occasion of your choice. Cards/letters may be created with computer software or handwritten. Decorations on the cards/letters may be member's original artwork, computer-generated art, purchased or found decorative items. The message written in the card or letter is more important than the decorations. Write your name and county on the back of each card/letter and place each card/letter in a plastic sheet protector. (For the fair, it is best to use a fictitious address and contact information on the invitation or thank you.) Envelopes are not required for exhibit

### Unit III EXHIBITS from Where I Live project book.

- 898 **Accessory for the home created by the 4-H member:** This exhibit is to be made up of two parts: 1) the accessory and 2) a sheet or folder of **documentation**. Documentation is to include: a sketch or photo to

show how the accessory is used in the home and a description of how the design and colors fit in with the other furnishings and color used in the home. Examples: stitchery or appliqué wall hanging, latch hook items, pillow with applied design (stitchery, appliqué or other media), rug, picture in appropriate frame and ready to hang.

- 899 **Individual place (table) setting:** This exhibit is to be made up of two parts: 1) one individual place setting appropriate to a theme or event chosen by the 4-H member and 2) a color **photo or diagram** of the place setting showing how it should be arranged. Include plate, beverage container(s), placemat, and napkin. Additional decorative item(s) are optional. All items that make up the place setting are to fit on the surface of the placemat. Flatware (knife, fork and spoon) **must** be included in the photo/diagram showing how all the items are arranged, but do NOT send flatware to the state fair. To insure that all pieces get returned to the member, write the name and county of the exhibitor on tape and place it on every part of the table setting in a location hidden to the public when exhibited at the fair.
- 900 **Piece of furniture refinished** (stripped, sanded, and painted or stained/sealed) by the 4-H member. This exhibit is to be made up of two parts: 1) the furniture and 2) **Documentation** is to include a "before" photo with explanation of how the item was refinished must be securely attached. Examples: rocker, table, chair or chest.
- 901 **Old or discarded item made useful in a new way as a home accessory:** This exhibit is to be made up of two parts: 1) the accessory and 2) a sheet or folder of **documentation**. Documentation is to include a "before" photo; an explanation of how the item was made useful again in a new way; materials used, cost and time involved in project. Examples: old silverware flattened and made into wind chimes; scrap wood pieces made into wall art; old lace doily attached to a pillow or framed; old tool box cleaned up and made into a TV stand.

#### Unit IV EXHIBITS from *In My Home* project book

- 902 **An accessory for the home, made with member's original or adapted design:** This exhibit is to be made up of two parts: 1) the accessory and 2) a sheet or folder of **documentation**. Documentation is to include an explanation of how the item was created/adapted and a description of how and where item is used in the home. Examples: latch hooked rug or wall hanging; pillow with stitchery design; wall hanging of natural dyed yarns, or drawing with mat and finished or refinished frame.
- 903 **Heritage item refinished, restored, or made by the 4-H member:** This exhibit is to be made up of two parts: 1) the item and 2) a sheet or folder of **documentation**. Documentation is to include information on the history or meaning of the item to the member, how the item was refinished, restored, or made by the member, and how it is used in the home. Examples include antique or collectible furniture, memory box, scrapbook that reflects family history/home/house/farm/land of several generations), quilt with heritage design, wall hanging showing family tree.
- 904 **Purchased article selected by 4-H member to solve a home decorating problem:** This exhibit is to be made up of two parts: 1) the purchased article and 2) a folder of **documentation**. Documentation is to include a description of the problem to be solved, alternatives considered in the solution of the problem, how the plan was carried out, resources used (time, money) and member's evaluation of the results (satisfaction with purchased article, how article is used in the home), and photos illustrating the before and after effect. Examples include wall decoration, lamp, vase, storage item, desk accessories, bedspread, rug, table linens, pillow, and draperies.
- 905 **A cloth article made by the 4-H'er showing a major home improvement:** This exhibit is to be made up of two parts: 1) the cloth article and 2) a folder of **documentation**. Documentation is to include a written description, "before" and "after" pictures /showing how cloth article is used in home, other colors used in room, time and costs involved, and care required. Examples: bedspread, quilt, window treatment and boxed bench pad. **Unacceptable: purses, tote bags, backpacks, duffel bags.**

**Unit Advanced: Self-Directed Project**--the intent of the following classes is to give members an opportunity to put everything they have learned in Units I-IV of the home environment projects into practice.

- 906 **Furniture Experience:** Furniture which has been refinished, reupholstered, recovered, recycled, reused or remodeled - Exhibit is to be made up of two pieces: 1) the piece of furniture and 2) a **folder** describing the original condition of the furniture (include a picture if possible), work required in completing project, time and cost involved, and how item is used in the home. **DO NOT INCLUDE NEWLY CONSTRUCTED FURNITURE.**
- 907 **Design Experience:** Create a plan for or actually complete a design experience. The exhibit is to be made up of two pieces: 1) a home furnishing item which is representative of the design experience (item may be made by the member or purchased) and 2) a **folder or notebook** describing the plan. Examples of project ideas: a plan for redecorating a room; creation of an accessory item using an original design of 4-H member; notebook with pictures and descriptions of architectural styles used in Kentucky homes.
- 908 **Heritage Experience:** Complete a heritage project. The exhibit is to be made up of two pieces: 1) an item representative of the heritage experience and 2) a **folder or notebook** describing the overall experience, the significance of the project to your family. Examples of project ideas: Restoration of a family heirloom (could include caning, reseating, etc.) including who it belonged to and the significance to the family; study of furniture styles including pictures and history; study of old buildings in the community including photos and descriptions of the architectural significance, period of history, uses of the buildings; create an item after learning a heritage or craft skill...especially from an older family member or friend and describe how skill was learned, how interest was stimulated and how you will use item and skill.
- 909 **Major Home Improvement Experience:** Complete a major home improvement project. The exhibit is to be made up of a **notebook** which describes the project, tell whether project was an individual project or a group or family project, describe the do-it-yourself skills learned time and cost involved. Include before, during, and after photographs, if possible. Examples: improve storage areas in the house or garage; paint the house; wallpaper and decorate a room; remodel the basement.

## **CHANGING SPACES:**

- 910 **Design Style Board**  
There are many styles of design that youth can be drawn to, some examples include but are not limited to: American Traditional, Shabby Chic, Industrial, Southwestern, and Arts and Crafts. Youth will identify one of the styles they are particularly drawn to and create a style board that represents that style. This can include fabrics, magazines and online photos, furniture, lighting, and room photos. As well as other representative artifacts that represent the style. Minimum size 8 ½ x 11 inches. Maximum size 11 x 17 inches on mat or foam board. Make sure the name of the style youth are trying to portray is visible on the display.
- 911 **House Floor Plan**  
This exhibit is to be made up of two parts: 1) mounted house plan and 2) folder of the documentation described below. Include bedroom(s), bath(s), living space, kitchen, door(s) and window(s). Including a garage is optional. Minimum size 8 ½ x 11 inches. Maximum size 11 x 17 inches on mat or foam board. Documentation should include answers to these questions: 1. Did you look at other floor plans for inspiration? 2. What type of roof does your house have? 3. Did you consider how a family member who is disabled (for instance, a wheelchair user) might get around in your home?
- 912 **Presentation Board – Color Scheme for One Room**  
This exhibit is to be made up of two parts: 1) a presentation board as described below and 2) a folder of the documentation described below. Create a presentation board which illustrates a color scheme for any room in the home. On mat board or foam board, mount color pictures or actual swatches of fabric, wall covering, paint, and flooring, (Color pictures may be downloaded and printed or cut from magazines to represent

these items. The mounting board should be 15" or 16" X 20" inches. In the folder, describe the person who lives in the room and the decisions required in selecting the color scheme

## DIVISION 6040 - CONSUMER AND FINANCIAL EDUCATION

### Level 1 (Grades 4-5): The Consumer in Me

- 914 **Poster on “Bargain Shopping”** –For grades 4-5; complete a cost comparison chart for one product you and your family use as outlined in the activities under “Bargain Shopping” on pp. 20-21. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative telling how the decision making process was used to reach your final choice; include answers to the questions in “Check This Out!” on p. 21. At the end of the narrative, list the sources of information used in researching the topic. Make a poster on “comparison shopping.” Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.
- 915 **Poster on “What is the Best Buy?”** – For grades 4-5; complete a cost comparison chart for two products in three different sizes as outlined in the activities on pp. 22-23. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative telling how the decision making process was used to reach your final choice; include answers to the question in “Check This Out!” on p. 23. At the end of the narrative, list the sources of information used in researching the topic. Make a poster on “checking prices”. Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.

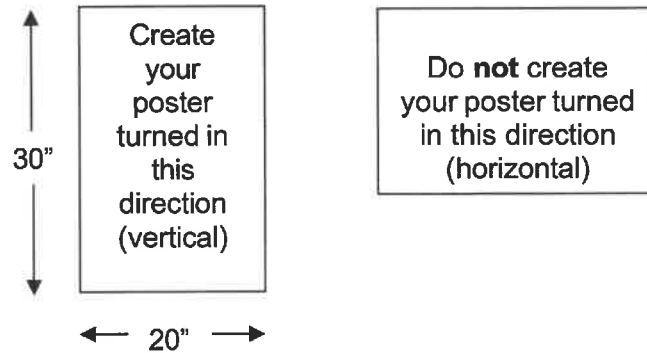
### Level 2 (Grades 6-8): Consumer Wise

- 916 **Poster on “Media and the Marketplace”** –For grades 6-8; complete a commercial comparison as outlined in the activities on pp. 18-19. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative of your answers to the questions in “Check This Out!” on p. 19 and tell what conclusions you were able to draw from the experience. At the end of the narrative, list the sources of information you used in researching your topic. Make a poster related to “advertising aimed at young people”—Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.
- 917 **Poster on “Decision! Decisions! Decide!”**—For grades 6-8; complete the 6-Step Decision Making process on any item you wish to purchase as outlined in the activities on pp. 12-13. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative of your answers to the questions in “Check This Out!” on p. 13 and tell what conclusions you were able to draw from the experience. At the end of the narrative, list the sources of information you used in researching your topic. Make a poster related to “the consumer decision-making process”. Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.

### Level 3 (Grades 9-12): Consumer Roadmap

- 918 **Poster on “How to Write a Wrong”** –For grades 9-12; write a complaint letter as outlined in the activities on pp 22-23. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative of your answers to the questions in “Check This Out!” on p. 23 and tell what conclusions you were able to draw from the experience. At the end of the narrative, list the sources of information you used in researching your topic. Make a poster related to “resolving a consumer complaint”. Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.

- 919 Poster on “I Own a Car or Does It Own Me?”** –For grades 9-12; calculate and illustrate the costs of owning a car as outlined in the activities on pp. 28-31. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative of your answers to the questions in “Check This Out!” on pp. 29-30 and tell what conclusions you were able to draw from the experience. At the end of the narrative, list the sources of information you used in researching your topic. Make a poster related to “consumer decision-making in buying a car.” Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.
- 920 Poster on “What Does Real Life Cost?”** –For grades 9-12; identify and illustrate the true costs of living on your own as outlined in the activities on pp. 32-33. Use 20” X 30” foam core board or cardboard, turned in a vertical direction. Write a narrative of your answers to the questions in “Check This Out!” on p. 33 and tell what conclusions you were able to draw from the experience. At the end of the narrative, list the sources of information you used in researching your topic. Make a poster related to “the financial responsibilities of living on your own. Include name, age, and county at top of narrative. The narrative can be handwritten or a computer printout; single or double spaced; on plain white or notebook paper--one to two pages, written/printed on front side only. Place the narrative in a plastic sleeve. Attach the sleeve to the back of the poster with tape or a binder clip.



## **DIVISION 6041 – 4-H LEADERSHIP**

### **4-H LEADERSHIP PROJECT**

- 927 Junior Level 2 pages based on an activity, program or project from the 4-H Leadership Curriculum or program. (ie. Club, activity, project, event)
- 928 Senior Level 4 pages based on an activity, program or project from the 4-H Leadership Curriculum or program. (ie. Club, activity, project, event).

### **DIVISION 6041-C SECRETARY SCRAPBOOK**

- 929 4-H Club Scrapbook – Using pictures and captions tell about your 4-H Clubs year focusing on leadership, communications and community service activities. (No limit on page numbers)





## **DIVISION 6041.1 – 4-H 21<sup>st</sup> Century Skills**

### **Unique Rules or Instructions:**

- a. Create poster on 20" wide x 30" high foam core board or sturdy cardboard (turned in a vertical direction).
- b. The use of pencil on the front of the poster is discouraged.
- c. Judging criteria will be based on theme, poster design (lettering, attractiveness, how well it conveys a message), and narrative.
- d. Information for the class can be found in Kentucky 4-H 21<sup>st</sup> Century Skills for Success curriculum.
- e. Posters that do not include the narrative or do not conform to the topics specified in the class description will not be judged.

925. Senior Division (Grades 9-12): Resume – one page resume using Microsoft Word. See the Kentucky 4-H Workforce Preparation and Career Readiness Curriculum <https://4-h.ca.uky.edu/rg/workforce-prep>

925 A. Junior Division (Grades 4-8):  
In this project for grades 4-8, 4-Hers will interview someone in their community and create a poster showing the results of the interview. The person should work in a field the 4-Her is interested in pursuing. Topics to cover in the interview include: first name of interviewee, position title, responsibilities, experiences, education or training needed, why chosen, challenges, and successes in the position. A one-page narrative describing the process should be attached to the back of the poster.



## **DIVISION 6041.2 – 4-H Civic Engagement/ Service Learning**

### **Unique Rules or Instructions:**

- a. Create poster on 20" wide x 30" high foam core board or sturdy cardboard (turned in a vertical direction).
- b. The use of pencil on the front of the poster is discouraged.
- c. Judging criteria will be based on theme, poster design (lettering, attractiveness, how well it conveys a message), and narrative.
- d. Information for the class can be found in Kentucky 4-H Civic Engagement and Service Curriculum.
- e. Posters that do not include the narrative or do not conform to the topics specified in the class description will not be judged.

### **926 Junior Division Civic Engagement and Service**

In this project for grades 4-8, 4-Hers will interview a Community Worker (Helper) and create a poster showing the results of the interview. Community workers are described as people who work in the community for its overall well-being. Examples of community workers/helpers are plumbers, carpenters, traffic police, doctors, teachers, and safety personnel. Community workers work for the people residing in the community. They solve problems that we experience in daily life.

Poster to include: First name of worker, title, responsibilities, education/training, challenges, and successes, and why they want to help their community. A one-page narrative describing the process should be attached to the back of the poster.

### **926 A Senior Division Civic Engagement and Service**

In this project for grades 9-12, 4-Hers will create a poster showing the process of completing a service project from beginning to end. Service learning is a method through which 4-Hers learn and develop through active participation in thoughtfully organized service that

- o is conducted in and meets the needs of a community;
- o is coordinated with a community service program, and with the community; and
- o helps foster civic responsibility.

Poster to include the project to be completed, why there is a need, what the most effective plan was, the service that was done, and the results of the service project. A one-page narrative describing the process should be attached to the back of the poster.



## Division 6042- Kentucky 4-H Trends

### Upcycling Project

Upcycling is taking something that you are throwing away and making it into something that maintains or improves the quality of the materials. Example: There are coin purses made from sweaters, earrings cut out of vinyl records and an old travel case made into a clock. The designs will be judged on quality, use, and creativity. Entries are limited to one entry per class per county.

1050 Junior Upcycling Project

1051 Senior Upcycling Project

### 4-H Cake/Cupcake Decorating

1. Entry consists of a decorated (Styrofoam) cake.
2. Styrofoam MUST be the base for the decorating. Real cakes will NOT be accepted.
3. Judging is based on decoration only not taste.
4. Exhibit is not limited to a color or design.
5. Refrigeration will NOT be provided.
6. Exhibit must be limited in size to no taller than 24" and no more than ½ sheet board.
7. Cakes may be returned, based on the condition at the end of the fair.
8. 4-H identification cards must be attached to bottom right hand corner of sheet board.

1060 Junior 4-H Cake Decorating (Cake must include the 4-H Clover either in design or decoration)

1061 Senior 4-H Cake Decorating (Cake must include the 4-H Clover either in design or decoration)

1062 Junior General Cake Decorating

1063 Senior General Cake Decorating

1070 Junior 4-H Cup Cake Decorating

1071 Senior 4-H Cup Cake Decorating

1072 Junior General 4-H Cup Cake Decorating

1073 Senior General Cup Cake Decorating



## **Miscellaneous Project(s)**

1. Cloverbud
2. Junior Miscellaneous
3. Senior Miscellaneous
4. Club Scrapbook
5. Club Community Service Project
6. Individual Community Service Project
7. Stream Team Poster
8. Country Ham project drawing (Experience)
9. Junior Country Ham speech
10. Senior Country Ham speech
11. Cloverbud (5-8yr olds) Tabletop Farmers- display board
12. Junior (9-13yr olds) Tabletop Farmers- display board
13. Senior (14-17yr olds) Tabletop Farmers- display board

