

2025 Ramsey County Fair 4-H Information Book!

*GREEN DESIGNATES A CHANGE FOR 2025



4-H FAMILIES

Ramsey County 4-H is excited to be partnering again this year with Washington County 4-H for the fair experience. We can't wait to see all of you and celebrate the achievements of our youth at the Washington County Fair, July 30 - August 3!

Ramsey County Info and Special Circumstances

Washington County Fair - Ramsey County Youth Condensed Judging Schedule:

The following schedule is a condensed version of events and judging relevant to Ramsey County youth at the Washington County Fair. Youth are encouraged to attend all the other wonderful events being held at Washington County Fair, as seen in the full schedule on pages 4-5.

***GREEN DESIGNATES A CHANGE FOR 2025**

SATURDAY, JULY 26

10:00 am - 4:00 pm Judging of all GENERAL exhibits (4-H Building on fairgrounds)

12:30 pm - 4:00 pm Pet Judging (Cloverbuds included) under the old Bingo shelter

TUESDAY, July 29

1:00 - 9:00 pm Rabbits/Poultry Exhibits Accepted (Poultry/Rabbit Barn) **Mandatory Rabbit/Poultry Knowledge Quiz given during check in**

WEDNESDAY, July 30

8-9:30 am Poultry Exhibits accepted (Poultry Barn)

Poultry Exhibitors take Mandatory Knowledge Quiz @ check in

6:00 pm Opening Day Parade

7:00 pm Arts-In Show (Park Pavilion)

THURSDAY, JULY 31

10:30 am Poultry Judging (Judging Tent)

6:00 pm Arts-In Show (Park Pavilion)

7:00 pm Arts-In Show (Park Pavilion)

FRIDAY, AUGUST 1

1:00-3:00 pm 4-H Family Fun Day (4-H Building)

2:00 pm Washington County 4-H Meats Contest (outside of Judging Arena)

6:00 pm Arts-In Show (Park Pavilion)

7:00 pm Arts-In Show (Park Pavilion)

SATURDAY, AUGUST 2

*****11:00 am State Fair Meeting (OPTIONAL - intended for those who have never attended State Fair) – Livestock & General combined @ 4-H building)**

1:30 pm Arts-In Show (Park Pavilion)

2:30 pm Arts-In Show (Park Pavilion)

5:30 pm Market Livestock Auction (Judging Arena)

SUNDAY, AUGUST 3

1:30 pm Arts-In Show (Park Pavilion)

2:00 pm Share the Fun & Performing Arts Winners (Park Pavilion)

2:30 pm Arts-In Show (Park Pavilion)

6:30 pm 4-H Recognition Program (tent across from 4-H building)

8:00 pm General exhibits released, poultry & rabbits

Ramsey County 4-H Extension Staff

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Ramsey County - All Show Judging Dates, Reg Deadlines

Food Revue, Performance Revue, Public Demonstrations at UROC: **June 7** (*Register April 17-May 15*)
Fashion Revue with Washington County: **July 17** (*Register May 15-July 1*)
 Ramsey County 4-H **General Exhibits** at the Washington County Fair: **July 26** (*Register May 15-July 1*)
Dog at the Hennepin County 4-H Dog Show: **July 25-26** (*Register May 15-July 18*)
Horse at the Hennepin County 4-H Horse Show: **August 2nd** (*Register May 15-July 18*)
Rabbit at 4-H Animal Science Day: **June 13** (*Register April 17-May 15*)
Poultry at Washington County Fair: **July 31** (*Register April 17-July 1*)

WASHINGTON COUNTY FAIR 4-H EVENT SCHEDULE

2025 4-H County Fair Schedule

4-H Building is open from 10:00 a.m. - 10:00 p.m. Wednesday, July 30 - August 3

***GREEN DESIGNATES A CHANGE FOR 2025. Some judging dates below do not apply to Ramsey County 4-H - please see page 2 for a Ramsey-only schedule at the fair, and page 3 for a list of Ramsey judging dates.**

SATURDAY, JULY 26

8:00 am - Check in Dog judging (West Pavilion)

10:00 am - 4:00 pm Judging of all GENERAL exhibits (4-H Building on fairgrounds)

12:30 pm - 4:00 pm Pet Judging (Cloverbuds included) under the old Bingo shelter

SUNDAY, JULY 27

8:00 am (check in) Dog Agility (location TBD)

TUESDAY, July 29

Time TBD

Horse Pleasure Show (Main Horse Arena) (This has not been confirmed).

State Horse Show Pleasure Meeting follows Pleasure Show

1:00 - 9:00 pm

Rabbits/Poultry Exhibits Accepted (Poultry/Rabbit Barn) **Mandatory Rabbit/Poultry Knowledge Quiz given during check in**

WEDNESDAY, July 30

8:00 am - ?

Horse Game Show (Main Horse Arena)

State Horse Show Game Meeting follows Game Show

Time TBD

Trail Classes

8-9:30 am

Poultry Exhibits accepted (Poultry Barn)

Poultry Exhibitors take Mandatory Knowledge Quiz @ check in

10:45 am

Cloverbud Rabbit Showmanship (Judging Tent)

11:00 am

Rabbit Judging (Judging Tent)

1:00 pm - 6:00 pm

Demonstration Judging (4-H building)

7:00 pm - 8:00 pm

Arts-In Show (Park Pavilion)

4:00 pm

All Livestock in place (except dairy cattle & goats)

4:00 pm

Sheep & Swine Exhibitors take Mandatory Knowledge Quiz (Ring between Swine & Goat Barn)

4:30 pm

Beef Exhibitors take Mandatory Knowledge Quiz (Ring between Swine & Goat Barn)

6:00 pm

Opening Day Parade

7:00 pm

Arts-In Show (Park Pavilion)

THURSDAY, JULY 31

8:00 am

Swine Judging (Outside Swine barn)

10:30 am

Poultry Judging (Judging Tent)

11:00 am

Dairy Cattle & Goats in place

12:00 pm

Goat ID check in (goat barn)

****1:30 pm**

Sheep Judging (Sheep/Swine Show ring)

****1:30 pm**

Dairy, Dairy Goat, Market Goat Exhibitors take Mandatory Knowledge Quiz (Judging Arena)

****3:00 pm**

Market Goat Judging follow Sheep Show (3:00 pm is approx. time) (Between Swine and Goat Barns)

6:00 pm

Arts-In Show (Park Pavilion)

7:00 pm

Arts-In Show (Park Pavilion)

FRIDAY, AUGUST 1

8:00 am	Dairy Goat Showmanship/Show (Judging Arena)
9:00 am	Beef Judging (Judging Arena)
10:00 am	Rabbit Agility Show (Tent outside Poultry/Rabbit Barn)
1:00-3:00 pm	4-H Family Fun Day (4-H Building)
2:00 pm	Washington County 4-H Meats Contest (outside of Judging Arena)
6:00 pm	Mandatory meeting for all youth selected for Market Livestock Auction (Judging Arena)
6:00 pm	Arts-In Show (Park Pavilion)
7:00 pm	Arts-In Show (Park Pavilion)
7:00 pm	All General State Fair 'trips' must be <u>confirmed and packets picked up</u> at the 4-H office on fairgrounds. Trips will go to the next individual in line if not confirmed by the 7:00 pm deadline! Turn in General Project State Fair packets as you complete them <u>prior to the deadline on Saturday @ 1:00 pm!</u>
7:00 pm	Deadline to return <u>completed</u> State Horse Show packets to 4-H office on fairgrounds.
7:00 pm	Deadline to return <u>completed</u> State Dog Show packets to 4-H office on fairgrounds.
7:00 pm	Arts-In Show (Park Pavilion)

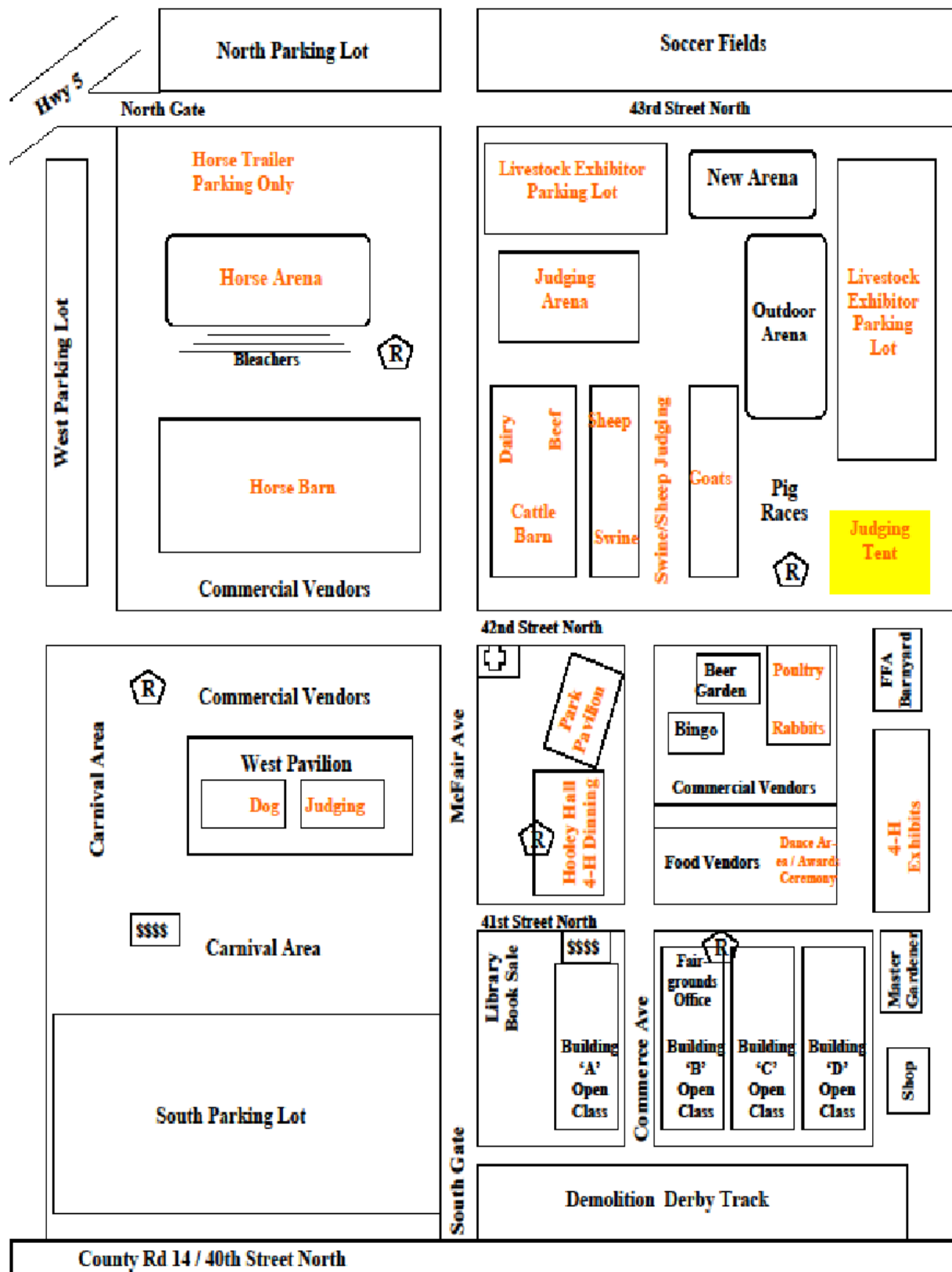
SATURDAY, AUGUST 2

10:00 am	Dairy Cattle Judging (Judging Arena)
10:30 am	Dog Agility Demonstration (West pavilion)
***11:00 am	State Fair Meeting (OPTIONAL - intended for those who have never attended State Fair) – Livestock & General combined @ 4-H building)
1:00 pm	Deadline to returned <u>ALL completed</u> State Fair General <u>packets</u> to 4-H building on the fairgrounds.
1:30 pm	Arts-In Show (Park Pavilion)
2:30 pm	Arts-In Show (Park Pavilion)
5:30 pm	Market Livestock Auction (Judging Arena)

SUNDAY, AUGUST 3

9:00 am	Llama/Alpaca Judging (Judging Arena)
12:00 pm	<u>ALL STATE FAIR livestock trips</u> must be confirmed and <u>completed packets</u> turned into the 4-H office on the fairgrounds.
12:00 pm	Premier Showmanship Contest (outside swine barn)
1:30 pm	Arts-In Show (Park Pavilion)
2:00 pm	Share the Fun & Performing Arts Winners (Park Pavilion)
2:00 pm	State Fair Trip Livestock Specie meetings in respective barns
2:30 pm	Arts-In Show (Park Pavilion)
6:30 pm	4-H Recognition Program (tent across from 4-H building)
7:00 pm	Livestock released (except poultry & rabbits)
8:00 pm	General exhibits released, poultry & rabbits

MAP OF FAIRGROUNDS



- Restrooms
- First Aid—Baby Changing
- Cash Machine
- 4-H related areas

Washington County
Fairgrounds

REGISTERING FOR THE COUNTY FAIR - JULY 1 DEADLINE!

All 4-H exhibits coming to the county fair must be pre-registered into FairEntry no later than Tuesday, July 1 by 11:59 p.m., aside from a few exceptions (see page 3). [You can register in FairEntry after May 15 at this link.](#) (ramseycounty.fairentry.com) ***Registration for Food Revue, Performance Revue, Demonstrations and Rabbit open on April 17 and are due on May 15th, as these events will be hosted earlier in the summer. Directions on how to enter your projects can be found here: [FairEntry Instructions](#)

If you are unable to enter the registration information on FairEntry, please email a description of your entries to: ramsey4h@umn.edu no later than day earlier 11:59 pm on July 1.

***Late entries (received after 11:59 pm on July 1, 2025) will not be eligible for a championship placing (except in Interview and Showmanship), livestock auction participation, premiums, or any participation in a State Show beyond the county level (i.e. State Fair, State Dog Show, State Horse Show, etc.)

Members who enrolled in 4-H after May 15th of the current year may also exhibit at the County Fair for a blue, red or white placing, but no championship, premiums or state trip.

If you plan to enter **Open Class exhibits** at the Washington County Fair (these are not 4-H projects), you will find registration information at: www.washingtoncountyfair.org

ADMISSION TO FAIRGROUNDS

Everyone pays to get into the fairgrounds! Even when you come to volunteer in the Food Stand you will need to pay admission to the fairgrounds. **NO SEASON PASSES WILL BE SOLD AT THE GATES.**

Daily Admission

Ages 8 and over - \$12

Age 7 and under – FREE

NOTE: CASH/CHECK ONLY AT GATES - ATM is available at the gates.

Senior Citizen/Military Appreciation Day

Wednesday, July 30, 2025 Seniors (65 and older), Veterans & Current Military Personnel

Admission - \$5 - 7 AM - 1 PM Only Wednesday, July 30

PARKING IS FREE

ADVANCED SALE TICKETS – purchase before July 30

Pack of 5 Admission Tickets, valid any day of the fair

Ages 8 and over - \$30

Ages 7 and under – Free

Individuals must present ticket to receive a wristband for re-entry as they leave.

4-H Families - Advanced Season tickets (pack of 5) will be available on Saturday, July 26th during General Project Judging in the 4-H Building on the fairgrounds. Please bring correct cash or a check (written to Washington County Ag Society)! Or you may purchase your pre-sale tickets in the Fair Office in Building "B" on Monday, July 28, 9am - 9pm; or Tuesday, July 29, 9am - 9pm.

No Pack of 5 Tickets will be sold once the fair begins.

***NOTE Any vehicle *inside the fairgrounds* must have a hanging parking tag! Tags are mailed to 4-H families who are bringing animals to the fair.

4-H General Exhibit (NON-LIVESTOCK) Entry Day Schedule SATURDAY, JULY 26

General project judging will be held on **Saturday, July 26!**

The following schedule is for **general exhibits** (non-animal and animal educational exhibits) at the county fair. Live animals are judged separately on different days.

General exhibits are judged in the Youth Activities Building on the Washington County Fairgrounds on Saturday, July 26 during the following times;

10:00 am - 12:30 pm	Conference Judging
12:30 pm - 1:00 pm	Judges Lunch break
1:00 pm - 4:00 pm	Conference judging continued
4:00 pm	Conference Judging ends

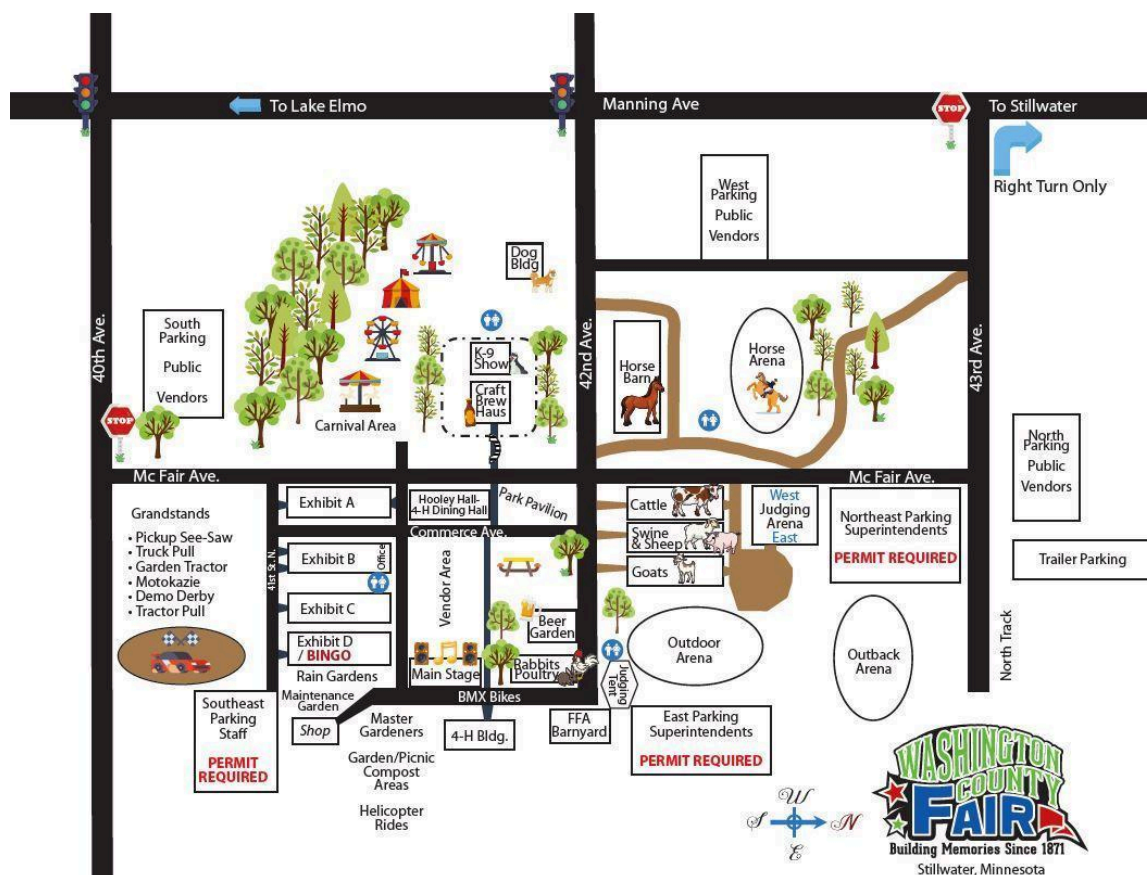
PREMIUM SCHEDULE

For each exhibit that a 4-H'er/club enters at the fair, a specific amount of money will be awarded depending upon the ribbon placing. Premium checks will be sent out after the fair.

PREMIUM PAYMENTS

Grand	\$3.00
Reserve	\$3.00
Blue	\$3.00
Red	\$2.00
White	\$1.00
Cloverbud	\$2.00

*Late entries (after July 1st FairEntry deadline) will not receive premium money.



4-H GENERAL EXHIBIT INFORMATION

4-H EXHIBIT RULES

Minnesota 4-H has a series of policies to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These [statewide policies](https://z.umn.edu/4h-policies) (z.umn.edu/4h-policies) include but are not limited to:

- [Absentee judging of projects](https://z.umn.edu/4h-absentee-judging) (z.umn.edu/4h-absentee-judging)
- [Judging experiences for youth with disabilities or injuries](https://z.umn.edu/4h-judging-experience) (z.umn.edu/4h-judging-experience)
- [Cloverbud Policies and other info regarding age, judging procedures, showing animals, etc...](https://z.umn.edu/4h-policies) (z.umn.edu/4h-policies)
- [Code of Conduct](https://z.umn.edu/4h-policies) (z.umn.edu/4h-policies)
- [Grievance Policy](https://z.umn.edu/4h-policies) (z.umn.edu/4h-policies)
- [IAFE Show Ethics](https://z.umn.edu/IAFE-show-ethics) (z.umn.edu/IAFE-show-ethics)

EXHIBITS

- 1) Youth will be eligible for all show-related premiums, awards, and participation in the state event when exhibition requirements are met and appropriate permissions are granted by 4-H Program Staff. Approved early release is an exception to the rule and becomes a 4-H staff, in partnership with the county fair board, decision based on each situation.
- 2) All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on exhibits entered must be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
- 3) Note - Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
- 4) Poster exhibits may not exceed 22" wide x 28" high. They may be smaller.
- 5) Education/Science Tri-Fold Exhibits for all project areas may not exceed 12" deep x 24" wide x 36" high. (Center back 24" wide x 36" high, right and left wings each 12" wide x 36" high.)
All exhibits will be evaluated by a conference with the judge. Exhibit judging criteria:
 - i) Exhibit quality 25%
 - ii) Educational value 25%
 - iii) Knowledge and ability to explain 50%The decision of the judge is final and may not be appealed.
- 6) Floor space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation, contact the Extension office.
- 7) All exhibits must be labeled with name, club, and county. Other appropriate information for the project (i.e., vegetable varieties) should be included. If the exhibit has multiple pieces, each part needs to be labeled and should indicate 1 of 4, 2 of 4, etc.
- 8) Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.
- 9) Copyright Law and Infringement:
 - a) Copyright is a form of protection given to authors and creators of original work. Original work includes a person's ideas captured in writing or as an image, photograph, song, audio recording, or visual recording.
 - b) All original work – including information found on the web – is subject to copyright protection. The author/creator has exclusive rights to reproduce, distribute, display, perform or make derivative works.
 - c) Before using another person's work as part of your 4-H exhibit, be sure that the work is subject to fair use, has a creative commons license or that you have requested and received permission (in writing) to use the original work. If an exhibit infringes on copyright law, a decision may need to be made to remove the exhibit from display at the county or state fair.
- 10) 4-H members who incorporate AI tools or technologies into their projects should clearly cite the use of these resources. This includes, but is not limited to, AI-generated content, AI-driven data analysis, and AI-based project enhancements. Citation Suggestions: provide the name of the AI tool or technology used; explain how the AI was used in the project; include any relevant references or sources as appropriate.**
- 11) Community Impact Recognition
 - a) Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).

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

HOW TO PREPARE FOR JUDGING

As you work on project activities and prepare exhibits for the fair, remember to **PREPARE YOURSELF** too. Conference judging includes an evaluation of both your exhibit and your learning and knowledge of the project, so prepare for both parts. Here are a few tips:

- ✓ Know what you learned in the project and in preparing the exhibit for the fair.
- ✓ Know why you chose this particular item as your exhibit and how it fits your project.
- ✓ Prepare your exhibit carefully and neatly.
- ✓ Know the cost of the exhibit in time, materials, and effort.
- ✓ Be able to explain what decisions you made, and why, in preparing the exhibit.
- ✓ Be able to explain some of the problems you had in making this exhibit and what you might do differently if you were to do it again.
- ✓ Know what further activities you might be interested in doing in this area.
- ✓ Think about any service performed in connection with your project.
- ✓ Practice explaining your project to a family member or friend.

EVALUATION OF PROJECTS

All evaluations will be made by a conference with the judge. Placing and premium will be determined by the judge on the merit of the exhibit and the knowledge of the project shown by the member. It is an opportunity for the judge to ask questions directly of the member and the member to talk about objectives and problems. Conference judging is designed to be a learning activity for the 4-H member. Parents are asked to be silent observers.

1) Judges will award blue, red, or white ribbon placing regardless of the number of exhibits in the division unless designated otherwise. The number of Court of Honor ribbons awarded will be based on the number of quality exhibits in the class. It is possible that Champion and Reserve Champion awards may not be awarded in a project area also based on the number of quality exhibits in the class. This is up to the judges' discretion.

2) All exhibits will be evaluated by a conference with the judge Project judging criteria:

Exhibit quality 25%

Educational value 25%

Knowledge and ability to explain 50%

Decision of the judge is final and may not be appealed.

3) Cloverbuds will receive a Cloverbud ribbon and participation premium. No Court of Honor ribbons will be distributed.

MEANING OF RIBBON COLOR?

MEANING OF RIBBON COLORS

We use award ribbons to recognize the accomplishments of the 4-H members. Ribbons are awarded using the following standards:

1. **Cloverbuds:** receive 'participation' ribbons
2. **White:** "I've tried, I've learned, but there is room for improvement and more learning, to reach a standard of skills and knowledge appropriate for my age and my years of experience in the project."
3. **Red:** "I've tried, I've learned, and I've achieved a level of skill meeting expectations for my age and years of experience, but still have room to learn and do more."
4. **Blue:** "I've tried, I've learned, and have reached most of my goals in this project. I've exceeded the level of achievement expected of me for my age and years of experience, but there still is room to learn and do more."
5. **Purple/Champion:** "I've tried, I've learned, and succeeded in reaching a high level of achievement. I know that I can still challenge myself to reach even higher levels of knowledge and skills in my project." Only one Grand Champion (Sr &* Jr) and one Reserve Champion (Sr. & Jr.) ribbon are given out per general project area based on judges discretion.

4-H CLUB ACTIVITIES

Clubs planning to register for the Club Activities below must register in FairEntry under a club member (Please name the club in your description). If club leaders want to make sure an entry has been made, please contact Kurtis Hewes at hewes020@umn.edu)

CLUB BANNER

Club Banners will be judged on **Saturday, July 26.**

The club promotional banner serves as a tool to promote the local 4-H club and the county 4-H program and give 4-H'ers an opportunity for artistic expression through advertisement.

Two banners will be selected for the State Fair.

Exhibit Suggestions:

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

Requirements:

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

COMMUNITY PRIDE - Club

Community Pride Projects will be judged on **Saturday, July 26.**

Project Description:

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

Two exhibits will be selected for the State Fair.

Exhibit Suggestions:

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

Requirements:

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

Note: Community Pride participants at State Fair may exhibit another individual project.

CLUB CONTAINER GARDEN

Club containers must be in place by Tuesday, July 29 at the fairgrounds. Please text Kathy at 612-817-7433 with (name, club, location of garden) where your container garden was placed. Judging will take place on Wednesday, July 30.

The purpose of the Container Garden is to develop teamwork and decision making skills as a club and to develop skills in creativity and horticulture. Containers are used to beautify the fairgrounds.



- A club should design a planter/floral display to be entered as a club project in 4-H at the Washington County Fair.
- The theme of the container garden must showcase 4-H and your club through signage.
- The container garden must be large enough to create a highly visible outdoor display and be made of a non-breakable material. Clubs are encouraged to Use recycled materials when creating container displays.
- Plants must be appropriate to be displayed outdoors and in full sun and should be labeled for educational purposes.

Containers will be judged on their color combination, overall health of the plants and attractiveness of the total plant display.

Each club is responsible for the watering and care of their container garden during the County Fair.

Each club is responsible to pick up their exhibit from the fairgrounds at the end of the fair.

WINNERS WILL BE ANNOUNCED AT THE 4-H RECOGNITION PROGRAM SUNDAY EVENING. CASH PRIZES FOR THE WINNERS! 1ST - \$100.00 2ND - \$75.00 3RD - \$50.00 4TH - \$25.00.

JUDGES ASSISTANTS NEEDED

Each year we are in need of Judges Assistants during the fair. The role of the Judges Assistant is to assist the judge in tracking ribbon placings, attaching name cards and helping display projects. Typically the youth should be at least 10 years old to help. Parents, grandparents or friends are welcome to help. This is a great way to listen and learn from a judge in a particular project area. A sign up form will be available as we get closer to the fair!



FOOD STAND HELP NEEDED

Again in 2025, 4-H families will be asked to help in a variety of capacities in the Food Stand during the fair. This is an important fundraiser for our program! Sign-up here: [Food Stand sign up](#)
Clubs will receive financial incentives based on the number of youth and adults that sign up from each club! Extended family and friends can sign up too!



4-H GRADUATE POSTERS

4-H members who will be graduating out of the 4-H program are invited to bring ONE (22" x 28") poster board with pictures of their 4-H memories over the years. The posters will be displayed in the 4-H building during the county fair. Please drop off your completed poster at the 4-H office (on the fairgrounds) Saturday, July 26th (Exhibit Day). Posters will be displayed during the county fair and should be picked up on Sunday evening. We want to show others what you have done and enjoyed during your years in the program!

COUNTY FAIR CHAMPION AWARDS

4-H'ers who are awarded Grand Champion in their project area at the County Fair can receive a champion T-shirt during the County Fair. Be sure to check out the Champion's table located in the 4-H exhibit building for more details on the times you can pick up your shirt and write your thank you! If you'd like to sponsor one of these champion awards for just \$25 access sponsorship information online at: [2025 Champion Sponsorship form](#)

PUBLIC PRESENTATION - DEMONSTRATION DAY

Demonstrations will be evaluated on June 7th during the Hennepin County Food and Fun Day at UROC.

Note changes for 2025 are in green! Livestock demonstrations for rabbits/poultry will be held on June 14th at the Hennepin County 4-H Animal Science Day.

PUBLIC PRESENTATIONS

DEMONSTRATIONS

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

LIVESTOCK DEMONSTRATIONS

- Livestock Demonstration - Individual
- Livestock Demonstration - Team

PRESENTATIONS & SPEECHES

- Presentations & Speeches - Individual
- Presentations & Speeches - Team

INTERACTIVE DEMONSTRATIONS

- Interactive Demonstration - Individual
- Interactive Demonstration - Team

Requirements:

- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
-
- Livestock Demonstrations include: Beef, Dairy, Dairy Goat, Llama - Alpaca, Meat Goat, Poultry, Rabbit, Sheep and Swine and must include a live animal in the demonstration.. Other demonstrations involving animals can be entered under the demonstration category.

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

Exhibit Suggestions:

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

GENERAL 4-H PROJECTS

2025 changes/additions in green

AEROSPACE

Project Description

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

Exhibit Suggestions:

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

Requirements:

-

Requirements:

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

AGRONOMY

See "**Plant Science**" section

BICYCLE

Exhibit Suggestions:

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

CAT

See "**Pets**" section

CHILD & FAMILY DEVELOPMENT

Project Description:

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

Exhibit Suggestions:

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

- Display sharing your experience job shadowing an early childhood education provider, child care provider or another youth worker.
- An educational display with resources available to lower income families (i.e. WIC, Food Shelf, etc).

Requirements:

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

CITIZENSHIP

Exhibit Suggestions:

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

CLOTHING AND TEXTILES

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

Constructed Clothing

Exhibit Suggestions:

- Include an information tag listing: pattern company name and number or inspirational photo for design, fiber content of fabric and care instructions.
- Constructed garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Constructed garment utilizing a fabric or technique new to the exhibitor, such as synthetic suede, active sportswear, micro-fibers, satin, etc.
- Using tailoring techniques to construct a garment
- Wearable art that can be included as part of the constructed garment.
- Educational poster or display on a clothing or textiles subject of your choice. Examples: career in industry, difference in fabric, how fabric is made, evolution of clothing, cost comparison, clothing selection, care of fabric, etc
- Garment mended, repaired or recycled, with color photo of original garment and explanation of steps used.

Upcycled Clothing

Exhibit Suggestions:

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

Requirements:

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

Purchased Clothing

Exhibit Suggestions:

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

Requirements:

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

Sewn Non-Garment

Exhibit Suggestions:

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

Requirements:

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

Fashion Revue Constructed Clothing - Judged

Fashion Revue Purchased Clothing

Fashion Revue Upcycled Clothing

Fashion Revue Constructed or Purchased or Upcycled Exhibit Suggestions:

- Judging is on the overall completed look which includes the outfit, accessories and overall appearance

Fashion Revue Constructed or Purchased or Upcycled Requirements:

- Participants may model any clothing they have constructed, purchased or upcycled as a part of their 4-H clothing project.
- Garments are required to be modeled during conference judging and fashion show.

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

CLOVERBUDS

Cloverbuds are limited to no more than 3 exhibits. The 3 exhibits do not include; Pet Judging, Demonstration, Food Revue, Fashion Revue or an animal science project (see below).

Cloverbuds will be allowed to enter into non-competitive animal classes including; rabbit, poultry, and horse. See page 39 for Cloverbuds rules!

Cloverbuds must register their projects in FairEntry. This includes any animal class a Cloverbud may be entering (see classes below). In Fair Entry you will need to indicate if the Cloverbud will be bringing their own animal (which would require a stall, pen or cage) or if you have talked to another 4-H'er and will be using their animal.

Cloverbuds Classes:

Poultry
Rabbit
Dog
Horse - Barrels
Horse - Western Pleasure
Horse - Horse Showmanship

Cloverbud

Exhibit Suggestions:

- We encourage cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what would be required of their project when they reach 3rd grade. (e.g. Photography- pictures require a mat and cannot be framed, recipe card with food project)
 - General exhibits could include: 3 cut flowers in a vase, a potted plant, vegetable or fruit art, a nutritious food snack (include a recipe card), a simple item you made for your home like a pillow, placemat, decoration, etc., rock collection, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of. (Think about how your exhibit will be

displayed at the fair, review the general project requirements within the specific project area for ideas for displaying or hanging your exhibits, poster or display sizes, etc.)

- Animal Science posters could include how you care for your animal, animal breeds, fun things your animal can do, what your animal eats, etc.

Requirement:

- Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
- Cloverbud general exhibits can be made at home, at a 4-H or non 4-H meeting or event.
- Cloverbud animal science areas include live animals or posters in the following Beef, Dairy, Goat, Horse, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the MN 4-H Cloverbud policy that requires a responsible adult or older youth to handle the animal. This includes pet and livestock projects (see page 43 for rules).
- Review the Cloverbud Information Sheet to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies.

There are no State Fair trips in this division.

COMPUTER

See “Technology” section

CONSUMER EDUCATION & MONEY MANAGEMENT

Project Description:

Share what you’ve learned about being a good consumer as you explore smart shopping, income and expenses, saving money, credit, and needs vs. wants.

Exhibit Suggestions:

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

CRAFTS & FINE ARTS

CRAFTS

Exhibit Suggestions:

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

Requirement:

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

FINE ARTS

Exhibit Suggestions:

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

Requirements:

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

CREATIVE WRITING Exhibits must be brought to the 4-H Office no later than Tuesday, July 22! A judge will evaluate the Writing prior to county fair. Exhibitors will meet with a judge on General Project Judging Day, July 26th.

Project Description:

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

Exhibit Suggestions:

- Series of original poems.

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

Requirements:

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

CROP SCIENCES

CORN

See "**Plant Science**" section

SMALL GRAINS & LEGUMES

See "**Plant Science**" section

DOG

See "**Pets**" section

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

ELECTRICITY

See "**Mechanical Science**" section

ENGINEERING DESIGN

Project Description:

Engineering design projects **are the creation, building, or tackling of solutions. Key to these projects is employing the engineering design process to effectively develop solutions.**

Exhibit Suggestions:

- Using everyday items to build a simple machine to complete a simple task
- Using everyday items to create a product to solve a real-life situation
- **Explore Engineering Design by using LEGO bricks to build and test creative solutions to real-world challenges or buildings**
- Engineering a bridge – using everyday items to create a bridge to sustain 5 pounds of weight
- **Engineering an amusement park ride - Use KNEX or other materials to design and build an amusement park ride**
- Engineering a catapult/trebuchet – use everyday items to create a machine to launch a marshmallow a minimum of 3 feet
- Engineer a wind turbine to solve a problem (for example: using wind energy to lift a bucket)
- **Explore careers in this project area and explain why they interest you**

Requirements:

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

ENGINEERING DESIGN CHALLENGE LEVEL 1 & 2

Engineering Design Challenge Team Member:

Level 1 - grades 3 -8 (suggested)

Level 2 grades 7 - 12 (suggested)

All members of the team must register to participate

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

Exhibit Suggestions:

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

Requirements:

- Please refer to the [Engineering Design Challenge Level 1 and 2 Handbooks](http://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details.
- **Team size: 2 to 9 members**

- The machine must complete a minimum of 10 steps
- The machine must operate in 2 minutes or less
- **Machine size is 36 inches by 36 inches (standard card table)**
- Describe how an engineering design process was used to complete the project.
- Provide a journal record illustrating the process of completing the project.
- **Teams advancing to the State Fair will need to submit a video prior to attending the State Fair.**

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

ROBOTICS

See "Technology" section

ENTOMOLOGY

See "Natural Resources" section

EXPLORING ANIMALS

Project Description:

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

Exhibit Suggestions:

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

Requirements:

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

EXPLORING THE ENVIRONMENT/ENVIRONMENTAL SCIENCE

See "Natural Resources" section

FISHING SPORTS

Exhibit Suggestions:

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

Requirements:

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

FLOWER GARDENING

See "Horticulture" section

FOODS AND NUTRITION

FOODS

Exhibit Suggestions:

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

Requirements:

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

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

NUTRITION

Exhibit Suggestions:

- One serving of nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include 8½ x 11 poster showing nutritional value, recipe, and a photo of the food.
- Study of nutrients needed for yourself or someone else, using the dietary guidelines and MyPlate.
- Make a food or fitness plan for yourself or someone else and show how it relates to nutritional and energy needs. (Example: an athlete on a volleyball team, a teen who doesn't have a lot of time).
- Adapt a recipe(s) to show healthier ingredient choices.
- Study of how physical fitness and/or food choices are related to disease (such as: cancer, heart disease, osteoporosis, diabetes, etc.).
- Study of labels from similar food items, comparing important nutrient content like fat, fiber, and sugar.
- Explore nutrition-related careers

FOOD PRESERVATION

Exhibit suggestions:

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

Requirements:

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

FOOD REVUE (Judged June 7 at UROC with Hennepin County, fair entry closes May 15th)

If you participate in this event held June 7th, register it in FairEntry for premium money only. Food Revue projects from June are not brought to the county fair. Pictures will be displayed from the event.

Exhibit suggestions:

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

Requirement:

- The display must be no larger than 30" square.
- Food Revue will be judged on food and nutritional knowledge, menu design/theme, table setting design, and cost information.
- Must include binder, which includes: Cover page, menu, cost, nutritional information, picture of place setting, picture of food, and one or more pictures of you in action preparing your meal. May also include a small poster of the menu, photo of exhibit, etc.
- Note: the judge may or may not taste the food.

FOREST RESOURCES

See "Natural Resources" section

FRUIT

See "Vegetable, Fruit and Herb Gardening" section

FRUIT, VEGETABLE & HERB GARDENING

See "Vegetable, Fruit and Herb Gardening" section

GEOLOGY

See "Natural Resources" section

GLOBAL CONNECTIONS

Project Description:

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

Exhibit Suggestions:

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

- Culture and traditions
- Food and cuisine
- Language

HEALTH & WELLNESS

Exhibit Suggestions:

- Research and report on a health issue of your choice.
- Report on a community service project that you conducted or volunteered with that relates to a health issue or addresses a community need.
 - Include objectives, audience, timetable, program description, materials, community support and evaluation.
 - Examples might include food distribution centers, homeless shelters, vaccine clinics, blood drives, community run/walk events such as a 5K,
 - Share the results of a service project you conducted in your community to address a health-related need.
 - Make a personal connection with an organization or group working to address health disparities or health inequities in your community (for example, availability and access to safe and affordable housing).
- Conduct a community health assessment for your county, tribe, city or school. What are they doing well to support people's wellbeing? What challenges have arisen? What solutions are they offering to support the community? What will you do now that you have this information?
- Research resources that are available to you in your community. Does this provide information useful to you or your peer group? What did you learn and do with the information?
- Organize a peer support group, conference, a seminar, a workshop, or a chemical-free party. What is your goal in creating this group?
- Promote health through campaigns, activities, and events centered on specific health issues.
 - Create a health day/week at school or arrange a health topic at your 4-H club meeting.
 - In collaboration with others (school, peers, etc.) develop an "anti-bullying" campaign to address Social Media Health.
- Create a Day in the Life Timeline to identify how you spend your day -
 - Where can you set goals to include more healthy practices such as mindfulness, fitness, movement, more fruits or vegetables, etc.?
 - Share some ways you incorporate self-care and/or mindfulness practices into your daily routines.
 - How do you manage schedules/Stress Management?
 - What steps do you take to ensure you are nourishing your body throughout the day?
- Create a video or musical production addressing a cause that's connected to health and wellness.
- Design a model of the human skeleton and label the bones or learn about other organs and systems of the human body
- How does fitness, motion, or athletics fit into a healthy lifestyle for you
- Careers in the health science industry

HOME ENVIRONMENT

Exhibit Suggestions:

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

Requirements:

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

HORTICULTURE

FLOWER GARDENING

Exhibit Suggestions:

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

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

Requirements:

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

INDOOR GARDENING

Exhibit Suggestions:

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

Requirements:

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

LANDSCAPE DESIGN

Exhibit Suggestions:

- A 3D model of a landscaping design (24x36 inches)
- A binder detailing the exhibit with photos, design, budget, key explaining certain pieces in the design, etc..
- A colored design of the layout with colors. Adding explanation of why certain colored plants and what they add to the design.
- Using a computer and designing landscaping, garden areas or new treeline development.
- A display about turf management of golf courses vs baseball fields and why certain types of grasses are used.
- Types of turf grasses for home use.
- Creating a landscape project for a nursing home, hospital or other places with people in care. Using plants or bird feeders for patient comfort.
- Discussion options of either annual or perennial plants used.
- Pollinator gardens

Requirements:

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

INDOOR GARDENING

See "Horticulture" section

INDUSTRIAL TECHNOLOGY

METAL WORK

Exhibit Suggestions:

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

WOODWORKING

Exhibit Suggestions:

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

Requirements:

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

LAWN AND LANDSCAPE DESIGN

See "Horticulture" section

MECHANICAL SCIENCE

Project Description:

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

Exhibit Suggestions:

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

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

Requirements:

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

NATURAL RESOURCES

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

ENTOMOLOGY

Exhibit Suggestions:

- Projects can include but is not limited to life history displays (e.g. insect life cycle, honey production process, etc), scientific investigation (e.g. insect habitats or effects of environment factors on insects), insects in current events (e.g. pollinators, butterfly tagging, invasive species, protected or declining species), insects in our ecosystem (food source, roles in food production, behaviors, health or disease, etc)
- Live projects (e.g. bee or ant colony)
- Utilize the scientific method to learn about insects. Remember to introduce the subject, describing the process (materials and method), predicting an outcome, stating the results, and discussing any conclusions. Get involved and share what you learned through citizen science projects.
- Collections- cases can be purchased through a variety of vendors or homemade.

- Specialty insect collection can include but is not limited to a collection of a single order (e.g. Coleoptera or Lepidoptera), a collection of immature insects, a collection of insects from a particular habitat (e.g. aquatic, forest, or prairie) or a collection of economic pests of a specific crop (e.g. insects attacking corn).
- General collection- starter collection should have 10-20 insects, goal is to get to 50 species of adult insects representing at least 8 orders. Each year add or replace insects. A full 50 species case would be approximately 19" x 16.5" x 3" to 24" x 18" x 3".

Requirements:

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

EXPLORING THE ENVIRONMENT/ENVIRONMENTAL SCIENCE

Project Description:

Share what you've learned about the relationships and interactions of plants, animals, humans, and their ecosystems through the specific challenges they face and/or solutions they offer.

Exhibit Suggestions:

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

Requirement:

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

FOREST RESOURCES

Exhibit Suggestions:

- Identify the parts of a tree and what they do with a poster or collection of leaves, seeds, needles, etc.
- Display showing tree growth; annual ring cross-sections; make a seed collection.
- Prepare a report with drawings about your favorite tree--include name of tree, drawings or pictures of tree, facts and uses of the tree, and other appropriate information.
- Display showing layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; nutrient road maps.
- Display on forest ecosystem health such as succession; tree and forest measurements; fire's effect on the forest; how trees grow; forest types; harvesting methods; pathology of the forest, invasive species, human impacts on the forest.

- Photographic display or report on forest products or industries, including maple syrup production; wood products; Christmas trees or others (recreation, wildlife, etc.).
- Display on woodland management such as policies created by the U.S. Forest Service or specialized design including shelterbelts/windbreaks and urban forestry.
- A video or display about the human health benefits from trees, and what role trees play in global ecology.
- Organize or take part in a mass tree planting and calculate the amount of carbon that will be offset
- Explore the history of forestry through the lens of indigenous practices or the effects of treaties. How have these relationships impacted people and landscapes?

Requirements:

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

GEOLOGY

Exhibit Suggestions:

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

WATER RESOURCES

Exhibit Suggestions:

- Demonstrate water's unique chemical/physical properties, such as how heat and salt affect water density or how a wetland ecosystem changes throughout the seasons
- Project showing how water is necessary for life, such as a display on water/wetland ecosystem services like filtration or nutrient cycles from plants
- Share how water connects earth systems like a poster displaying your local water cycle or watershed
- Research your local water body's thermoclines or nutrient cycles
- Display on how water is used by people, such as:
 - A record tracking your family's water footprint at home, or
 - A model showing stormwater runoff, or
 - A map showcasing water accessibility or insecurity in a specific region of the world
- Exhibit detailing water/wetland resource management measures like erosion control practices, and terraces, or a map of local, regional, state, or global water bodies and water quality.

Requirement:

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

NEEDLE ARTS

Exhibit suggestions:

- Any item made by the member using the techniques of knitting, crocheting, embroidery and crewel, counted cross stitch, needlepoint, hardanger, weaving, appliqué, latch hook, tatting, hand embellishments, felting, hand embroidery.
- Consumer Product Analysis: Comparison and evaluation of materials, supplies, or accessories used for a needle arts technique.
- Poster or display showing how needlework product is or could be priced, advertised and marketed.
- Poster or display comparing different techniques of a particular needle art (ex. different felting techniques, different stitches).
- Poster or display showing how to care for your project supplies (ex. storing, organizing, cleaning).
- Historical/Cultural Study: Story, poster, or display about a needle arts heirloom from your family or local history museum. Exhibit must include information about how item should be preserved.

Requirements:

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

PERFORMING ARTS

Performing Arts projects are judged at **Food and Fun Day on June 7th with Hennepin County at UROC**. Enter into FairEntry for premium money only.

Requirements:

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

PERFORMANCE BASED

Exhibit Suggestions:

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

Requirements:

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

NON-PERFORMANCE BASED

Exhibit Suggestions:

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

Requirements:

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

PETS (No State Fair Trip)

-Animals not falling into market or breeding classes for 4-H can be entered into the Pet Show. *****Pet Judging will be held on Saturday, July 26 (General Project Judging Day) from 12:30 p.m. - 4:00 pm - under the old Bingo area across from Hooley Hall**). Pets will be judged first come for serve. Animals come for Pet Judging only, they do not stay on the fairgrounds.

CATS

Exhibit Suggestions:

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

DOGS

Exhibit Suggestions:

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

PETS

Exhibit Suggestions:

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

PHOTOGRAPHY

Limited to no more than 2 exhibits per category.

Requirements for BOTH Elements of Photography and Photo Manipulation:

- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year
- The exhibitor's name, club, county and exhibit class should be clearly printed on the back of the exhibit.
- Unaltered 4"x6" photos must be attached to the back of any exhibit
- For safety, picture frames or glass are not allowed
- Exhibits with multiple photos should use 4"x6" prints - multiple photos should be displayed on a board (see below for board information)
- Enlarged photos should be 5"x7" or 8"x10"

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

Equipment:

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

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

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

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

[State Fair photos, examples of Photo Manipulation](#)

ELEMENTS OF PHOTOGRAPHY (limited to no more than 2 exhibits)

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

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

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

Exhibit Suggestions:

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

PHOTO MANIPULATION (limited to no more than 2 exhibits)

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

- layering
- all digital filters (except black and white)

- creative coloring
- removing or adding objects
- text additions
- etc.

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

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

Please view the "[Introduction to Photo Manipulation](#)" slideshow for specific examples and explanations.

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

Exhibit Suggestions:

1. Composite Photo: Multiple images combined into one image
 1. Panoramas (overlapping areas of several photos and stitching them together in post-production)
 2. the same person in multiple places within the photo
 3. replacing the sky
2. Single Source Image Manipulation
 - acne removal, eye enhancement, teeth whitening, etc.
 - selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
 - apply digital filters (other than black and white)
 - removing distractions in the background, etc.
3. Photo Series:
 - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc.
4. Enlarged Photo:
 - Show a 5"x7" or 8"x10" print that has been digitally enhanced and illustrates software skills. An unaltered 4 x6" print must be attached to the back of the exhibit.
5. Publications:
 - Show calendars, brochures, posters that are created using computer software
6. Photo Novelties:
 - Display mugs, puzzles, blankets, or other media on which photos have been printed
7. Slide Show:
 - Make a compilation of photos with titles, voice-over or background music. For judging, exhibitors can show their exhibit on a 14" x 22" poster board, computer or tablet.

PROJECT RECORDS

4-H members are encouraged to keep Project Records (forms can be found on the Washington County 4-H website under Washington County 4-H resources). Project Records are completed for individual projects. Record keeping is a life skill. By completing 4-H Project Records, members can reflect on what they have learned, the costs associated with their project, challenges, and successes. Records are judged on July 26th with the General Projects. Pictures are encouraged to help tell your story.

PLANT SCIENCE

AGRICULTURAL TECHNOLOGY

Exhibit Suggestions:

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

CORN

Exhibit Suggestions:

- A jar or clear container (equalling 8 cups) of shelled corn.
- A display of ears of dent corn, consisting of 6-10 ears of corn of the same variety.
- A bundle of corn stalks, consisting of stalks of the same variety.
- An educational display illustrating corn's plant reproduction, different types of corn, plant growth factors, plant characteristics, plant part identification, growing and using plants, plant growth and food production, examples of a plant disease, etc.

- A display using a 4-H project kit (a corn stalk growing out of a five-gallon pail).
- **Tallest Stalk of Field Corn**

Requirements:

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

FORAGES

Exhibit Suggestions:

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

Requirements:

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

PLANT AND SOIL SCIENCE

Exhibit Suggestions:

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

SMALL GRAINS

Exhibit Suggestions:

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

Requirements:

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

SOYBEANS

Exhibit Suggestions:

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

Requirements:

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

SPECIALTY CROPS

Exhibit Suggestions:

- An adequate sample of a specialty crop such as sugar beets, edible beans, black beans, kidney beans, **field-produced** sweet corn, peas, carrots, potatoes, popcorn, etc. Dried products should be in a jar or clear container (equalling 8 cups); fresh products on a plate or flat box.

- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of a specialty crop.
- **Tallest Sunflower (bring exhibit of your tallest sunflower stalk with a sunflower head on it).**

Requirements:

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

WEEDS & PESTS

Exhibit Suggestions:

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

PLASTIC SCULPTURE CHALLENGE

Project Description:

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

Exhibit Suggestions:

- Suggested materials to attach items together: zip ties, string, rubber bands, art materials, colorful duct tape, or electrical tape. Strong adhesives (such as E6000 and Gorilla Glue) need to be used in a well-ventilated area with adult supervision. Safety note: melting plastic gives off toxic fumes. If using a glue gun, it is recommended to use a cool, "low temp" glue gun.
- Depending on the size and weight of your sculpture, you might consider adding wheels that lock in place or handles to your sculpture so it is easy to move.

Requirements:

- Exhibits can be created by individuals or teams.
- 4-H'ers of all ages are invited to explore the plastics issue and create an art sculpture with found plastics.
- If a base is needed, it should be made out of thin wood, plywood, fiberboard, or similar material.
- Sculptures can be any size with a maximum size of: 3 ft. wide x 3 ft. long x 6 ft. tall.
- Must be made of clean (washed) plastics
- Must be multidimensional. Sculptures can be free-standing or should be ready for hanging for display (e.g. wires or hooks for hanging, on a sturdy, movable base, etc.).
- If you are unsure about any of these Guidelines, please consult your 4-H Extension Educator.
- Sculptures **must** include an Artist Statement (50 words or less) with:
 - Name(s) of Artists
 - Title of your sculpture
 - A statement about what you created and why
 - What materials you used.
 - What you learned and how will it change your use of single-use plastics
 - How others can reduce their use of single-use plastics

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

POTATOES

See "Vegetable, Fruit and Herb Gardening" section

QUILTING

Project Description:

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

Exhibit Suggestions:

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

Requirement:

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

SAFETY

Exhibit Suggestions:

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

Requirement:

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

SCIENCE INQUIRY

Project Description:

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

Exhibit Suggestions:

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

Requirements:

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

SELF-DETERMINED

Project Description:

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

Exhibit Suggestions:

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

Requirements:

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

SHOOTING SPORTS

Exhibit Suggestions:

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

Requirements:

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

SHOP

See "Industrial Technology" section

SMALL ENGINES

See "Mechanical Science" section

TECHNOLOGY

Note: Includes Aquatic Robotics, Computer & Robotics exhibits.

Project Description:

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

Exhibit Suggestions:

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

Requirements:

- Include description, images/photos needed to assist with verbal or written description
- Description(s) can be verbal or written

- Computers, smartphones, tablets, etc. can be used during the judging process

TRACTOR

See "Mechanical Science" section

VEGETABLE, FRUIT AND HERB GARDENING

FRUIT

Exhibit Suggestions:

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

Requirements:

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

HERB GARDENING

Exhibit Suggestions:

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

POTATOES

Exhibit Suggestions:

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

Requirements:

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

VEGETABLE GARDENING BOX

Clarification - Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions:

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

Requirements:

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

VEGETABLE PLATE

Clarification - Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions:

- On a disposable plate, display an example of ONE vegetable variety.
- Examples of individual variety on a plate include:

- Large-sized vegetable specimen: 1 sample (cabbage, squash, melon, pumpkin, cauliflower, etc.)
- Medium-sized vegetable specimen: 3 of each specimen (tomatoes, potatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, asparagus, etc.)
- Small sized vegetable specimen: 6- 12 of each specimen (green beans, peas, cherry tomatoes, jalapenos, lima beans, etc.)

Requirements:

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

VEGETABLE CONTAINER GARDEN EXHIBIT

Exhibit Suggestions:

- **Showcase your gardening skills by growing a thriving Vegetable Container Garden. This exhibit challenges 4-H'ers to design and maintain a productive garden in a container, perfect for small spaces.**

Requirements:

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

LARGEST VEGETABLE

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

Exhibit Options:

- Squash
- Cabbage
- Pumpkin
- Melons

Requirements:

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

VEGETABLE GARDENING

See "Vegetable, Fruit and Herb Gardening" section

VETERINARY SCIENCE

Project Description:

Share what you've learned during an in-depth exploration around veterinary science topics.

Exhibit Suggestions:

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

VIDEO / FILMMAKING

Video/Filmmaking

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

Requirements:

- It is encouraged that when developing a 4-H video/filmmaking exhibit, members will develop skills beyond the classroom.
- It is recommended that the video/filmmaking exhibit be 3-5 minutes and no longer than 10 minutes.
- All video/filmmaking exhibits must be made by the exhibitor OR by a production team of which the exhibitor must be a member
- The exhibitor's name, grade, and club must be clearly printed on all exhibit pieces.

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

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

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

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

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

Exhibit Suggestions:

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

WATER/WETLANDS/WATER RESOURCES

See "Natural Resources" section

WILDLIFE BIOLOGY & MANAGEMENT

Project Description:

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

Exhibit Suggestions:

- Develop a wildlife management plan--show practices related to land use and forest management for wildlife such as controlled burns, logging, planting, etc.
- Explore basic concepts of Wildlife Management (waterfowl wingboards, birdhouse trails, carrying capacity, game animal habitat requirements, history of game management, etc).
- Explain some factors that threaten or endanger animal species such as urbanization, climate change, or habitat loss. Or explore a species that went extinct and why it happened.
- Build a bird or bat house, nesting structure, hibernaculum, animal shelter or feeder and explain the history of artificial shelter structures how it can benefit a species.
- Display a collection of identified wildlife scat (droppings), skulls or skins. How do they differ? Why?
- Show how wildlife can be classified into herbivores, carnivores or omnivores using skull diagrams

- Write a wildlife landscape habitat plan
- Report on animal adaptations, such as animal camouflage. How do adaptations of plants and animals match the environment they live in?
- Make a display that details a food chain/web of a particular habitat.
- Explain the life cycle of your favorite wild animal in a video, poster or display.
- Shadow or volunteer at a nature center or park and share your experience using a journal, video, or display. Learn about rules and policies in place to protect or manage certain species of wildlife.
- Identify, mount and label a book of plants native to a certain region
- Make a display of animal signs, animal tracks, homes or foods
- Do a bird study, including beak type, wings, feet, song, feeding patterns, etc.
- Make a collection of wildflowers growing near where you live or a place you visit

Requirements:

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

YOUTH LEADERSHIP

Project Description:

Youth Leadership is a project area that requires the member to discover their skills and then develop those skills and share them with others. This might happen individually or with a group.

Members exhibiting in this project should be prepared to discuss and/or have written information about what they learned about their ability to lead a project. Members should share how they've built an understanding of self, developed skills, learned how to work with others, overcome obstacles or adjusted goals, developed understanding of making decisions, and/or managed and or worked in groups.

Exhibit Suggestions:

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

4-H ANIMAL SCIENCE RULES & INFO

Learn how to raise, feed, care for, judge, train and show different species of animals, or explore careers working with animals! For some species, animals may be owned or leased, so you can do a project even if you don't have your own animal.

Ramsey County is partnering with Hennepin County 4-H and Washington County 4-H for our animal categories in 2025. Animal science & livestock shows take place at independent events between June and August:

Species	Event	Date
Dog	Hennepin County 4-H Dog Show	Friday and Saturday, July 25-26
Horse	Hennepin County 4-H Horse Show	Saturday, August 2nd
Poultry	Washington County Fair	Thursday July 31
Rabbit	4-H Animal Science Day	Saturday June 14th

For species that are not supported by a local 4-H adult leadership (including, llama, beef, swine, dairy cattle, sheep, dairy goats, meat goats), Please contact Kurtis Hewes hewes020@umn.edu to connect to a variety of showcase options in neighboring 4-H programs.

Important Resources

- [Animal Science Updates for 2025](#)
- [4-H animal ID requirements and processes](#)
- [Animal science show requirements sheet for all species](#) (2025)
- [Forgot your Premises ID?](#)
- [Register your Premises](#)
- [Cloverbuds and animals](#)
- [Leasing a 4-H animal](#)

SCIENCE OF ANIMALS EDUCATIONAL EXHIBITS

Explore in-depth the many dimensions of the livestock industry. Focus on one livestock species and one topic to learn about and create an educational display or constructed item that exhibits what you learned! No live animal is shown in this type of exhibit.

Note: State Fair trips will be available. Exhibits will be judged during Livestock Encampment and 4-H'ers may exhibit both an animal (if awarded a trip from the county show) and a Science of Animal Educational Exhibit.

Note: Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

[Science of Animals Judging Sheet \(https://z.umn.edu/SOAJudgesRubric\)](https://z.umn.edu/SOAJudgesRubric)

Eligible Science of Animals Topic Areas:

- Health
- Breeding
- Production
- Zoonotics
- Other

Eligible Species for Study:

Eligible Species for all topic areas include Poultry and Rabbit.

Exhibit Suggestions:

- Items constructed such as feeding systems or show equipment
- Science and educational exhibits focusing on one of the four divisions listed above.
- These projects may be enhanced with 3-dimensional displays, posters or notebooks.
- Information is accurate, up-to-date, and properly cited

ANIMAL SCIENCE CLASSES

DOG at the Hennepin County 4-H Dog Show

- Starting May 15th, register your Dog projects.
Registration closes on Friday, July 18th for dog classes.
- 4-H'ers - 3rd grade and up are eligible for county and state dog show.
- A dog may be shown in the dog show or the pet show, not both.
- 4-H'ers shall exhibit in the classes corresponding to the level of training they and their dog have received.
- Additional information, class requirements, and rules/regulations can be found in the Minnesota 4-H Agility, Obedience, Rally and Showmanship rules and guidelines (four separate publications) available on the [MN 4-H dog project website](https://z.umn.edu/mn4hdogproject) (z.umn.edu/mn4hdogproject).
- All dogs must be vaccinated according to the requirements listed on the MN 4-H Dog Project ID Affidavit and Vaccination Form.

Agility

Race your dog through an obstacle course. You'll score points for accuracy and speed.

Agility Classes

- Limited Agility
- Pre-Agility
- Agility Beginner
- Agility Elementary
- Agility Intermediate
- Agility Senior
- Agility Advanced
- Limited Jumpers
- Jumpers I
- Jumpers II
- Jumpers III

Resources

- [Agility training videos](#)
- [Dog Agility Rules & Guidelines book](#)
- [Dog Agility Rules & Guidelines amendments](#)
- [Agility classes release form](#)
- [A Brief History of Dog Agility](#)

Agility Score Sheets

Updated 2023

- [Option 1 \(Printable PDF Option 1\)](#)
- [Option 2 \(Printable PDF Option 2\)](#)
- [Option 3 \(Printable PDF Option 3\)](#)

Rally

Rally is a sport that combines the fast pace of Agility with the exercises of Obedience

Rally Classes

- Rally Foundation
- Rally Beginner
- Rally Novice
- Rally Graduate Novice
- Rally Intermediate
- Rally Advanced
- Rally Pre-Excellent
- Rally Excellent
- Rally Pre-Master
- Rally Master
- Rally Veterans

Resources

- [Short videos rally training](#)
- [Rally Obedience Rules & Guidelines book](#)
- [Printable PDF Rally signs](#)

Rally Score Sheets

Updated 2024

- [Option 1 \(Printable PDF Option 1\)](#)
- [Option 2 \(Printable PDF Option 2\)](#)
- [Option 3 \(Printable PDF Option 3\)](#)

Obedience

In this competition, show judges that you can control your dog's movements.

Obedience Classes

- Obedience Foundation
- Obedience Beginner
- Obedience Graduate Beginner
- Obedience Novice
- Obedience Graduate Novice
- Obedience Pre-Open
- Obedience Open
- Obedience Graduate Open
- Obedience Pre-Utility
- Obedience Utility
- Obedience Veterans
- Obedience Brace
- Obedience 4 Dog Team

Resources

- [Short videos about obedience training](#)
- [Dog obedience how-to guide](#)
- [Dog Obedience Rules & Guidelines book](#)
- [Dog Obedience Rules & Guidelines addendum](#)

Obedience Score sheets

- [Foundation \(Printable PDF\)](#)
- [Beginner \(Printable PDF\)](#)
- [Graduate beginner \(Printable PDF\)](#)
- [Novice \(Printable PDF\)](#)
- [Graduate novice \(Printable PDF\)](#)
- [Pre-open \(Printable PDF\)](#)
- [Open \(Printable PDF\)](#)
- [Graduate open \(Printable PDF\)](#)
- [Pre-utility \(Printable PDF\)](#)
- [Utility \(Printable PDF\)](#)
- [Veterans \(Printable PDF\)](#)
- [Brace \(Printable PDF\)](#)
- [Four-dog team \(Printable PDF\)](#)
- [Long sit & long down \(Printable PDF\)](#)

Showmanship

[Showmanship](#) is about the person handling the animal; presenting and showing the animal to the best of a person's ability.

This is exemplified by a handler working as a team with his or her dog, so the dog is stacked, alert, and under control, while at the same time the 4-H'er appears confident and in control. Showmanship allows 4-H members to learn about their breed of dog, general dog knowledge, and general grooming responsibilities.

Showmanship Classes

- Showmanship Novice
- Showmanship Open
- Showmanship Excellent

Resources

- [Showmanship Rule Book \(2021\)](#)
- [Showmanship Guidelines \(2022\)](#)

Showmanship Score Sheets

- [Option 1 \(Printable PDF Option 1\)](#)
- [Option 2 \(Printable PDF Option 2\)](#)
- [Option 3 \(Printable PDF Option 3\)](#)
- [Option 4 \(Printable PDF Option 4\)](#)

Interview

- Dog interview
 - [Dog Interview Judging Sheet, Junior Level](#) (z.umn.edu/AniSciJuniorEval)
 - [Dog Interview Judging Sheet, Senior Level](#) (z.umn.edu/AniSciSeniorEval)

Cloverbud Dog

- Cloverbud Dog
- Dog Cloverbud Poster

HORSE WITH HENNEPIN COUNTY

Starting May 15, register your 4-H Horse project(s).

- Animal ID and Livestock Quality Assurance Trainings are due on Thursday, May 15th.
- **Registration in FairEntry closes on Friday, July 18th for horse classes.**
- **Horse Helmet Policy:** All 4-H'ers participating in any 4-H sponsored mounted activity are required to wear properly fastened ASTM/SEI approved protective headgear. Helmet use is required when mounted. This policy also extends to 4-H volunteers when they are working with 4-H youth in a 4-H volunteer role during mounted activities. Read the full document here: z.umn.edu/HorseHelmetPolicy2018
- Additional information can be found on the [Horse project page](http://z.umn.edu/4HHorseProject) (z.umn.edu/4HHorseProject)

English Equitation

- Horse - English Equitation - Grades 10+
- Horse - English Equitation - Grades 8-9
- Horse - English Equitation - Grades 6-7
- Horse - English Equitation - Grades 3-5

English Pleasure

[English Pleasure](#) includes Hunt Seat, Hunt Seat Pleasure-Pleasure Type (such as Arabian, Half-Arabian, Morgan, and Saddlebred, etc) and Saddle Seat are class divisions and not separate events.

- Horse - English Pleasure - Grades 10+
- Horse - English Pleasure - Grades 8-9
- Horse - English Pleasure - Grades 6-7
- Horse - English Pleasure - Grades 3-5

Western Horsemanship

[Western Horsemanship](#) evaluates the rider's skill in performing a set of stipulated maneuvers.

- Horse - Western Horsemanship, All Gaits - Grades 10+
- Horse - Western Horsemanship, All Gaits - Grades 8-9
- Horse - Western Horsemanship, All Gaits - Grades 6-7
- Horse - Western Horsemanship, All Gaits - Grades 3-5

Western Pleasure

[Western Pleasure](#) is an event judged on a horses' ability to be a pleasure to ride. To be a pleasure to ride a horse must be broke and quiet, soft and smooth, and go with little restraint. In addition the horse must meet the requirements of the class. Western Pleasure-Pleasure Type (such as Arabian, Half- Arabian, Morgan, or Saddlebred, etc) and Pony Western Pleasure are class divisions and not separate events. Members can choose to participate in either Ranch or Western Pleasure, but not both.

- Horse - Western Pleasure - Grades 10+
- Horse - Western Pleasure - Grades 8-9
- Horse - Western Pleasure - Grades 6-7
- Horse - Western Pleasure - Grades 3-5

Ranch Pleasure Class

[Ranch Pleasure](#) is an event judged on a horse's abilities as a "working horse". In all gaits, movement of a ranch pleasure horse should simulate a horse needing to cover long distances, softly and quietly. The horse should be soft in the bridle and yield to contact. A good ranch horse has a free-flowing stride of reasonable length in keeping with their structure and can cover a

reasonable amount of ground with little effort. The [Ranch Pleasure webinar recording](#) can answer any questions. Members can choose to participate in either Ranch or Western Pleasure, but not both.

- Horse - Ranch Pleasure Class - Grades 12-13
- Horse - Ranch Pleasure Class - Grades 10-11
- Horse - Ranch Pleasure Class - Grades 8-9
- Horse - Ranch Pleasure Class - Grades 6-7
- Horse - Ranch Pleasure Class - Grades 3-5

Pole Weaving

See [Game Classes](#) for more info.

- Horse - Pole Weaving - Grades 10+
- Horse - Pole Weaving - Grades 8-9
- Horse - Pole Weaving - Grades 6-7
- Horse - Pole Weaving - Grades 3-5

Jumping Figure 8

See [Game Classes](#) for more info.

- Horse - Jumping Figure 8 - Grades 10+
- Horse - Jumping Figure 8 - Grades 8-9
- Horse - Jumping Figure 8 - Grades 6-7
- Horse - Jumping Figure 8 - Grades 3-5

Key Race

See [Game Classes](#) for more info.

- Horse - Key Race - Grades 10+
- Horse - Key Race - Grades 8-9
- Horse - Key Race - Grades 6-7
- Horse - Key Race - Grades 3-5

Barrel Race

See [Game Classes](#) for more info.

- Horse - Barrel Race - Grades 10+
- Horse - Barrel Race - Grades 8-9
- Horse - Barrel Race - Grades 6-7
- Horse - Barrel Race - Grades 3-5

Trail Class

[Trail Class](#) gives the member an opportunity to demonstrate the results of training given their mount. The suggested obstacles are designed to meet this purpose, yet have a practical application to situations the rider may meet on the trail. Trail class is considered a performance class.

- Horse - Trail Class - Grades 10+
- Horse - Trail Class - Grades 8-9
- Horse - Trail Class - Grades 6-7
- Horse - Trail Class - Grades 3-5

Horse Showmanship

[Showmanship](#) is about the person handling the animal; presenting and showing the animal to the best of a person's ability. Exhibitors are reminded that they are being judged on the fitting, grooming, training, and showing of their horses.

- Horse - Showmanship - Grades 10+
- Horse - Showmanship - Grades 8-9
- Horse - Showmanship - Grades 6-7
- Horse - Showmanship - Grades 3-5

Horse Interview

- Horse - Interview - Grades 10+
- Horse - Interview - Grades 8-9
- Horse - Interview - Grades 6-7
- Horse - Interview - Grades 3-5

Resources

[Animal Science Interview Judging Sheet, Junior Level](http://z.umn.edu/AniSciJuniorEval)

(z.umn.edu/AniSciJuniorEval)

[Animal Science Interview Judging Sheet, Senior Level](http://z.umn.edu/AniSciSeniorEval)

(z.umn.edu/AniSciSeniorEval)

Equestrians With Disabilities

This program is designed to allow any 4-H member with special needs/disabilities the opportunity to explore opportunities within the Minnesota 4-H Horse Project.

- Horse - Assisted: Flat Class-Western or English Equitation, walk, trot with volunteer/mentors as needed
- Horse - Assisted: Obstacle Game Class, Key Hole pattern, walk, trot with volunteer/mentors as needed
- Horse - Unassisted: Flat Class-Western or English Equitation, walk, trot, unassisted (spotter requested)
- Horse - Unassisted: Obstacle Game Class, Key Hole pattern, walk, trot, unassisted (spotter requested)

Horse Cloverbud

- Horse - Cloverbud Barrels
- Horse - Cloverbud Western Pleasure
- Horse - Cloverbud Horse Showmanship
- Horse – Cloverbud Poster

Horse Training

[4-H Horse training](#) challenges you to train your untrained horse, following a six-step process. Each step builds on the previous one. Work at your own pace, according to your and your horse's abilities, but all steps must be completed within two years. As you work through them, you will not only learn to train horses, you will develop skills you will use throughout your life. Passing step six will prove that you have the patience, ambition, and persistence to meet a challenging goal.

- Horse - Training Steps 1 - 6

Horse-related

[Horse related](#) is a part of the Horse Project where you create an exhibit that relates to horses. You will learn about horses and will have the opportunity to create an exhibit to demonstrate what you have learned. If the member's family does not own or lease a horse they should consider competing in the Horseless Horse project.

- Horse - Horse Related, Grades 6+
- Horse - Horse Related, Grades 3-5

Requirements

- Must be enrolled in the Horse project to exhibit in this division
- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.
- It is recommended that you keep regular [4-H project records](http://extension.umn.edu/4-h-projects/4-h-record-keeping) for your Horse Project activities. (extension.umn.edu/4-h-projects/4-h-record-keeping)

Exhibit suggestions

- An educational poster on horse breeds
- “How to” horse care binder

Horseless Horse

[Horseless Horse](#) offers the opportunity to study and learn about the horse to members that do not own or lease a horse.

- Horse - Horseless Horse - Grades 6+
- Horse - Horseless Horse - Grades 3-5

Requirements:

- This exhibit area is for youth who do not own or lease a horse. Youth should exhibit in this category if they participate in the horseless horse program with a mentor horse.
 - If they DO own or lease their own horse, they may exhibit the same style exhibit in the Horse Related area.
- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.

Exhibit suggestions:

- An educational poster on your research of how to care for a horse

Horseless Horse Skills Class

- Horse - Horseless Horse Level 1 - Grades 6+
- Horse - Horseless Horse Level 1 - Grades 3-5
- Horse - Horseless Horse Level 2 - Grades 6+
- Horse - Horseless Horse Level 2 - Grades 3-5
- Horse - Horseless Horse Level 3 - Grades 6+
- Horse - Horseless Horse Level 3 - Grades 3-5

Requirement

- Youth will complete a level in the [horseless horse booklet prior](#) to the show. The booklet will include answering knowledge questions and learning hands-on skills.

- An example of a knowledge question would be to list 4 breeds of horses and describe their uses.
 - An example of a skill to demonstrate would describe and demonstrate how to properly back a horse on the halter 4 steps.
- The booklet must be signed prior to the show by a Horseless Horse Volunteer, Mentor or 4-H Extension Staff attesting to that the youth has completed the booklet, can complete the skills and is prepared for the judging experience.
- Youth can only test and exhibit one level per year.
- They will use a mentor's horse in the ring. The horse will be used to aid in answering the judges questions and demonstrating skills.
- Youth will demonstrate and interview one-on-one with the judge, on exhibitor at a time.
- The judging will be a combination of demonstrating these skills and answering interview questions from the judge. The judge will select a number of skills and knowledge based questions related to the booklet (not all of them).

POULTRY WITH Washington COUNTY

POULTRY SHOW: Thursday, July 31 @ 10:30 am (Judging Tent).

*****4-H Poultry members can add one additional pen of poultry! For example, if you plan to bring a pen of white egg layers, you can bring 2 pens of white egg layers in 2025.**

*****If you have two animals(pens) in the same class, you need to enter each animal separately In FairEntry.**

*****Poultry Exhibitors are expected to clean each cage out and put in a dump trailer on the west side of the barn after 8 pm on Sunday. Disassemble and stack cages on pallets.**

POULTRY

CHICKENS

Chickens - Market pen of two males or two females
Chickens - Breeding pen of one male & two females
Chickens - Bantam Breeding pen of one male & two females
Chickens - Egg production pen of two pullets, White egg layers
Chickens - Egg production pen of two pullets, Brown egg layers

DOVES

Doves - Purebred breeding pair

DUCKS

Ducks - Market pen of two males or two females
Ducks - Breeding pen of one male & two females
Ducks - Bantam Breeding pen of one male & two females

GEESE

Geese - Market pen of two males or two females
Geese - Breeding pen of one male & two females

GUINEA

Use the following Classes, with the Divisions to indicate the type of your project animal(s). Note: ONLY Pearls, Whites and Lavender breeds can be shown:

Guinea - Market pen of two males or two females - same breed
Guinea - Breeding pen of one male & two females - same breed

PIGEONS

Pigeons - Utility, 1 Breeding Pair
Pigeons - Utility, 1 Young bird Male or Female, 1 young bird, this year band
Pigeons - Fancy, 1 Breeding Pair
Pigeons - Fancy, Young bird Male or Female, 1 young bird, this year band
Pigeons - Flying, 1 Breeding Pair
Pigeons - Flying, Young bird Male or Female, 1 young bird, this year band

TURKEYS - Domestic only

Turkeys - Domestic Only - Market pen of two males or two females
Turkeys - Domestic Only - Breeding pen of one male & two females

POULTRY SHOWMANSHIP

Poultry Showmanship

POULTRY POSTER

Poultry Poster - Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the Poultry Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.

POULTRY KNOWLEDGE QUIZ

All Poultry Exhibitors are required to take a Knowledge Quiz. Champions will receive an award!

POULTRY CLOVERBUD (see rules on page 42)

Poultry Cloverbuds (Showmanship ONLY)
(Birds need to be from this year's hatch.)

OTHER POULTRY

Requirements:

- Egg production pen of two pullets will have two separate lots – one for white egg layers and one for brown egg layers. White egg layers must be hybrid. Brown egg layers must be commercial purebred or hybrid; hybrids are preferred.
- Poultry exhibited must be of this year's hatch, (except doves and pigeons). All, except waterfowl, doves and pigeons, must have health certificate and must be identified by a numbered leg band.
- Breeding classes will be judged on breed characteristics using the American Standard of Perfection as a guide.

-NO TESTING OF BIRDS AT THE FAIR.

RABBITS WITH HENNEPIN COUNTY

There are many breeds of rabbits! Learn about breeding, handling, showing, health and disease, pedigrees, record keeping, marketing and careers. Be a good rabbit herdsman or train your rabbit in agility. **Rabbits will be judged at 4-H Animal Science Day: June 14 (Register April 17-May 15).**

Limit: 10 Projects in this Animal Division

Check out these important resources:

- [Rabbit information sheet](#) (2025)
- [MN 4-H Rabbit Project: RHDV2 Update](#)

Small Breeds

- Rabbit - Small Breed Senior Buck over 6 months of age
- Rabbit - Small Breed Senior Doe over 6 months of age
- Rabbit - Small Breed Junior Buck under 6 months of age
- Rabbit - Small Breed Junior Doe under 6 months of age

4 Class (small) rabbit breeds include Dutch, Florida White, Holland Lop, Jersey Woolly, Mini Lop, Mini Rex, Netherland Dwarf, Polish, Rex, American Fuzzy Lop, American Sable, Dwarf Hotot, English Angora, French Angora, Satin Angora, Belgian Hare, Britannia Petite, Standard Chinchilla, English Spot, Harlequin, Havana, Himalayan, Lilac, Lion Head, Rhinelander, Silver, Silver Marten, Thrianta and Tan.

Large Breeds

- Rabbit - Large Breed Senior Buck over 8 months of age
- Rabbit - Large Breed Senior Doe over 8 months of age
- Rabbit - Large Breed Intermediate Buck 6 - 8 months of age
- Rabbit - Large Breed Intermediate Doe 6 - 8 months of age
- Rabbit - Large Breed Junior Buck under 6 months of age
- Rabbit - Large Breed Junior Doe under 6 months of age

6 Class (large) rabbit breeds include New Zealand, Satin, American Giant Angora, Bevern, Californian, Champagne d'Argent, Checkered Giant, American Chinchilla, Giant Chinchilla, Cinnamon, Crème d'Argent, Flemish Giant, French Lop, Hotot, English Lop, Palomino and Silver Fox.

Requirements for Small and Large Breeds

- All breeds recognized by the American Rabbit Breeders Association are eligible. Rabbits will be judged according to ARBA standards.
- Each rabbit must be permanently tattooed in the left ear for identification purposes.

Running Breeds

- Senior Buck over 8 months of age
- Senior Doe over 8 months of age
- Intermediate Buck 6-8 months of age
- Intermediate Doe 6-8 months of age
- Junior Buck under 6 months of age
- Junior Doe under 6 months of age

Requirements

- Breeding Rabbit requirements apply to Running Breeds
- Running Breeds include Checkered Giant, English Spot, Rhinelander and Tan

Market Rabbit

- Rabbit - Single Fryer, 3 ½ to 5 ½ pounds, not over 70 days old
- Rabbit - Pen of three fryers, 3 ½ to 5 ½ pounds, not over 70 days old

Rabbit Showmanship

[Showmanship](#) is about the person handling the animal; presenting and showing the animal to the best of a person's ability. It is about making sure the showman is looking at the judge at all times. Showmanship is really about how hard a person has worked, prepared and presented their animal to the judge.

- Rabbit Showmanship

Rabbit Poster

- There are two categories: 1) Promoting 4-H Rabbits and 2) Education 4-H Rabbit.
- Any 4-H'er enrolled in the Rabbit Project may enter a poster.
- Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the [Rabbit Information Sheet](#). Posters do not need to be exhibited at the county fair to advance to the State Fair.
- Poster size no larger than 14" x 22", hanging vertically (larger sized posters will not be judged). No foam board allowed.
- Posters must be labeled on the back with the 4-H'ers name, grade completed, county and whether it's a promotional or educational poster.
- Posters cannot use copy written materials, i.e., slogans, designs.
- Posters in grades K-2 will receive participation ribbons only.
- Posters in grades 3-5, 6-8, 9+ are eligible for awards in Education and promotion.
- A poster may be selected for use in designing the cover of next year's show program or t-shirt. A design selected for this use must be a flat design that can be clearly reproduced and does not contain any trademarked characters, images, themes or phrases. Some modifications to the design may be made to ensure compliance with University of Minnesota and Minnesota 4-H branding requirements.
- Because of techniques and mechanics of transferring designs to shirts and/or programs, champion posters are not always considered for these promotional items.

Rabbit Interview

- Rabbit Interview

Resources

[Animal Science Interviews Judging Sheet, Junior Level](#)
(z.umn.edu/AniSciJuniorEval)

[Animal Science Interviews Judging Sheet, Senior Level](#)
(z.umn.edu/AniSciSeniorEval)

Rabbit Cloverbud

- Cloverbud Rabbit
- Rabbit Cloverbud Poster

For more information, [navigate to Cloverbud Section](#) in this Premium Book

Other Rabbits

- Bunnies for Fun

STATE FAIR & STATE SHOW ELIGIBILITY

STATE FAIR OR STATE SHOW ELIGIBILITY

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

HOW DO I KNOW IF I RECEIVED A STATE FAIR TRIP?

State Fair Trip winner boards are located in the 4-H building on the Washington County Fairgrounds. There will be a trifold board listing the 4-H'ers who qualified for State Fair trips. A colored sticker is used to accept or decline State Fair trips. Please come to the 4-H office to confirm your trip and a staff member will assist you. PLEASE confirm your State Fair trip and pick up your State Fair packet at the 4-H office on the fairgrounds ASAP. If you are out of town (after the conference judging), it is your responsibility to connect with another 4-H family to find out if you won a State Fair Trip and complete the paperwork.

Meaning of colored stickers used for State Fair Trip winners.



Yes! I will for sure take this State Fair trip!



No, I will not take this State Fair trip.



I will take this State Fair trip if it becomes available to me.

STATE FAIR OR STATE SHOW ELIGIBILITY

- ★ Members selected to represent the county at the State Fair and State Horse Show **must have completed sixth grade.**

- ★ Members selected to represent the county at the State Dog Show **must have completed third grade.**
- ★ **General Project State Fair Trips, State Dog Trips and State Horse Show trips must be confirmed and packets completed by 7:00 pm on Monday, August 4.**

-Trips for State Fair, State Horse Show, and State Dog Show will be selected from blue ribbon exhibits only. Judges for each project area determine who will be selected for state trips.

-Horse Trips are earned through a point system.



STATE FAIR PARTICIPATION

- A member may participate in the State Fair in the following ways:

*4-H'ers that earn State Fair trips in multiple projects, can only take one livestock exhibit, one non-livestock exhibit or one demonstration. For example, if a 4-H earns a beef and swine trip, they need to decide on only one of those projects. Same with a general exhibit, if a 4-H'er earned a clothing and photography trip, they need to choose one of those trips. If a 4-H'er earns a livestock trip and a general trip (which are held at different times during the state fair, they may take both of these exhibits).

*There is a limit of six activities per participant. They can be group or individual activities.

Examples of Activities: County Arts-In, Team Demonstration, Individual Demonstration, Share-The-Fun, Judging Team, Project Exhibit, etc.

*Participation in multiple activities may not always be possible because of scheduling conflicts.

STATE FAIR CHAPERONES

We are in need of screened adult volunteers who would be interested in chaperoning Washington County 4-H members during both the general and livestock encampments at the Minnesota State Fair. Volunteers **MUST** be screened prior to the County Fair to have priority. Chaperone paperwork for the State Fair must be completed by Sunday evening, August 3. The Federation covers the cost of chaperones that are selected. Chaperones are responsible to make sure 4-H members are checked into the dorms each evening, help distribute shirts, help chaperone the 4-H dance and handle issues when staff are not present. If you are interested in serving as a State Fair chaperone, please let a 4-H staff know. Washington County will have their State Fair General Projects judged over Labor Day weekend.

STATE FAIR EXHIBIT DROP-OFF

***REMEMBER:** All SF trip exhibits will need to be brought back to the Extension Office (dropoff dates TBD) for transport. **Any project that is oversized, motorized, or very fragile projects will need to be transported to the State Fair by the 4-H member's family.** Check with the 4-H office as to when your State Fair project will need to be delivered to the State Fair.

STATE SHOOT - Sept 5-7, 2025

- 4-H youth in grades 3-13 who have completed 15 hours of on-line shooting under the guidance of a certified instructor *and* 8 hours of wildlife education are eligible to participate in the State Shoot with the approval of their Instructor.

STATE HORSE SHOW

2025 - Two state shows

- **Sept. 5-9, 2025 (Friday-Tuesday)**
 - Simons Arena in Cannon Falls
 - The following will be exhibited: All games, pleasures, equitation, horsemanship, trail, training, etc.

- **Sept. 13-14, 2025 (Saturday-Sunday)**

- A location in central Minnesota (TBA)
- The following will be exhibited: Hippology, horse judging, speech and demo, miniature horse and drill team.
- A point system is used at the county fair to determine those 4-H members who will earn State Horse Show Trips. A quota system set by the state 4-H program determines the number of trips for each county.

STATE HORSE SHOW

Horse exhibitors earning a State Horse Show trip will be expected to attend a State Show meeting following their respective shows on Wednesday of the County Fair. An announcement will be made with details on the day of the show. State packets will be distributed at these meetings. Completed State Horse packets (including those individuals going to State for Hippology, Judging Teams, Horse Related and Horseless Horse) are due to the 4-H Office on the fairgrounds by Friday, August 1 @ 7:00 p.m.

STATE DOG SHOW - Sept 20 - Sept 21, 2025

- 4-H youth **who have completed 3rd grade at the time of the show** and have earned a blue ribbon at their county show will be eligible for the State Dog Show. More information will be available at the county dog show.

STATE DOG SHOW

Completed State Dog Packets are due to the 4-H Office on the fairgrounds by Friday, August 1 @ 7:00 p.m.

4-H Code of conduct for youth

1. I understand that the Minnesota 4-H Youth Development program is a non-formal education program in which I have an option to participate. I accept my responsibility to engage in program activities and to excuse myself from this program if it does not meet my personal learning objectives. I recognize the organization has the responsibility and authority to remove youth who are disruptive to the 4-H Youth Development program or for any other reason the 4-H Youth Development program deems appropriate.
2. I accept my responsibility to represent the University of Minnesota Extension 4-H Youth Development program by holding myself to the standards of the 4-H pledge and motto. I will refrain from behavior that negatively represents myself, my family, my community, 4-H or the University of Minnesota.
3. I acknowledge that the 4-H program utilizes competition related to project work as a tool for learning. I will ensure that my project exhibits are appropriate and respectful. I will demonstrate good sportsmanship, encourage this behavior in others, and not allow this behavior to detract from the learning experience. I will not let my personal desire to win overshadow the needs of the group.
4. I accept my personal responsibility to be informed and follow the policies, rules, and deadlines established by Minnesota 4-H. I will not cheat, lie, knowingly furnish false information, deceive, or otherwise engage in dishonest, unethical or illegal behaviors. I will not encourage others to disregard or intentionally violate conditions of Minnesota 4-H participation.
5. I will act in a respectful and responsible manner during all 4-H programs. I will comply with directions of 4-H officials acting in the performance of their duties. I will not obstruct or disrupt any 4-H program or encourage others to engage in such conduct. I understand that a judge's decision is final.
6. I will promote a spirit of inclusion and welcome participation of individuals from all backgrounds. I will practice fair-mindedness by being open to the ideas and opinions of others. I will comply with equal opportunity and anti-discrimination laws and University of Minnesota policies. I will not participate in behaviors that discriminate against other people.
7. I understand that it is my responsibility to request reasonable accommodations if I need them because I have a diagnosed disability. I will request accommodations as early as possible and work with the 4-H program to help them

determine what accommodations are reasonable. I understand that any accommodation decision rests solely with Minnesota 4-H.

8. I will communicate (oral, written and electronic) in an open, honest, respectful manner in all situations involving the 4-H program. I will refrain from communication that is negative, offensive, destructive or hurtful to others. I will refrain from sharing private matters in a public group setting. I will not engage in or tolerate slander, put-downs, insults, taunting, name-calling, yelling, profane language, sexual innuendos and other comments or hostile behaviors likely to offend, hurt or set a bad example.
9. I will ensure a safe environment for myself and others. I will not act in an irresponsible or potentially hazardous manner. I will access and operate machinery, vehicles and other equipment in compliance with laws, rules of the 4-H program, and general safety practices.
10. I will make healthy choices. I will not possess, offer, or use e-cigarettes, tobacco, alcohol, marijuana, or illegal substances. I will not attend 4-H programs under the influence of alcohol, marijuana, or any illegal substance.
11. I will keep and respect healthy personal boundaries. I will not manipulate, stalk, harass, violate others, or share pornographic images with others. I will not engage in unwanted sexual conduct with anyone.
12. I will dress in a manner that is appropriate, tasteful and respectful to me and others. I will avoid clothing and accessories that depict violence, sex, drugs, alcohol, marijuana, tobacco, death, gangs or other offensive or obscene pictures or language. I will not wear clothing that reveals my underclothing, midsection, torso, chest, cleavage or upper thighs. If a dress code is provided for a specific 4-H program, I will follow the stated dress code.
13. I will respect the property of others. I will not use, abuse, or take another individual's personal belongings. I will not damage facilities.
14. I will abide by the University policy on possession and carrying of weapons (firearms or other dangerous weapons as defined by Minnesota law.) I will not possess or carry a weapon while on University property or during attendance at a 4-H program, regardless of location, except in the following two circumstances: (1) I am lawfully storing a firearm inside a personal motor vehicle; or (2) I have been authorized by the 4-H program to possess and carry firearms at 4-H Shooting Sports/Wildlife programs.
15. I will contact a volunteer or staff member if I witness behaviors that do not align with this code of conduct. If a situation is escalating to where I feel unsafe, I will contact the authorities. I will not retaliate against an individual because of the individual's good faith participation in reporting misconduct or participating in investigations.
16. I will not possess any prohibited items and understand my belongings are subject to search and seizure by 4-H staff or a volunteer designee, upon reasonable suspicion that a prohibited and/or illegally possessed substance or object is contained within that area.
17. I will use appropriate channels within the University of Minnesota Extension to address concerns and conflicts, working towards a resolution. I will accept the decision of the individual and/or group with leadership and authority to make the decision even if the decision is not the one I personally desire.
18. I will demonstrate behaviors appropriate as a positive role model. If I have a guest or guests in attendance at a 4-H program, I will encourage them to abide by the Minnesota 4-H Code of Conduct. I recognize that if the guest's behavior interferes with the learning, my guest may be asked to leave the 4-H program.