



2026 McLeod County 4-H Premium Book

McLeod County Fair Dates: August 20 - 23

Updated 5/6/2026



University of Minnesota - McLeod County Extension

840 Century Ave SW, Hutchinson, MN 55350

Phone: 320-484-4334

FairEntry: <https://z.umn.edu/MC-FairEntry>

Check us out on [Facebook](#) or [Instagram](#) for updates before and during the county fair!

4-H Staff

If you have any questions, concerns or suggestions, please don't hesitate to contact us.

- [Miranda Kempner](#), Extension Educator, 4-H Youth Development
- [Lauran Johnson](#), Extension Support Staff

Table of Contents

2026 McLeod County 4-H Premium Book.....	1
4-H Staff.....	1
Table of Contents.....	2
2026 4-H Fair Schedule.....	6
4-H Fair Registration.....	8
New this year!.....	8
4-H at the McLeod County Fair.....	8
County Fair Gate Admissions.....	9
Preparing for County Fair.....	9
Arrival & Release of General/4-H Building & Livestock Exhibits.....	9
Insurance.....	10
Code of Conduct Expectations of 4-H Members, Parents, & Volunteers.....	10
Grievance Policy.....	10
Exhibit Rules.....	11
Eligibility.....	11
Claiming State Fair Trips.....	13
Registration.....	13
Judging Experiences for Youth with Disabilities or Injuries.....	13
Competitive Events, Deadlines, Consequences, and Exemptions.....	14
Cloverbud Policies.....	14
Exhibits.....	15
Community Impact Recognition.....	16
Meaning of Ribbon Colors.....	17
Animal Science.....	17
Showmanship Rules.....	19
Official Fair Veterinarian.....	19
Electrical Requirements.....	19
What if two animals are in the same class?.....	20
Animal Science (Livestock) Interviews.....	20
IAFE Show Ethics.....	20
Livestock Health Requirements.....	20
Livestock Auction.....	22
Round Robin Showmanship Contest.....	24
Herdsmanship.....	25
Animal Science Exhibits.....	26
Beef.....	26

Dairy.....	28
Dairy Goat.....	32
Dog.....	33
Horse.....	35
Llama-Alpaca.....	40
Meat Goat.....	42
Poultry.....	44
Rabbits.....	47
Sheep.....	50
Swine.....	52
Science of Animals.....	53
Animal Science Exhibit Premiums.....	54
Cloverbud Projects.....	55
Cloverbud General Exhibits.....	55
Cloverbud Livestock Exhibits.....	55
General Projects.....	56
Aerospace.....	56
Bicycle.....	57
Child & Family Development.....	57
Civic Engagement (Citizenship).....	58
Clothing & Textiles.....	59
Constructed Clothing.....	60
Upcycled Clothing.....	60
Purchased Clothing.....	60
Sewn Non-Garment.....	61
Consumer Education & Money Management.....	61
Crafts & Fine Arts.....	62
Crafts.....	62
Fine Arts.....	62
Creative Writing.....	63
Engineering Design.....	63
Engineering Design.....	64
Engineering Design Challenge Level 1 & 2.....	64
Exploring Animals.....	65
Fishing Sports.....	65
Food & Nutrition and Food Preservation.....	66
Foods.....	66

Nutrition.....	67
Food Preservation.....	67
Food Revue.....	68
Global Connections.....	69
Health & Wellness.....	70
Home Environment.....	71
Horse Related & Horseless Horse.....	71
Horse Related.....	71
Horseless Horse Exhibit.....	72
Horticulture.....	72
Flower Gardening.....	72
Indoor and Outdoor Gardening.....	73
Landscape Design.....	73
Industrial Technology.....	74
Metal Work.....	74
Woodworking.....	74
Mechanical Science.....	75
Natural Resources.....	76
Entomology.....	76
Environmental Science.....	77
Forest Resources.....	77
Geology.....	78
Water Resources.....	79
Needle Arts.....	79
Performing Arts Display.....	80
Performance Based.....	80
Non-Performance Based.....	81
Pets.....	81
Cats.....	81
Dogs.....	81
Pets.....	82
Photography.....	82
Element of Photography.....	83
Photo Manipulation.....	84
Plant Science.....	85
Agricultural Technology.....	85
Corn.....	86

Forages.....	86
Plant and Soil Science.....	86
Small Grains.....	87
Soybeans.....	87
Specialty Crops.....	87
Weeds and Pests.....	88
Plastic Sculpture Challenge.....	88
Quilting.....	89
Safety.....	90
Science Inquiry.....	90
Scrapbook.....	91
Self-Determined.....	91
Shooting Sports.....	92
Technology.....	93
Vegetable, Fruit, & Herb Gardening.....	94
Fruit.....	94
Herb Gardening.....	94
Largest Vegetable.....	95
Potatoes.....	95
Vegetable Container Garden Exhibit.....	95
Vegetable Gardening Box.....	96
Vegetable Plate.....	96
Veterinary Science.....	97
Video and Filmmaking.....	97
Video/Filmmaking.....	97
Video/Filmmaking – Production Team (2-3 members per team).....	97
Wildlife Biology & Management.....	99
Youth Leadership.....	100
Club and Group Activities.....	101
Club and Group Banner.....	101
Club Community Pride.....	102
Club Potted Flowers.....	102
Club Scarecrow.....	102
Club Scrapbook.....	103
Pre-Fair Events.....	103
Fashion Revue.....	103
Public Presentations.....	104
Performing Arts Performance.....	106

Food Revue.....	106
General Project and Club Exhibits Premiums.....	106
4-H Premium Checks.....	106

2026 4-H Fair Schedule

Monday, July 15

4-H FairEntry Registrations, Auction Bidder Signature Forms, and Horse Stalling Forms are due.

Thursday, July 23

- 11:00a.m.-3:00 p.m. Fashion Revue Judging at Harmony River (1555 Sherwood St SE, Hutchinson, MN 55350)
- 12:00-3:00 p.m. Demonstrations & Performing Arts Judging at Harmony River (1555 Sherwood St SE, Hutchinson, MN 55350)
- 4:30-5:00 p.m. Public Fashion Revue Show at Harmony River (1555 Sherwood St SE, Hutchinson, MN 55350)

Thursday, July 30

- 5:00-7:00 p.m. McLeod County 4-H Dog Show, Large Animal Show Arena at the Fairgrounds

Wednesday, August 5

- 5:00-8:00 p.m. 4-H Building & Cafe Set-Up and Cleaning Night

Thursday, August 6

- 10:00 a.m.-12:00 p.m. Livestock Demonstrations, Large Animal Show Arena at the Fairgrounds

Monday, August 10

- 6:30-8:00 p.m. 4-H & Open Class Animal Superintendents Meeting

Tuesday, August 18

- 12:00-7:00 p.m. Barns will be open for tack/bedding down - NO animals!
- 2:00-7:00 p.m. General Exhibit Judging @ 4-H Exhibit Building ****Prior to judging, exhibitors should check in at 4-H Office in the 4-H Building to pick-up their exhibit cards and gate pass (4-H wristband)***
- 2:00-7:00 p.m. Animal Science Interviews (Beef, Dairy, Dairy Goat, Horse, Llama-Alpaca, Meat Goat, Poultry, Rabbit, Sheep, and Swine) at 4-H Exhibit Building
- 4:00-6:00 p.m. 4-H Pizza Party in the Pavillion – Sponsored by Ag Specialists, Big Gain of Plato, MN
- 7:00 p.m. 4-H Building will close for the night, except for judges, judge's assistants, and volunteers organizing projects

Wednesday, August 19

- 9:00 a.m. Livestock Exhibitors may begin to bring animals to the fairgrounds.
- *All 4-H animals MUST be in place prior to their species check in time.**
- 10:00 a.m. - 2:00 p.m. Poultry Check In
- 12:15 p.m. Poultry Exhibitor Meeting
- 1:00 p.m. Dairy Exhibitor Meeting

1:00-3:00 p.m.	Dairy Check In
1:15 p.m.	Goat (Dairy & Meat) Exhibitor Meeting
1:15 p.m.	Sheep Exhibitor Meeting
1:30-2:00 p.m.	Sheep Check In
2:00-3:00 p.m.	Rabbit Check In
2:00 p.m.	Goat (Dairy & Meat) Check In
4:00-4:30 p.m.	Llama-Alpaca Check In
4:00-6:00 p.m.	Beef Check In
6:00 p.m.	Horse Check In
7:00 p.m.	Beef Exhibitor Meeting
7:00-8:00 p.m.	Swine Check In
7:30 p.m.	Horse Exhibitor Meeting (Mandatory for Awards)

Thursday, August 20

8:30 a.m.	4-H Rabbit Show – Small Animal Arena
9:00 a.m.	4-H Dairy Show – Large Animal Arena
2:00 p.m.	4-H Poultry Show – Small Animal Arena
4:00 p.m.	State Fair General 4-H Project Trips MUST BE DECLARED
6:30 p.m.	4-H Lamb Lead & Sheep Show – Small Animal Arena

Friday, August 21

9:00 a.m.	4-H Dairy Goat Show – Small Animal Arena
10:00 a.m.	4-H Beef Show – Large Animal Arena
11:00 a.m.	4-H Meat Goat Show – Small Animal Arena
2:00 p.m.	4-H Swine Show – Small Animal Arena
5:00 p.m.	State Fair Livestock Trips MUST BE DECLARED (All species, except Horse and Llama-Alpaca, which need to be declared immediately following their shows.)
6:30 p.m.	4-H State Fair Meeting – Livestock Encampment Exhibitors – Small Animal Arena

Saturday, August 22

8:00 a.m.	4-H Horse Show (State Horse Show Qualifier) – Horse Arena
10:00 a.m.	All State Fair Paperwork Due
11:00 a.m.	4-H Livestock Auction Consignments Due
5:15 p.m.	Auction Participant Picture – Large Animal Arena
6:00 p.m.	4-H Livestock Auction – Large Animal Arena

Sunday, August 23

12:00 p.m.	4-H Llama-Alpaca Show – Large Animal Arena
12:00 p.m.	4-H Premium Checks available at the 4-H Fair Office
4:00 p.m.	Round Robin Contest – Large Animal Arena
5:30 p.m.	Herdsmanship Awards – Large Animal Arena
6:30 p.m.	4-H State Fair Meeting – General Project Encampment Exhibitors – 4-H Building
7:00 p.m.	4-H Exhibits & Livestock Released

4-H Cafe Hours

Thursday	8:00 a.m. to 8:00 p.m.
Friday	8:00 a.m. to 8:00 p.m.
Saturday	8:00 a.m. to 8:00 p.m.
Sunday	8:00 a.m. to 5:00 p.m.

4-H Fair Registration

All registration must be done by July 15. No late entries will be considered for placing above a blue ribbon or state fair trips.

Fair registration will be done online in the FairEntry online registration system (z.umn.edu/MC-FairEntry). Any entries not submitted by 11:59 p.m. on July 15 will have to be submitted to the Extension office and will not be eligible for a placing higher than a blue, or eligible for state fair.

To register online, visit z.umn.edu/MC-FairEntry and log in with your family's 4-HOnline account information.

[Virtual Judging Registration Guide](#)

[Fair Entry User Guide](#)

- 4-H'ers may exhibit up to six (6) entries per general project, unless otherwise stated.
- Remember to also register for any pre-fair events you participate in prior to the county showcase (Food Revue, Fashion Revue, Demonstrations, and Performing Arts Performance).
- Paper registration forms are available upon request.

For those who do not have a reliable internet connection or need help with the registration process, please contact the Extension Office Monday-Friday from 8:00 a.m. - 4:30 p.m. for assistance.

New this year!

There are a number of new updates and changes this year. Be sure to read through your project section(s) for any new updates and changes. Here are the highlights:

- Please check updated birthdate requirements for your species.
- Herdsamanship will be modeled after the State Fair. All species will participate and will be rated on a 0-100 point scale. Judging will be done by those who DO NOT have any participation in that particular species. Herdsmanship awards will be announced on Sunday, August 23 immediately following Round Robin approximately at 5:30 p.m. (pg 25)
- Club Banners: Banners may also include digitally created vinyl or cloth banners. (pg 101)

4-H at the McLeod County Fair

The county fair is one of the highlights of the 4-H year. It is a busy, exciting, and rewarding time for many 4-H'ers. It is an opportunity for youth to showcase their special efforts, interests, and talents by exhibiting projects. To "learn by doing", you are encouraged to enter an exhibit (or more) in each project area in which you are interested in.

Your county fair experience should be a fun and enjoyable learning experience. You should think seriously about what you want to learn from preparing your project exhibit. Hopefully, you will be rewarded accordingly. However, the ribbon or recognition is only secondary. Remember that the skill and knowledge of the project are what will really help you down the road in life. Participate in the county fair with a

receptive and learning frame of mind. If you set your goals to learn new skills and knowledge, you will always be a winner.

County Fair Gate Admissions

All 4-H youth members will receive a wristband for free admittance through the gates. All others must purchase tickets. Beginning at 9:00 a.m. on the Thursday of the fair, gate admission will start being charged. Tickets can be purchased before the fair for non-4-H members at the McLeod County Fair Office.

There is no gate admission in 2026. 4-H youth members will receive a wristband to use in the 4-H Cafe for the discounted 4-H member meal.

Preparing for County Fair

As you work on project activities and prepare exhibits for the fair, remember to prepare yourself too. Conference judging includes both what you learned in preparing the exhibit (50%) and the exhibit itself (50%), so think about questions you will be asked and that you want to ask.

Also, remember that competition has some risks. Everyone cannot be the top winner. Others may have had more skills, time, or money to spend on their exhibit. You compete against these unknowns and take your chances. If your exhibit helped you learn something you wanted to learn in your project and if it is something you or your family can use, then you are a winner no matter what the results of the competition.

Arrival & Release of General/4-H Building & Livestock Exhibits

4-H Building/General Project Exhibit Arrival

- General project exhibits will be judged on the Tuesday of the county fair from 2:00 – 7:00 p.m. Projects may begin to arrive at 1:30 p.m. Oversized exhibits are the exception to this rule and must be in place prior to the start of judging. Please contact the Extension Office to arrange set-up.

Livestock Arrival

- Livestock may begin arriving at 9:00 a.m. on Wednesday of the county fair – NO SOONER! Animals arriving prior to this time will be asked to leave. **4-H families need to have their animals in place and be present with their animals during their specie's assigned check in/weigh in time.** Please see the fair schedule for times.
- During the fair each 4-H member **must take care of their project**, unless special arrangements are made with the 4-H Staff prior to fair.
- All livestock exhibitors are **responsible for the care and feeding of their animals** during the fair and cleaning of pens/cages immediately upon dismissal of livestock.

4-H Building/General Project Exhibits and Livestock Release

- All exhibits must remain in place until **7:00 p.m. on the Sunday of the county fair.**
- Exhibitors will receive a premium check based on their ribbon placings. These are sponsored by the McLeod County Ag Association. These will be issued after 12:00 p.m. on the Sunday of the county

fair. They must be cashed by September 15, 2026. Checks will not be reissued after this date.
Thank you to the McLeod County Ag Association for paying our 4-H premiums! Premium amounts can be found at the end of the [Animal Science](#) and [General Projects](#) sections.

Insurance

Insurance is paid by the McLeod County 4-H Federation for all active 4-H members and active, screened volunteers in McLeod County. A yearly policy is taken out to cover members and screened volunteers at all 4-H sponsored events.

Code of Conduct Expectations of 4-H Members, Parents, & Volunteers

[4-H Members](#), [Parents](#), and [Volunteers](#) are expected to follow the Minnesota 4-H Code of Conduct that was agreed to at the time of annual enrollment. The Codes of Conduct are available at <https://extension.umn.edu/4-h-member-resources/understanding-4-h-policies>. Violations should be reported to 4-H Staff and will be addressed appropriately.

Grievance Policy

Purpose

The 4-H grievance process allows members to raise their concerns where a rule violation or alleged wrongdoing may be suspected.

What may and may not be grieved

A grievance committee may be convened for the following situations:

- Alleged wrongdoing
- Rule violations

A grievance committee **will not** be convened for the following situations:

- Decisions made by judges, which are final.
- Issues related to deadlines for membership enrollment, livestock identification, and/or county fair
- Pre-registration; due process will be provided by Extension staff.
- Code of Conduct-related violations, which will be addressed by 4-H staff according to the established process.

Who may grieve an issue

Any Minnesota 4-H member and his or her parent/guardian.

Who responds to the grievance

- The grievance committee of 5 members will be selected from the larger grievance committee pool and will have youth and adult representation.
- The committee members called upon in case of a grievance will be drawn from the grievance committee pool, which consists of 4-H members (9th grade and above) and volunteers who meet the requirements outlined in the grievance committee position description and who have agreed to serve on the grievance committee by signing the Grievance Committee Member Contract.

Process for filing a grievance

- During the county fair, grievances must be filed within 24 hours (1 day) of the incident. These must be turned in directly to 4-H staff.
- Any other grievances that are not at county/state fair must be filed within 3 days of the incident. These must be turned into 4-H staff.
- The University of Minnesota Extension 4-H Youth Development Grievance Form must be filled out and signed by the 4-H member(s) and their parent(s)/guardian(s) filing the grievance. There is no limit to the number of people signing the grievance, but they must be directly impacted by or involved in the situation. You can get a Grievance Form from 4-H staff.
- The grievance form must be submitted with \$50 at county level (cash or money order only). The money will be returned, if the decision is ruled in favor of the person(s) filing the grievance.
- If there are testing costs associated with the grievance, the individual(s) filing the grievance are responsible for paying the testing costs. Testing costs commonly involve investment of \$200 or more. Testing costs can be estimated for the party filing the grievance and that amount must be paid up-front.

Exhibit Rules

Minnesota 4-H has a series of policies to provide continuity in programing from county to county and address risk management of our event and activities at county and state fairs. These [statewide policies](#) include but are not limited to:

- [Absentee judging of projects](#)
- [Judging experiences for youth with differing abilities or injuries](#)
- [Cloverbud policies and other information regarding age, judging procedures, showing animals, etc.](#)
- [Code of Conduct](#)
- [Grievance Policy](#)
- [IAFE Show Ethics](#)

Eligibility

County showcase eligibility

1. Members must be enrolled in the 4-H program by **May 15** to be eligible for placing higher than a blue, including special awards and state trips (unless enrolling in 4-H for the first time).
2. All members must have their online/paper fair registrations completed by **July 15** in order to be eligible for any placings above a blue ribbon or state fair trips.

State showcase 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 6th grade. Members selected to represent the county at the State Dog Show must have completed 3rd grade.

- a. Along with their qualifying state fair exhibit trip(s), 4-H members may participate in activities such as Share-the-Fun, demonstrations, Arts-In, Minnesota Meats, Dairy Showcase, cooking events, animal science educational exhibits, or animal judging contests. Certain events may require prior registration or application for participation. Please contact 4-H Staff with inquiries.
3. To be eligible for a livestock trip to the State Fair, 4-H'ers must have completed Livestock Quality Assurance & Ethics (LQA&E) 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. **Exhibitors must complete LQA&E training prior to claiming their state fair trip.**
4. Distribution of Unused Livestock Trips: When a state fair lineup is exhausted and there are trips left available in an animal specie area, a "lottery system" drawing will be used for those interested in a state fair experience. The "lottery system" includes all blue ribbon exhibits not listed in the state fair lineup within the specie area that are interested in a state fair trip. The "lottery system" will include the names of the 4-H members put into a drawing (one time per member) and random selection occurs. After this drawing, any remaining unused trips (up to 50% of original species quota) are open to transfer species to species in the following manner: Sheep/Swine, Dairy/Beef, Rabbit/Poultry, and Market Goat/Dairy Goat. Pigeon, Llama-Alpaca, Horse, and Dog trips are not interchangeable.
5. *Please see individual project area pages for more details about State Show Eligibility pertaining to those specific project areas.*
6. ***If you wish to receive a portion of your state fair/state show trip paid for by McLeod County 4-H:***
 - a. All state trips must be declared by the given deadline.
 - b. Registration paperwork must be turned in by the given deadline.
 - c. You must work at least one 4-H Cafe shift during the fair to receive the scholarship.
7. [Competitive events, deadlines, consequences and exemption options \(z.umn.edu/4h-policies\)](https://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.
8. 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.
9. 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.

Claiming State Fair Trips

All youth that wish to claim a trip to the Minnesota State Fair, must follow the below policy:

- All 4-H members eligible to receive a state fair trip will be listed on the state fair line-up sheets for that project area or species posted in the 4-H Building.
- Each project area will have a pre-assigned quota from Minnesota 4-H of how many trips in each project area or species that can go to the Minnesota State Fair for each county.
- To claim your trip:
 - Participants wishing to claim a trip that are within the quota limit, **MUST** ask staff to highlight their name in green on the state fair line-up.
 - If a participant is not within the quota limit but would be interested in a state fair trip if given the opportunity **MUST** ask staff to highlight their name in yellow on the state fair line-up. Please check back frequently to see if you will have the option to officially claim the trip.
- Your trip **MUST** be claimed by the following deadlines:
 - General Project Exhibits - no later than **Thursday, August 20** at 4:00 p.m.
 - Livestock Exhibits - no later than **Friday, August 21** at 5:00 p.m. All species are required to claim, except Horse and Llama-Alpaca, which need to be declared immediately following their show.
- For unused livestock trips following the deadline that have not been claimed by a 4-H member as being interested in claiming the trip, we will follow the above policy on distribution of unused livestock trips.

Registration

- 4-H county fair registration will be done through [FairEntry](#), opening June 1 and closing July 15.
- All exhibits must be registered in advance of the fair. Pre-registration for all exhibits is required by 11:59 p.m. on July 15. Late registrations can still exhibit at county fair, however, will result in no ribbon placing higher than a blue, and projects are not eligible for state trips. Late projects will receive premiums earned. Any projects added after this date are considered late.
- 4-H members may enter up to:
 - 6 general exhibits per project area class, unless otherwise stated.
 - 2 livestock exhibits per class, unless otherwise stated.
- Cloverbud members may exhibit 8 general project exhibits, plus 1 livestock exhibit per species, as well as participate in any other events held prior to entry day (*Food Revue, Fashion Revue, Performing Arts, and Public Presentations*).
- Each 4-H member is strongly encouraged to exhibit a project at the county fair. All youth exhibitors will receive a complimentary gate pass (wristband). Wristbands will be received at registration on general project judging day or livestock entry day.

Judging Experiences for Youth with Disabilities or Injuries

Minnesota 4-H Youth Development believes that participation in competitive events enhances the depth and breadth of the learning and leading experience. Minnesota 4-H works to provide an equitable and uniform opportunity for participation in competitive events for its members across the state.

1. **General project judging:** If a 4-H member is unable to participate in the conference judging process by themselves due to differing abilities or injury, the 4-H member and/or the member's immediate family must request permission for an assistant to be with the 4-H member during the member's general project(s) conference judging. Arrangements and approval for a conference judging assistant must be made with 4-H staff prior to the beginning of the judging process. First preference for the judging assistant will be a 4-H age-eligible member of the 4-H member's

immediate family or another age-eligible 4-H member from the county of membership. In some cases a parent/guardian or personal aid may be appropriate; this option must be approved by the staff member.

2. **Livestock project judging - show ring:** If a 4-H member is unable to exhibit an animal by themselves due to differing abilities or injury, the 4-H member and/or the member's immediate family must request permission for a substitute show person to help with the exhibition of the 4-H member's livestock project(s). Arrangements and approval for a substitute show person must be made with 4-H staff prior to the day of the show. The substitute show person must be a 4-H age-eligible member of the 4-H member's immediate family or another age-eligible 4-H member from the county of membership.
3. **Livestock project judging – livestock interviews:** If a 4-H member is unable to participate in livestock interviews by themselves due to a disability or injury, the 4-H member and/or the member's immediate family may request accommodations that will fit the needs of the individual (e.g. someone to read the questions). Arrangements and approval for accommodations must be made of the 4-H staff in advance of the interview.

Competitive Events, Deadlines, Consequences, and Exemptions

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 a missed animal identification if the exemption is filed within one week after the missed deadline date. Exemptions may be used for county fair pre-entry registration requirements, but may not be used for State Fair trip sign-up deadlines. Reference [McLeod County 4-H's Exemption Table](#) for specific requirements.

Cloverbud Policies

Cloverbud members have completed Kindergarten, 1st Grade, or 2nd Grade. The Cloverbud program emphasizes cooperative rather than competitive experiences. All Cloverbuds will receive a participation ribbon, rather than the blue, red, white, or champion ribbons. For more information, please reference the [Cloverbud Information Sheet](#).

For the safety of K-2 participants, the following rules apply to Cloverbud experiences. Parents/guardians are responsible for ensuring their "Cloverbud" understands and follows the rules. Extension 4-H staff members and designated volunteer(s) are positioned to intervene when rules are not followed and/or if safety becomes a concern for another reason.

When Cloverbuds and animals (including beef, dairy, dairy goats, dogs, horse, llama - alpaca, meat goats, pets, poultry, rabbit, sheep, and swine) are together at a 4-H program or participating at the county fair as a 4-H member, the following rules apply:

- A responsible person (4-H member 6th grade and older, parent or other adult) must be with the Cloverbud to guide and monitor their involvement at all times, including but not limited to movement within and to and from the trailers, barns, wash racks, and show arena.
- Families may choose one of two acceptable ways to guide and monitor involvement in non-mounted activities:
 - The responsible person is in control of the animal with the Cloverbud at their side.

- The Cloverbud is in control of the animal with the responsible person at their side to assist or take control of the animal when needed or as directed by staff, volunteers or show managers.
- When a Cloverbud is mounted on a horse, the horse must always have a lead line and be under the control of the responsible person.
- Cloverbuds may safely interact with their animal through participation in a limited number of non-competitive classes at 4-H sponsored practice sessions/clinics, fun shows, and county fairs. The purpose is to provide youth an opportunity to experience being in the ring with a judge present and to feel the pride that comes with this experience.
- Cloverbuds may participate with a horse in three classes: Cloverbud Halter/Showmanship, Cloverbud Western Pleasure or Cloverbud Barrels. If the horse is used in a riding setting, the Cloverbud may sit on the back of the horse with a responsible person in control of the horse at all times. Helmets are required for the Cloverbud in any riding setting.

Cloverbuds are not eligible for State Fair trips, and may not participate in the livestock auction or livestock interviews. Cloverbuds do not participate in herdsmanship.

Exhibits

1. If exhibition requirements listed in this book are not met (and permission is not granted by 4-H Staff), youth may not be eligible for all show-related premiums, auction premiums, awards, and participation in the state event.
2. All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on exhibits entered should 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. There are lots of creative ways for youth to share what they've learned beyond a traditional poster or tri-fold display. Here are some engaging alternatives that 4-H'ers might consider:
 - 3D models
 - Virtual or digital displays
 - Videos
 - Interactive experiences
5. Poster exhibits may not exceed 22" wide x 28" high. They may be smaller. 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.)
6. **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 grieved.
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 Minnesota 4-H, University of Minnesota, or the county fair/agricultural society.

9. Oversized exhibits (i.e. large exhibits such as machinery, farm models, etc.): Floor space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation, contact the Extension Office by August 8 to make arrangements. Oversized exhibits must be in place by 1:30 p.m. on entry day and may be required to be displayed outdoors.
10. Exhibits at a showcase event are entered and displayed at the risk of the exhibitor. The 4-H program will exercise care to protect them. However, the 4-H office cannot accept responsibility for loss or damage due to the conditions imposed by viewers, the arrangement of the buildings in which displays are housed and the number of exhibits. 4-H'ers who have exhibits of great sentimental and/or monetary value should carefully consider whether such exhibits should be exposed to the hazards of the showcase.
11. Copyright Law and infringement:
 - 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.
 - 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.
 - Before using another person's work as part of your 4-H exhibit, be sure that the work is subject to showcase 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 a showcase event.
12. 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 reference or sources as appropriate.
13. The University of Minnesota and 4-H policies prohibit the endorsement of commercial products or services. References to 4-H exhibition cannot be used to indicate support or endorsement of anything that is not official University or 4-H business, whether through clothing, signage, social media, or by mentioning the name.

Community Impact Recognition

Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s). Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive impact.

- Exhibits and presentations may demonstrate the youth's community impact efforts through:
 - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park.
 - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
 - Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
- Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family.

- If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Project category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc.).
 - Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
 - Ex: A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents, or students.
- Recipients will be recognized with a sticker, awarded a ribbon, and will be invited to apply for additional leadership awards and recognitions.

Meaning of Ribbon Colors

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

- **Cloverbuds:** receive 'participation' ribbons to promote experiential learning.
- **Participation:** awarded based on youth's participation; not reflective of a placing.
- **White:** The exhibit meets few standards and lacks the quality of other exhibits. The exhibitor cannot adequately explain what, how, and why of the exhibit. Possibly they have overlooked a safety flaw. Improvement is needed in either the exhibit, the knowledge of the subject, or both.
- **Red:** The exhibit meets some standards. The exhibitor can somewhat explain what, how, and why the exhibit was done and has a fair knowledge of the subject. Some improvements may be needed on the exhibit.
- **Blue:** The exhibit meets most standards. The exhibitor can explain what, how, and why the exhibit was done and has good knowledge of the subject. The exhibit is well organized and well done.
- **Class Reserve Champion:** The second-place exhibit as determined by the judge in a category, i.e. Beginner (grades 3-5), Intermediate (grade 6-8), Senior (grade 9+), market class, breeding class, etc.
- **Class Champion:** The top exhibit as determined by the judge in a category, i.e. Beginner (grades 3-5), Intermediate (grade 6-8), Senior (grade 9+), market class, breeding class, etc.
- **Honorable Mention:** The exhibit meets all standards. The exhibitor has shown a complete understanding of what, how, and why the exhibit was done, and has a thorough knowledge of the subject. The exhibit and workmanship are extraordinary and need no improvement. This placing is used to note exhibits that are near the best in the project area that may not have been selected as Grand or Reserve Grand Champion.
- **Grand and Reserve Grand Champion:** The exhibit meets all standards. The exhibitor has shown a complete understanding of what, how, and why the exhibit was done, and has a thorough knowledge of the subject. The exhibit and workmanship are extraordinary and need no or very minor improvement. These exhibits are the best in their project area.

Animal Science

1. All beef, dairy, dairy goat, dog, horse, llama-alpaca, meat goat, poultry (doves/pigeons only), rabbit, sheep and swine shown in 4-H livestock shows must have the required State 4-H ID system, ear tag, and/or tattoo. Animal ID data must be submitted online, arrive in the Extension office, or be postmarked no later than **May 15, 2026** (with the exception of Market Beef due **Feb. 17, 2026**).
2. All animals exhibited must be owned solely by the member, member's family or leased by agreement. The family includes the 4-Hers parents or guardians and siblings living together as a family unit. The definition of family includes an extended family where the animals may

- be owned by grandparents with the 4-Her's parents actively involved with and working on the farm. Animals owned in partnership with non-family members (as defined above) must be leased and follow guidelines within the lease information.
3. 4-Hers exhibiting livestock at the County Fair are responsible for the care and feeding of animals they exhibit.
 4. Note - Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
 5. **All livestock exhibits must be pre-registered.**
 6. 4-Hers must show their own animal in the class. If the 4-Her has multiple animals in one class, another 4-H member(s) from the same county can show the other animals.
 7. All 4-Hers exhibiting livestock at the county fair are eligible to participate in showmanship **and must show their own animal.**
 8. Advertising animals for sale and displaying farm, ranch, or sale signs in the show ring is not allowed. The only permissible signs are 4-H stall cards, champion/reserve champion signs, educational signs with performance or pedigree information, and signs with the animal's name. Additionally, only decorations that support the 4-H Youth Development Program are allowed.
 9. State Grooming & Fitting Rule:
 - All grooming of livestock, including clipping, trimming, and manipulation of the hair/wool (such as blocking on sheep, pulling up hair on beef, and working up top lines on dairy) must be clearly done by the exhibitor, members of the immediate family (parents, step-parents, legal guardians, grandparents, brothers or sisters) or any other enrolled Minnesota 4-H member.
 10. County Grooming & Fitting Rule:
 - All grooming of livestock, including clipping, trimming, and manipulation of the hair/wool (such as blocking on sheep, pulling up hair on beef, and working up top lines on dairy) must be clearly done by the exhibitor, members of the immediate family (parents, step-parents, legal guardians, grandparents, brothers, or sisters) or any other enrolled Minnesota 4-H member. In McLeod County, a livestock resource person chosen by the 4-H family may be used. A livestock resource person is defined as someone who has an ongoing working relationship with the 4-Her/4-H family to help them learn management and fitting and grooming skills in their project area. A livestock resource person would be allowed to work with the 4-H member that is not yet State Fair age eligible and their family during the fitting and grooming process to guide and teach these skills. The 4-Her exhibiting the animal must be present and involved in the fitting process at the county fair.
 11. Registered market animals must have registration papers solely in the exhibitor's name, the exhibitor's family name, or the family's farm name; registered breeding animals must have registration papers solely in exhibitor's name, the exhibitor's family name, or the family's farm name or be under lease from any other owners (including partnerships). Registered breeding animals that are leased may have registration papers in the animal owners name or farm name.

12. To show in the registered breed classes, animals must meet the registration requirements for that breed and registration papers must be available. Animals without proper registration papers (crossbreeds and grades) must be shown as commercial.
13. All animal health regulations will be in effect as stipulated by the Minnesota Board of Animal Health and the County Agricultural Society.
14. The McLeod County Agricultural Society and McLeod County 4-H are not responsible for death, loss, or accidental injury to animals.

Showmanship Rules

All 4-H'ers exhibiting livestock at the showcase, who have completed grade 3 and up, are eligible to participate in showmanship. 4-H'ers must show their own animals. All animals in showmanship must be a properly 4-H identified animal. There are no exceptions; violations of this policy will result in forfeit of awards for the class.

Official Fair Veterinarian

An Official Fair Veterinarian will be responsible for administering all necessary rules and making the necessary inspections. All livestock will be inspected by the Official Fair Veterinarian on the opening day of exhibition. If there is a situation where an animal needs to be seen, you may contact any available veterinarian. If there is a situation where an animal needs to be removed from exhibition due to health reasons, this decision will be made in consultation with the Official Fair Veterinarian.

Electrical Requirements

The County will be strictly enforcing the following requirements regarding extension cords used in all livestock barns during the fair and should be followed by all exhibitors:

- All extension cords must be at least 12 gauge or larger Type G, PPE, S, SE, SEO, SEOO, SC, SCE, SCT, SO, SOO, ST, STO, STOO, W, or other types identified for extra-hard usage and must be of the grounding type.
- Extension cords must also be three-wire flexible.
- No lightweight (2 wire) extension cords or "zip" cords (18 gauge or smaller) may be used anywhere.
- Octopus plugs and two-wire extension cords often create a fire hazard and will be removed if found in use during an event.
- Cables with a "J" in the type designation (such as Type SJT) are not permitted.
- Refrigerators and small appliances not in compliance with these rules may be asked to leave the grounds.
- ***It is your responsibility to read and adhere to the 4-H Rules and Regulations listed in this Premium Book.***

What if two animals are in the same class?

If two animals are entered in the same class, another registered 4-H member, preferably a member from McLeod County, must be asked to show one of the animals while in the show ring. No adults will be allowed to show or hold the animal. This includes during champion selection/drives.

For the state fair lineup, a 4-H member is to lead and hold the animal. We know that sometimes we run out of age appropriate 4-H members when there are more than one of their animals pulled for the state fair lineup. We are allowing parents/adults to hold an animal during the state fair line-up ONLY when the 4-H member is already holding another animal. Animals held by parents/adults must be handed off to the 4-H member when they become available.

Animal Science (Livestock) Interviews

- Animal science interviews are designed to further enhance educational opportunities for young people exhibiting livestock. Interviews will emphasize many life skills such as communication skills, responsibility, decision making, and problem-solving.
- Animal science interviews will be held during the General Project Entry Day on Tuesday, August 18 from 2 to 7 p.m. in the 4-H Building.
- Youth are able to complete one interview per species they bring to the county fair. You must be exhibiting an animal to complete an interview. Youth should plan their time accordingly to complete interviews they wish to participate in and any general project judging they need to complete in the allotted time.
- Cloverbuds are not eligible to participate in animal science interviews.
- The interview winners will be announced during their species' show.

IAFE Show Ethics

- Exhibitors of animals at livestock events shall at all times represent themselves with honesty and good sportsmanship. Their conduct in this competitive environment shall always reflect the highest standards of honor and dignity to promote the advancement of agriculture. This code applies to all exhibitors who compete in structured classes of competition. This code applies to all livestock offered in any event at a livestock show.
- All youth leaders working with younger exhibitors are under an affirmative responsibility to avoid improper conduct or questionable acts. Their moral values must be so certain and positive that those younger and more pliable will be influenced by their fine example. Owners, exhibitors, fitters, trainers, and responsible persons who violate the code of ethics will forfeit premiums, awards, and auction proceeds and shall be prohibited from future exhibition in accordance with the rules adopted by the respective fairs and livestock shows. Exhibitors who violate this code of ethics demean the integrity of all livestock exhibitors and should be prohibited from competition at all livestock shows in the United States and Canada.

To view the entire IAFE Code of Show Ring Ethics, go to
<https://drive.google.com/file/d/1S2Mx-MZopHOiH2pE855O1KbLZmkqqmTD/view>

Livestock Health Requirements

Minnesota Board of Animal Health (MBAH)

Phone: 651-296-2942

[Premises and Livestock Registration information](#)

General Requirements

All animals must be examined by the official fair veterinarian on the day they are admitted to the exhibition and at least once daily during the exhibition. All out-of-state animals must meet Minnesota importation requirements. No animal may enter or be at a public exhibition that is showing clinical signs of any infectious, contagious, or communicable disease, including ringworm and warts.

Always check with exhibition management for additional requirements.

Cattle

Cattle must be officially identified.

Sheep and Goats

Sheep and goats must be officially identified. No sheep or goat that is within 30 days of giving birth (either before or after) may be exhibited without prior approval from the Minnesota Board of Animal Health.

Poultry

All chickens, turkeys, ducks, geese, guineas, and game birds at exhibitions, except baby poultry, must be individually identified with a leg or wing band. For questions related to poultry exhibition requirements, please contact the Minnesota Poultry Testing Laboratory at 320-231-5170.

At exhibitions, all chickens, turkeys, game birds, and hatching eggs from these birds must be accompanied by a certificate or test chart approved by the Minnesota Board of Animal Health to show compliance with the following requirements:

- Pullorum-Typhoid – bird originates from a hatchery or breeding flock that is classified U.S. Pullorum-Typhoid Clean under the National Poultry Improvement Plan (NPIP); or be negative with a pullorum-typhoid blood test within 90 days prior to the opening date of exhibition.
- Mycoplasma gallisepticum and Mycoplasma synoviae – all turkeys and turkey hatching eggs must originate from a hatchery or breeding flock that is classified U.S. Mycoplasma Gallisepticum (MG) Clean and U.S. Mycoplasma Synoviae (MS) Clean under the NPIP; or be negative with a Mycoplasma gallisepticum and a Mycoplasma synoviae blood test within 90 days prior to the opening date of exhibition.

Resources:

- Poultry Exhibition Statement of Origin Form:
<https://www.bah.state.mn.us/sites/default/files/documents/Poultry-Statement-of-Origin.pdf>
- Poultry Exhibition Requirements for Chickens, Turkeys, and Game Birds:
<https://www.bah.state.mn.us/poultry/#poultry-exhibition-requirements>

Swine

Breeding and feeding swine must be officially identified, unless in slaughter classes only.

Horses

Horses, except suckling foals accompanying a negative dam, must be negative to an official equine infectious anemia (Coggins) test conducted within 12 months prior to the opening date of an exhibition.

Dogs

Dogs four months of age or older must be accompanied by a certificate of rabies vaccination documenting that the dog is currently vaccinated for rabies.

Livestock Auction

- The objective of the 4-H Livestock Auction is to provide educational interaction between 4-H members and the public that is consistent and fair allowing buyers to support positive youth development.
- The [4-H Livestock Auction](#) will be held the Saturday of the county fair at 6:00 p.m.
- Youth will receive 80% of their premium dollars with the remaining 20% being retained by McLeod County 4-H Federation for educational and leadership opportunities.

Participation Guidelines

- 4-H'ers may only sell premium on one animal. All animals are sold premium only; meaning no animals will be physically sold. The 4-H member and buyer may have a private treaty transaction on their animal after the auction.
- Eligible species: Beef, Dairy, Dairy Goat, Meat Goat, Poultry, Rabbit, Sheep, and Swine.
- Market animals that receive a blue ribbon placing or higher are eligible to participate. Prospect calves are not eligible because they are not considered market ready. The eligible classes from each species are listed below.
- Breeding animals that receive a Grand Champion or Reserve Champion ribbon placing (depending on how the species does their awards) are eligible to participate. The eligible classes and/or overall champion placings from each species are listed below.
- Placings for showmanship and interviews are NOT considered for auction eligibility.
- Cloverbuds are NOT eligible for the auction.
- Only animals exhibited in-person are eligible for the auction. No virtual entries are allowed if the 4-H show is scheduled for in-person exhibition.
 - Under circumstances where an entire species or specific category of animals are banned from in-person exhibitions due to external decisions, will only then virtual entries be allowed. To participate with a virtual entry under this condition requires the 4-H member to exhibit the animal virtually in their designated 4-H show to receive their ribbon placing. Auction eligibility will follow the ribbon placing guidelines mentioned above.

Prior to County Fair

- To indicate your intent of participating in the auction, each youth is required to turn in a completed [potential bidder signature form](#) by **July 15** to the 4-H Extension Office. Instructions for completing this form are listed on the form itself. Only those who turn in a completed potential bidder signature form will be allowed to participate – NO EXCEPTIONS!

During the County Fair

- Each 4-H'er who is eligible for the auction after their 4-H show must turn in their [sign up form](#) before **Saturday, August 22 at 11:00 a.m.** – NO EXCEPTIONS!
- 4-H'ers are required to turn in a **4" x 6" landscape/horizontally oriented picture** to the 4-H Office in the 4-H Building during the county fair by 11:00 a.m. on Saturday of county fair. Tip: Take your picture and print it prior to the county fair when you're in clean clothes, your animal is clean, and your family is not under the stress of the county fair.
- There will be a required participant picture at 5:15 p.m. in the Large Animal Show Arena. 4-H'ers only, no animals. Dress in show or dressy clothes.
- 4-H'ers must fill out a thank you card and turn it into the 4-H Office before their auction check will be issued to them. It is highly encouraged to complete your thank you card during or immediately after the auction.
- 4-H'ers must have a signed W-9 on file at the 4-H Extension Office if their premium portion is \$600 or more before their auction check will be issued to them. Check with 4-H staff if you need to complete this requirement. W-9 forms need to be signed by the 4-H member themselves.
- All auction checks will be mailed to participants after all the auction buyers' checks have cleared at the bank. This may take 4 to 6 weeks after the county fair.
- **Graduating 4-H Members** - All graduating 4-H members will be recognized prior to the start of the 4-H Livestock Auction by introducing themselves to the audience. Please be in the Large Animal Show Arena at 5:45 p.m. for introductions.
- **NEW for 2026: All species are required to provide at least three (3) volunteers for clean up.**

Auction Eligibility

Below is a list of eligible classes and ribbon placings needed to participate in the 4-H Livestock Auction. Following the class name is the number of allowed entries. Unlimited entries are indicated as "unl.". It is highly recommended that if you are exhibiting a breeding animal to also exhibit a market animal to increase your chance of participating.

Beef

Grand & Reserve Champion Ribbon

- Breeding Heifer - Commercial (2)
- Breeding Heifer - Registered (2)
- Cow and Calf Pair (2)

Blue Ribbon

- Market Steer (unl.)
- Market Heifer (unl.)
- Purebred Dairy Steer (unl.)
- Crossbred Dairy Steer (unl.)

Not Eligible

- Prospect Calf

Dairy

Grand & Reserve Champion Ribbon

- Ayrshire Senior (2)
- Ayrshire Junior (2)
- Brown Swiss Senior (2)
- Brown Swiss Junior (2)
- Guernsey Senior (2)
- Guernsey Junior (2)
- Holstein Senior (2)
- Holstein Junior (2)
- Jersey Senior (2)
- Jersey Junior (2)
- Milking Shorthorn Senior (2)
- Milking Shorthorn Junior (2)
- Red & White Senior (2)
- Red & White Junior (2)
- Crossbred Senior (2)
- Crossbred Junior (2)

Not Eligible

- Dairy Herd Management

Dairy Goat

Grand & Reserve Champion Ribbon

- Junior Grand & Reserve Champion (2)
- Senior Grand & Reserve Champion (2)

Meat Goat

Grand & Reserve Champion Ribbon

- Junior Breeding Doe (2)
- Senior Breeding Doe (2)

Blue Ribbon

- Meat Market Goat - Wether (unl.)
- Meat Market Goat - Doe (unl.)
- Dairy Market Goat - Wether (unl.)

Poultry

Grand & Reserve Champion Ribbon

- Standard Breeding Chickens (2)
- Bantam Breeding Chickens (2)
- Standard Breeding Ducks (2)
- Bantam Breeding Ducks (2)
- Breeding Geese (2)
- Breeding Guineaas (2)
- Breeding Turkeys (2)
- Breeding Doves (2)
- Pigeons - Fancy (2)
- Pigeons - Flying (2)
- Pigeons - Utility (2)

Blue Ribbon

- Market Chickens (unl.)
- White Egg Production Chickens (unl.)
- Brown Egg Production Chickens (unl.)
- Market Ducks (unl.)
- Market Geese (unl.)
- Market Guineaas (unl.)
- Market Turkeys (unl.)

Not Eligible

- Show and Hobby

Rabbit

Grand & Reserve Champion Ribbon

- Small Breeds (2)
- Large Breeds (2)
- Running Breeds (2)

Blue Ribbon

- Market Rabbit - Single (unl.)
- Market Rabbit - Pen of Three (unl.)

Not Eligible

- Show and Hobby
- Rabbit Costume

Sheep

Grand & Reserve Champion Ribbon

- Breeding Ewe (2)

Blue Ribbon

- Market Lamb Speckle Face (unl.)
- Market Lamb Black Face (unl.)
- Market Lamb White Face (unl.)
- Market Lamb Hair Breeds (unl.)

Not Eligible

- Market Lambs Pair
- Market Lambs Trio
- Lamb Lead
- Fleece

Swine

Grand & Reserve Champion Ribbon

- Breeding Gilts (2)

Blue Ribbon

- Market Barrow (unl.)
- Market Gilt (unl.)

Not Eligible

- Market Pen - Pen of 2
- Market Pen - Pen of 3

Round Robin Showmanship Contest

The objective of the 4-H Round Robin Showmanship Contest is to encourage youth to meet other 4-H members, learn about new species, practice showmanship skills with new animals, and have fun at the conclusion of the fair!

- The Round Robin Showmanship Contest will be the **Sunday of the county fair at 4:00 p.m.** in the Large Animal Show Arena.
- Eligible species include Beef, Dairy, Goat (Dairy & Meat), Horse, Llama-Alpaca, Poultry, Rabbit, Sheep, and Swine.
- To participate in the Round Robin Showmanship Contest, youth who are the Champion and Reserve Champion Senior Showman must inform the species superintendents during their show that they wish to participate.
- If a Champion or Reserve Champion Senior Showperson chooses not to participate, the third-place showman in that species will be given the opportunity to compete in the contest and so forth until two participants are selected. The participation list shall go through the senior age division then intermediate age division.
- Youth in 5th grade and younger and Cloverbuds are NOT eligible to participate.
- Participants should dress in show clothes including proper footwear (closed toe shoes).
- Each contestant needs to bring one live animal and, if needed, line up a person to hold their animal during the contest. The animal does not have to be the animal you won showmanship with. Animals do not have to be fitted for the contest, but need to be clean.
- Swine will bring two pairs of hogs, one for each swine contestant. The pairs of pigs will alternate between the rounds to prevent tired pigs and to increase the chance the swine will behave together since they will know their buddy.
- The procedure for Round Robin is as follows:
 - Showmen will start out showing their own animal for 2 ½ minutes then show the second animal in their own species for 2 ½ minutes.
 - Showmen will then rotate to the next species to show together. They will show each animal for 2 ½ minutes.



- This process will repeat until they have shown all animals and all species. Each rotation will be 5 minutes per species.
- Judges will rank each showman from 1-10 on a scorecard with 10 being the best.
- At the end of time each round, scorecards will be collected.
- The showman with the highest showing score will be announced the Champion, the showman with the second highest score will be the Reserve Champion.
 - In the event of a tie, the knowledge test scores will be used to break the tie. The knowledge test is completed prior to Round Robin beginning. The test has 2 questions for each species for a total of 18 questions.
- A participant picture will be taken at the conclusion of showing until results are ready to be announced.
- Participants are asked to introduce themselves to the crowd and answer a fun question while scores are being calculated.

Herdsmanship

NEW for 2026: Herdsmanship will include the following species: beef, dairy, dairy goat, meat goat, horse, poultry, rabbit, sheep, and swine. The McLeod County 4-H herdsman ship will be modeled after the Minnesota State Fair's herdsman ship. The following is how McLeod County 4-H will handle herdsman ship.

- Exhibitors will judge a species they do NOT exhibit in.
- Scoring will be assigned on a scale of 0 to 100 points. However, the number score will be kept confidential. Instead, the public judging score sheets posted in the 4-H Building will show a ribbon placing. This matches state fair scoring and keeps the points unknown. Judging score sheets have been updated to match the MN 4-H State Fair Herdsman ship criteria and scoring. The point scale is as follows:
 - Purple (96 - 100 points)
 - Blue (90 - 95 points)
 - Red (85 - 89 points)
 - White (84 points and below)
- Cloverbuds do not participate in herdsman ship.
- Herdsman ship scores will be announced immediately following Round Robin, approximately at 5:30 p.m. on Sunday. Herdsman ship champions in each species will be awarded a banner and these banners will be used year after year.
 - The Round Robin Showman ship Contest will be the Sunday of the county fair at 4:00 p.m. in the Large Animal Show Arena.
- Overall herdsman ship winners will be awarded the Golden Pitchfork. To be awarded the Golden Pitchfork, a club needs to exhibit at least 3 out of 8 species.

Animal Science Exhibits

Each exhibitor may enter 2 entries per livestock class, unless otherwise stated in sections below.

Beef

Important Dates and Deadlines

- Market Beef and Dairy Steer Animal Identification Deadline: February 15, 2026
- Breeding Beef and Prospect Beef Animal Identification Deadline: May 15, 2026

- Fair Check-In: Wednesday, August 19, 2026, from 4 p.m. to 6 p.m. in Beef Barn
- Beef Exhibitor Meeting: Wednesday, August 19, 2026, at 7:00 p.m. in Beef Barn
- McLeod County 4-H Beef Show: Friday, August 21, 2026, at 10:00 a.m. in Large Animal Arena

Project superintendents

Ashley and Craig Kohls; kohlsbeef@gmail.com

Kim Rasmussen; kimlpvc@gmail.com

Birth Dates

Breeding Heifer – Spring Calf	January 1 – May 15, 2026
Breeding Heifer – Fall Calf	September 1 – December 31, 2025
Breeding Heifer – Summer Yearling	May 1 – August 31, 2025
Breeding Heifer – Junior Yearling	January 1 – April 30, 2025
Breeding Heifer – Senior Yearling	September 1 – December 31, 2024
Cow/Calf	Calves must be born between January 1 – May 15, 2026
Prospect Market Calves	January 1 – May 15, 2026
Market Beef	January 1 – August 31, 2025
Dairy Steers	January 1 – August 31, 2025

Breeding Heifer

- * A – 2 – 1: Beef – Registered Spring Calf
- * A – 2 – 2: Beef – Registered Fall Calf
- * A – 2 – 3: Beef – Registered Summer Yearling
- * A – 2 – 4: Beef – Registered Junior Yearling
- * A – 2 – 5: Beef – Registered Senior Yearling
- * A – 2 – 6: Beef – Commercial Spring Calf
- * A – 2 – 7: Beef – Commercial Fall Calf
- * A – 2 – 8: Beef – Commercial Summer Yearling
- * A – 2 – 9: Beef – Commercial Junior Yearling
- * A – 2 – 10: Beef – Commercial Senior Yearling

Requirements:

- Beef heifer ownership ID forms and/or lease agreements must be on file in the Extension Office by the 4-H identification deadline.

Cow and Calf

- * A – 1 – 1: Beef – Cow and Calf Pair

Market Beef

- * A – 3 – 1: Beef – Market Steer
- * A – 3 – 2: Beef – Market Heifer

Requirements:

- Recommended minimum weight for state fair is 1,000 pounds; recommended maximum weight is 1,500 pounds. Market animals exceeding the maximum weight will not be purple ribbon eligible for state fair.

Dairy Steer

- * A – 4 – 1: Beef – Pure Breed Dairy Steer
- * A – 4 – 2: Beef – Crossbred Dairy Steer

Requirements:

- Recommended minimum weight for State Fair is 1,000 pounds; recommended maximum weight is 1,600 pounds. Pure Breed Dairy Steers must be 100% dairy breed. The following breeds will be accepted without registration papers: Ayrshire, Brown Swiss, Guernsey, Holstein, and Jersey. Milking Shorthorn dairy steers must be registered with the American Milking Shorthorn Society and not carry the "S" suffix.
- Dairy Steers showing permanent teeth may be shown, but they can place no higher than a red ribbon and they will not be eligible for State Fair or auction.
- **Crossbred Dairy Steers must be at least 50% from the acceptable breeds listed for the Pure Breed Dairy Steer division, with the balance being from any other beef or dairy breed; however, the steers must show adequate dairy steer characteristics, as determined by the screening committee. Exhibitors should be prepared to identify the breeds of their crossbred dairy steer.**

Prospect Calf

- * A – 5 – 1: Beef – Heifer Calf
- * A – 5 – 2: Beef – Steer Calf
- * A – 5 – 3: Beef – Prospect Dairy Steer Calf (*County Fair Class Only*)
- * A – 5 – 4: Beef – Prospect Bull Calf (*County Fair Class Only*)

Beef Interview

- * A – 6 – 1: Beef Interview – Grades 9+
- * A – 6 – 2: Beef Interview – Grades 6-8
- * A – 6 – 3: Beef Interview – Grades 3-5

Beef Showmanship

- * A – 7 – 1: Beef Showmanship – Grades 9+
- * A – 7 – 2: Beef Showmanship – Grades 6-8
- * A – 7 – 3: Beef Showmanship – Grades 3-5

Cloverbud Beef

- * A – 8 – 1: Beef – Cloverbud Beef
- * A – 8 – 2: Beef – Cloverbud Poster

Project Resources

- [Beef Project Page](#)

Dairy

Limited to 6 head per exhibitor.

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, from 1 p.m. to 3 p.m. in Dairy Barn

- Dairy Exhibitor Meeting: Wednesday, August 19, 2026, at 1:00 p.m. in Dairy Barn
- McLeod County 4-H Dairy Show: Thursday, August 20, 2026, at 9:00 a.m. in Large Animal Arena

Project superintendents

Keith Christen; keith-christen@hotmail.com

Leah Kurth; kurthkinefarms@gmail.com

Birth Dates

Spring Calf	March 1, 2026 - May 31, 2026
Winter calf	December 1, 2025 – February 28, 2026
Fall calf	September 1 – November 30, 2025
Summer yearling	June 1 – August 31, 2025
Spring yearling	March 1 – May 31, 2025
Winter yearling	December 1, 2024 – February 28, 2025
Fall yearling	September 1 – November 30, 2024
Milking Yearling	Born Sept 1, 2024 or later that has freshened & in milking form
Junior two year old	March 1 – August 31, 2024
Senior two year old	September 1, 2023 – February 29, 2024
Three year old cows	September 1, 2022 – August 31, 2023
Four year old cows	September 1, 2021 – August 31, 2022
Aged cow	Born before September 1, 2021
Dry cow	Dry cow of any age

Ayrshire – Registered & Grade

- * B – 1 – 1: Dairy – Spring (Junior) Calf
- * B – 1 – 2: Dairy – Winter Calf
- * B – 1 – 3: Dairy – Fall Calf
- * B – 1 – 4: Dairy – Summer Junior Yearling
- * B – 1 – 5: Dairy – Spring Junior Yearling
- * B – 1 – 6: Dairy – Winter Senior Yearling
- * B – 1 – 7: Dairy – Fall Senior Yearling
- * B – 1 – 8: Dairy – Milking Yearling
- * B – 1 – 9: Dairy – Junior Two Year Old Cow
- * B – 1 – 10: Dairy – Senior Two Year Old Cow
- * B – 1 – 11: Dairy – Three Year Old Cow
- * B – 1 – 12: Dairy – Four Year Old Cow
- * B – 1 – 13: Dairy – Five Year Old Cow and Older
- * B – 1 – 14: Dairy – Dry Cow, of any age

Brown Swiss – Registered & Grade

- * B – 2 – 1: Dairy – Spring (Junior) Calf
- * B – 2 – 2: Dairy – Winter Calf
- * B – 2 – 3: Dairy – Fall Calf
- * B – 2 – 4: Dairy – Summer Junior Yearling
- * B – 2 – 5: Dairy – Spring Junior Yearling
- * B – 2 – 6: Dairy – Winter Senior Yearling
- * B – 2 – 7: Dairy – Fall Senior Yearling

- * B - 2 - 8: Dairy – Milking Yearling
- * B - 2 - 9: Dairy – Junior Two Year Old Cow
- * B - 2 - 10: Dairy – Senior Two Year Old Cow
- * B - 2 - 11: Dairy – Three Year Old Cow
- * B - 2 - 12: Dairy – Four Year Old Cow
- * B - 2 - 13: Dairy – Five Year Old Cow and Older
- * B - 2 - 14: Dairy – Dry Cow, of any age

Guernsey – Registered & Grade

- * B - 3 - 1: Dairy – Spring (Junior) Calf
- * B - 3 - 2: Dairy – Winter Calf
- * B - 3 - 3: Dairy – Fall Calf
- * B - 3 - 4: Dairy – Summer Junior Yearling
- * B - 3 - 5: Dairy – Spring Junior Yearling
- * B - 3 - 6: Dairy – Winter Senior Yearling
- * B - 3 - 7: Dairy – Fall Senior Yearling
- * B - 3 - 8: Dairy – Milking Yearling
- * B - 3 - 9: Dairy – Junior Two Year Old Cow
- * B - 3 - 10: Dairy – Senior Two Year Old Cow
- * B - 3 - 11: Dairy – Three Year Old Cow
- * B - 3 - 12: Dairy – Four Year Old Cow
- * B - 3 - 13: Dairy – Five Year Old Cow and Older
- * B - 3 - 14: Dairy – Dry Cow, of any age

Holstein – Registered

- * B - 4 - 1: Dairy – Spring (Junior) Calf
- * B - 4 - 2: Dairy – Winter Calf
- * B - 4 - 3: Dairy – Fall Calf
- * B - 4 - 4: Dairy – Summer Junior Yearling
- * B - 4 - 5: Dairy – Spring Junior Yearling
- * B - 4 - 6: Dairy – Winter Senior Yearling
- * B - 4 - 7: Dairy – Fall Senior Yearling
- * B - 4 - 8: Dairy – Milking Yearling
- * B - 4 - 9: Dairy – Junior Two Year Old Cow
- * B - 4 - 10: Dairy – Senior Two Year Old Cow
- * B - 4 - 11: Dairy – Three Year Old Cow
- * B - 4 - 12: Dairy – Four Year Old Cow
- * B - 4 - 13: Dairy – Five Year Old Cow and Older
- * B - 4 - 14: Dairy – Dry Cow, of any age

Holstein – Grade

- * B - 5 - 1: Dairy – Spring (Junior) Calf
- * B - 5 - 2: Dairy – Winter Calf
- * B - 5 - 3: Dairy – Fall Calf
- * B - 5 - 4: Dairy – Summer Junior Yearling
- * B - 5 - 5: Dairy – Spring Junior Yearling
- * B - 5 - 6: Dairy – Winter Senior Yearling
- * B - 5 - 7: Dairy – Fall Senior Yearling
- * B - 5 - 8: Dairy – Milking Yearling
- * B - 5 - 9: Dairy – Junior Two Year Old Cow
- * B - 5 - 10: Dairy – Senior Two Year Old Cow
- * B - 5 - 11: Dairy – Three Year Old Cow
- * B - 5 - 12: Dairy – Four Year Old Cow

- * B – 5 – 13: Dairy – Five Year Old Cow and Older
- * B – 5 – 14: Dairy – Dry Cow, of any age

Jersey – Registered & Grade

- * B – 6 – 1: Dairy – Spring (Junior) Calf
- * B – 6 – 2: Dairy – Winter Calf
- * B – 6 – 3: Dairy – Fall Calf
- * B – 6 – 4: Dairy – Summer Junior Yearling
- * B – 6 – 5: Dairy – Spring Junior Yearling
- * B – 6 – 6: Dairy – Winter Senior Yearling
- * B – 6 – 7: Dairy – Fall Senior Yearling
- * B – 6 – 8: Dairy – Milking Yearling
- * B – 6 – 9: Dairy – Junior Two Year Old Cow
- * B – 6 – 10: Dairy – Senior Two Year Old Cow
- * B – 6 – 11: Dairy – Three Year Old Cow
- * B – 6 – 12: Dairy – Four Year Old Cow
- * B – 6 – 13: Dairy – Five Year Old Cow and Older
- * B – 6 – 14: Dairy – Dry Cow, of any age

Milking Shorthorn – Registered & Grade

- * B – 7 – 1: Dairy – Spring (Junior) Calf
- * B – 7 – 2: Dairy – Winter Calf
- * B – 7 – 3: Dairy – Fall Calf
- * B – 7 – 4: Dairy – Summer Junior Yearling
- * B – 7 – 5: Dairy – Spring Junior Yearling
- * B – 7 – 6: Dairy – Winter Senior Yearling
- * B – 7 – 7: Dairy – Fall Senior Yearling
- * B – 7 – 8: Dairy – Milking Yearling
- * B – 7 – 9: Dairy – Junior Two Year Old Cow
- * B – 7 – 10: Dairy – Senior Two Year Old Cow
- * B – 7 – 11: Dairy – Three Year Old Cow
- * B – 7 – 12: Dairy – Four Year Old Cow
- * B – 7 – 13: Dairy – Five Year Old Cow and Older
- * B – 7 – 14: Dairy – Dry Cow, of any age

Red & White – Registered

- * B – 8 – 1: Dairy – Spring (Junior) Calf
- * B – 8 – 2: Dairy – Winter Calf
- * B – 8 – 3: Dairy – Fall Calf
- * B – 8 – 4: Dairy – Summer Junior Yearling
- * B – 8 – 5: Dairy – Spring Junior Yearling
- * B – 8 – 6: Dairy – Winter Senior Yearling
- * B – 8 – 7: Dairy – Fall Senior Yearling
- * B – 8 – 8: Dairy – Milking Yearling
- * B – 8 – 9: Dairy – Junior Two Year Old Cow
- * B – 8 – 10: Dairy – Senior Two Year Old Cow
- * B – 8 – 11: Dairy – Three Year Old Cow
- * B – 8 – 12: Dairy – Four Year Old Cow
- * B – 8 – 13: Dairy – Five Year Old Cow and Older
- * B – 8 – 14: Dairy – Dry Cow, of any age

Crossbred & Other Breeds – Registered & Grade

- * B – 9 – 1: Dairy – Spring (Junior) Calf
- * B – 9 – 2: Dairy – Winter Calf
- * B – 9 – 3: Dairy – Fall Calf
- * B – 9 – 4: Dairy – Summer Junior Yearling
- * B – 9 – 5: Dairy – Spring Junior Yearling
- * B – 9 – 6: Dairy – Winter Senior Yearling
- * B – 9 – 7: Dairy – Fall Senior Yearling
- * B – 9 – 8: Dairy – Milking Yearling
- * B – 9 – 9: Dairy – Junior Two Year Old Cow
- * B – 9 – 10: Dairy – Senior Two Year Old Cow
- * B – 9 – 11: Dairy – Three Year Old Cow
- * B – 9 – 12: Dairy – Four Year Old Cow
- * B – 9 – 13: Dairy – Five Year Old Cow and Older
- * B – 9 – 14: Dairy – Dry Cow, of any age

Dairy Herd Management – All Breeds *(County Fair Class Only)*

- * B – 11 – 1: Exhibit of 3 animals

Dairy Interview

- * B – 12 – 1: Dairy Interview – Grades 9+
- * B – 12 – 2: Dairy Interview – Grades 6-8
- * B – 12 – 3: Dairy Interview – Grades 3-5

Dairy Showmanship

- * B – 13 – 1: Dairy Showmanship – Grades 9+
- * B – 13 – 2: Dairy Showmanship – Grades 6-8
- * B – 13 – 3: Dairy Showmanship – Grades 3-5

Cloverbud Dairy

- * B – 14 – 1: Dairy – Cloverbud Dairy
- * B – 14 – 2: Dairy – Cloverbud Poster

Project Resources

- [Dairy Project Page](#)

Dairy Goat

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, at 2:00 p.m. in Goat Barn
- Goat Exhibitor Meeting: Wednesday, August 19, 2026, at 1:15 p.m. in Goat Barn
- McLeod County 4-H Dairy Goat Show: Friday, August 21, 2026, at 9:00 a.m. in Small Animal Arena

Project superintendents

Emma Bayerl; emmafriauf@outlook.com

Shannon Mattson; shannonmattson5@gmail.com

- **Classes with less than three exhibits may be combined to keep classes competitive.**
- A scrapie tattoo or tag is required for all goats.
- ***Tattoos must be legible and clearly read. Any unreadable will be ineligible for champion and reserve champion awards and State Fair trips.***
- For safety reasons, all dairy goats must be dis-budded/dehorned. Regrowth of less than ONE INCH allowed.
- The following breeds are eligible to compete in the McLeod County Fair 4-H Dairy Goat Show: Alpine, Golden Guernsey, Lamancha, Nigerian Dwarf, Nubian, Oberhasli, Saanen, Sables, Toggenburg, Recorded Grades, and Unrecorded Grades (Unrecorded Grades are limited to the unregistered nine recognized ADGA breeds or any combination thereof).
 - A unique animal ID number is required to be tattooed into animals' ear or tail web.
- **Note:** Families will not be able to self-identify the following project animals after May 15 in 4-H Online. To meet the ID deadline for the following animals, a paper copy of the [Dairy Goat ID Worksheet](#) must be submitted to the Extension Office no later than the set deadline:
 - July 1: Junior Doe Kid

Birth Dates

Junior Kid Doe	April 1 – June 30, 2026
Senior Kid Doe	January 1 – March 31, 2026
Dry Yearling Doe (never kidded)	January 1 – December 31, 2025
Milking Yearling Doe	January 1 – December 31, 2025
Milking Two Year Old Doe	January 1 – December 31, 2024
Milking Doe - 3 Years and under 5 Years	Born in 2022 or 2023
Milking Doe - 5 Years and older	Born before 2022

Registered

- * C – 1 – 1: Junior Doe Kid
- * C – 1 – 2: Senior Doe Kid
- * C – 1 – 3: Dry Yearling Doe
- * C – 1 – 4: Milking Yearling Doe
- * C – 1 – 5: Milking 2 Year Old Doe
- * C – 1 – 6: Milking 3 Year Old Doe
- * C – 1 – 7: Milking 4 Year Old Doe
- * C – 1 – 8: Milking 5 Year Old Doe & Older

Recorded

- * C – 2 – 1: Grade Junior Doe Kid
- * C – 2 – 2: Grade Senior Doe Kid
- * C – 2 – 3: Grade Dry Yearling Doe
- * C – 2 – 4: Grade Milking Yearling Doe
- * C – 2 – 5: Grade Milking 2 Year Old Doe
- * C – 2 – 6: Grade Milking 3 Year Old Doe
- * C – 2 – 7: Grade Milking 4 Year Old Doe
- * C – 2 – 8: Grade Milking 5 Year Old Doe & Older

Unrecorded

- * C – 3 – 1: Grade Junior Doe Kid
- * C – 3 – 2: Grade Senior Doe Kid
- * C – 3 – 3: Grade Dry Yearling Doe

- * C – 3 – 4: Grade Milking Yearling Doe
- * C – 3 – 5: Grade Milking 2 Year Old Doe
- * C – 3 – 6: Grade Milking 3 Year Old Doe
- * C – 3 – 7: Grade Milking 4 Year Old Doe
- * C – 3 – 8: Grade Milking 5 Year Old Doe & Older

Dairy Goat Interview

- * C – 4 – 1: Dairy Goat Interview – Grades 9+
- * C – 4 – 2: Dairy Goat Interview – Grades 6-8
- * C – 4 – 3: Dairy Goat Interview – Grades 3-5

Dairy Goat Showmanship

- * C – 5 – 1: Dairy Goat Showmanship – Grades 9+
- * C – 5 – 2: Dairy Goat Showmanship – Grades 6-8
- * C – 5 – 3: Dairy Goat Showmanship – Grades 3-5

Cloverbud Dairy Goat

- * C – 6 – 1: Dairy Goat – Cloverbud Dairy Goat
- * C – 6 – 2: Dairy Goat - Cloverbud Poster

Dog

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- County Dog Show: Thursday, July 30, 2026 at 5 pm in the Large Animal Show Arena

Lead Dog Training Instructor

Catherine Baumann, tcta_b@hotmail.com

Note: The following will be used for ribbon placing based on the score sheet in obedience class:

- Blue: 200 - 170 points
- Red: 169.5 - 100 points
- White: 99.5 points or less

Anyone receiving a blue or red ribbon must move up to the next class the following year.

Dog Agility

- * D – 1 – 1: Dog – Pre-Agility
- * D – 1 – 2: Dog – Agility Beginner
- * D – 1 – 3: Dog – Agility Elementary
- * D – 1 – 4: Dog – Agility Intermediate
- * D – 1 – 5: Dog – Agility Senior
- * D – 1 – 6: Dog – Agility Advanced
- * D – 1 – 7: Dog – Limited Agility
- * D – 1 – 8 : Dog – Jumpers 1A
- * D – 1 – 9 : Dog – Jumpers 1B
- * D – 1 – 10: Dog – Jumpers 2
- * D – 1 – 11: Dog – Jumpers 3
- * D – 1 – 12: Dog – Limited Jumpers

Dog Rally

- * D – 2 – 1: Dog – Rally Foundation
- * D – 2 – 2: Dog – Rally Beginner
- * D – 2 – 3: Dog – Rally Novice
- * D – 2 – 4: Dog – Rally Graduated Novice
- * D – 2 – 5: Dog – Rally Intermediate
- * D – 2 – 6: Dog – Rally Pre-Excellent
- * D – 2 – 7: Dog – Rally Excellent
- * D – 2 – 8: Dog – Rally Pre-Master
- * D – 2 – 9: Dog – Rally Master
- * D – 2 – 10: Dog – Rally Veterans

Dog Obedience

- * D – 3 – 1: Dog – Obedience Foundation
- * D – 3 – 2: Dog – Obedience Beginner
- * D – 3 – 3: Dog – Obedience Graduate Beginner
- * D – 3 – 4: Dog – Obedience Novice
- * D – 3 – 5: Dog – Obedience Graduate Novice
- * D – 3 – 6: Dog – Obedience Pre-Open
- * D – 3 – 7: Dog – Obedience Open
- * D – 3 – 8: Dog – Obedience Graduate Open
- * D – 3 – 9: Dog – Obedience Pre-Utility
- * D – 3 – 10: Dog – Obedience Utility
- * D – 3 – 11: Dog – Obedience Veterans
- * D – 3 – 12: Dog – Obedience Brace
- * D – 3 – 13: Dog – Obedience 4 Dog Team

Dog Showmanship

- * D – 4 – 1: Dog – Showmanship Novice
- * D – 4 – 2: Dog – Showmanship Open
- * D – 4 – 3: Dog – Showmanship Excellent

Requirements:

- A dog may be shown in the dog show or the pet show, not both.
- 4-H'ers - 3rd grade and up are eligible for county and state dog show.
- 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](http://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.

Cloverbud Dog

- * D – 5 – 1: Dog – Cloverbud Dog
- * D – 5 – 2: Dog – Cloverbud Poster

Horse

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Horse Stalling form must be completed by July 15, 2026 <https://z.umn.edu/McLeodHorseStall26>
- Fair Check-In: Wednesday, August 19, 2026, at 6:00 p.m. in Horse Barn
- Horse Exhibitor Meeting: Wednesday, August 19, 2026, at 7:30 p.m. in Horse Barn (Mandatory)
- McLeod County 4-H Horse Show: Saturday, August 22, 2026, at 8:00 a.m. in Outdoor Horse Arena

Project superintendents

Cindy Dolezal; cdshorsemassage@yahoo.com

Tammie Wieweck; twieweck@gmail.com

Requirements:

- The "MN 4-H Horse Program Rule Book" or any revision will be followed. There will be no exception to these rules.
- Horses who were not identified in 4-HOnline by the May 15 identification deadline can only receive up to a blue ribbon, no grand or reserve champions, and are not eligible for state fair trips or showmanship awards.
- Copies of current Coggins papers for **ALL** horses, ponies, and minis (owned, leased, borrowed, Cloverbud, etc.) must be on file in the Extension Office before the horses can be unloaded for clinics or shown at the county fair.
- Each member must own or lease his/her own horse (except for horseless horse with a horse). All care, feeding, grooming, training, and exercising must be done by the member beginning no later than May 15 to exhibit at the MN State 4-H Horse Show.
- A 4-H'er can only ride one horse per class.
- Bareback is not allowed in any 4-H riding.
- Unsafe horses or careless riders will be dismissed from the show.
- Youth can only enter in Western Showmanship OR English Showmanship.
- Youth can only enter in Western Pleasure or Ranch Pleasure.
- Youth can only enter in English Equitation Hunt Seat OR English Equitation Saddle Seat per horse/rider combination.
- Youth can only enter in English Pleasure Hunt Seat OR English Pleasure Saddle Seat per horse/rider combination.
- **For games classes, a three second penalty will be assessed for each obstacle knocked down. A broken pattern will result in a "no time". Upon entering the show arena, you must break forward motion or make a safety circle before proceeding.**
- If you enter in a Walk/Trot Pleasure or Walk/Trot Barrels class, you can NOT enter in any other riding classes, except Costume class.
- Ponies and Minis are encouraged to show in the correct 4-H'er age group class.
- Classes may be combined or split depending on the number of entries.
- Costume class will only be a Walk/Trot class.
- 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. Additional information can be found on the [Horse project page \(z.umn.edu/4HHorseProject\)](https://z.umn.edu/4HHorseProject).

Novice: Any 4-H'er 6th grade and older that has not yet earned a blue ribbon. This class is not eligible for state fair. They will receive county points only.

English Equitation – Hunt Seat – *Premium paid*

- * E – 1 – 1: Horse – English Equitation – Grades 9+
- * E – 1 – 2: Horse – English Equitation – Grades 6-8
- * E – 1 – 3: Horse – English Equitation – Grades 3-5
- * E – 1 – 4: Horse – English Equitation – Novice

English Equitation – Saddle Seat – *Premium paid*

- * E – 2 – 1: Horse – English Equitation – Grades 9+
- * E – 2 – 2: Horse – English Equitation – Grades 6-8
- * E – 2 – 3: Horse – English Equitation – Grades 3-5
- * E – 2 – 4: Horse – English Equitation – Novice

English Pleasure – Hunt Seat

- * E – 3 – 1: Horse – English Pleasure – Grades 9+
- * E – 3 – 2: Horse – English Pleasure – Grades 6-8
- * E – 3 – 3: Horse – English Pleasure – Grades 3-5
- * E – 3 – 4: Horse – English Pleasure – Novice

English Pleasure – Saddle Seat

- * E – 4 – 1: Horse – English Pleasure – Grades 9+
- * E – 4 – 2: Horse – English Pleasure – Grades 6-8
- * E – 4 – 3: Horse – English Pleasure – Grades 3-5
- * E – 4 – 4: Horse – English Pleasure – Novice

English Showmanship – *Premium paid*

- * E – 5 – 1: Horse – Showmanship – Grades 9+
- * E – 5 – 2: Horse – Showmanship – Grades 6-8
- * E – 5 – 3: Horse – Showmanship – Grades 3-5
- * E – 5 – 4: Horse – Showmanship – Novice

Western Showmanship – *Premium paid*

- * E – 6 – 1: Horse – Showmanship – Grades 9+
- * E – 6 – 2: Horse – Showmanship – Grades 6-8
- * E – 6 – 3: Horse – Showmanship – Grades 3-5
- * E – 6 – 4: Horse – Showmanship – Novice

Western Horsemanship – *Premium paid*

- * E – 7 – 1: Horse – Western Horsemanship, All Gaits – Grades 9+
- * E – 7 – 2: Horse – Western Horsemanship, All Gaits – Grades 6-8
- * E – 7 – 3: Horse – Western Horsemanship, All Gaits – Grades 3-5
- * E – 7 – 4: Horse – Western Horsemanship, All Gaits – Pony, 56" & under
- * E – 7 – 5: Horse – Western Horsemanship, All Gaits – Novice

Western Pleasure

- * E – 8 – 1: Horse – Western Pleasure – Grades 9+
- * E – 8 – 2: Horse – Western Pleasure – Grades 6-8
- * E – 8 – 3: Horse – Western Pleasure – Grades 3-5
- * E – 8 – 4: Horse – Western Pleasure – Pony, 56" & under
- * E – 8 – 5: Horse – Western Pleasure – Novice

Pole Weaving – *Premium paid*

- * E – 9 – 1: Horse – Pole Weaving – Grades 9+
- * E – 9 – 2: Horse – Pole Weaving – Grades 6-8
- * E – 9 – 3: Horse – Pole Weaving – Grades 3-5
- * E – 9 – 4: Horse – Pole Weaving – Novice

Jumping Figure 8

- * E – 10 – 1: Horse – Jumping Figure 8 – Grades 9+
- * E – 10 – 2: Horse – Jumping Figure 8 – Grades 6-8
- * E – 10 – 3: Horse – Jumping Figure 8 – Grades 3-5
- * E – 10 – 4: Horse – Jumping Figure 8 – Novice

Key Race

- * E – 11 – 1: Horse – Key Race – Grades 9+
- * E – 11 – 2: Horse – Key Race – Grades 6-8
- * E – 11 – 3: Horse – Key Race – Grades 3-5
- * E – 11 – 4: Horse – Key Race – Novice

Barrel Race – *Premium paid*

- * E – 12 – 1: Horse – Barrel Race – Grades 9+
- * E – 12 – 2: Horse – Barrel Race – Grades 6-8
- * E – 12 – 3: Horse – Barrel Race – Grades 3-5
- * E – 12 – 4: Horse – Barrel Race – Novice

Trail Class – *Premium paid*

- * E – 13 – 1: Horse – Trail Class – Grades 9+
- * E – 13 – 2: Horse – Trail Class – Grades 6-8
- * E – 13 – 3: Horse – Trail Class – Grades 3-5
- * E – 13 – 4: Horse – Trail Class – Novice

Ranch Pleasure

- * E – 14 – 1: Horse – Ranch Pleasure – Grades 9+
- * E – 14 – 2: Horse – Ranch Pleasure – Grades 6-8
- * E – 14 – 3: Horse – Ranch Pleasure – Grades 3-5
- * E – 14 – 4: Horse – Ranch Pleasure – Pony, 56" & under
- * E – 14 – 5: Horse – Ranch Pleasure – Novice

Walk/Trot – Western Horsemanship – *Premium paid*

- * E – 15 – 1: Horse – Walk/Trot – Western Horsemanship – Grades 3+

Walk/Trot – Barrel Race – *Premium paid*

- * E – 16 – 1: Horse – Walk/Trot – Barrel Race – Grades 3+

Costume Class – *Premium paid* (County Fair Class Only)

- * E – 17 – 1: Horse – Costume Class – Grades 3+

Requirements:

- Boots and helmets are required.
- Long pants and long sleeves are encouraged.
- Bareback is not allowed.
- Miniature horses can participate in the Costume Class.

In-Hand Horse Obstacles

* E – 18 – 1: Horse – In Hand Obstacle - Grades 3+

Requirements:

- Includes all horses, ponies, and miniature horses.

Horse Driving

* E – 19 – 1: Horse – Driving - Grades 3+

Requirements:

- Includes all horses, ponies, and miniature horses.
- Miniature horses are defined as 38" and under at the last hair on the mane at mature age (3 years or over). As clarification, ponies are defined as 56 inches and under, mature height.
- All persons involved in driving competitions should place safety first.
- Horses should never be left unattended while hitched to a vehicle.
- All exhibitors must wear protective headgear (certified ASTM/SEI) in driving classes. Headgear harness must be secured and properly fitted.
- A Judge or Ring Steward may excuse from competition an unsafe vehicle, unsafe equipment, unsafe hitching of horses, or an unruly horse.

Horse Training – **Premium paid**

* E – 20 – 1: Horse – Training Steps 1-6

Requirements:

- Any age horse may qualify provided that it has had NO prior training. The horse may not have been previously ground-driven or ridden.
- Bring your [Training Program Booklet](#) and Achievement booklet to the fair. It will be judged as part of the Horse Show.
- Exhibitors will participate in judging regarding the training of their horse, be asked 10 questions or procedures to be taken from Training Booklet, [Achievement Booklet](#), Horse & Horsemanship, and Horse Science. The questions will come from all steps up to and including the step currently being evaluated.

Equestrians with Disabilities – **Premium paid**

* E – 21 – 1: Horse – Assisted: Flat Class - Western or English Equitation, walk, trot with volunteer as needed

* E – 21 – 2: Horse – Assisted: Obstacle Game Class, Key Hole pattern, walk, trot with volunteer as needed

* E – 21 – 3: Horse – Unassisted: Flat Class - Western or English Equitation, walk, trot, unassisted (spotter)

* E – 21 – 4: Horse – Unassisted: Obstacle Game Class, Key Hole pattern, walk, trot, unassisted (spotter)

Requirements:

- 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.
- Additional information can be found on the [Horse project page](http://z.umn.edu/4HHorseProject) (z.umn.edu/4HHorseProject)

Horse Interview

* E – 22 – 1: Horse Interview – Grades 9+

* E – 22 – 2: Horse Interview – Grades 6-8

* E – 22 – 3: Horse Interview – Grades 3-5

Cloverbud Horse – *Premium paid*

- * E – 23 – 1: Horse – Cloverbud Barrels
- * E – 23 – 2: Horse – Cloverbud Western Pleasure
- * E – 23 – 3: Horse – Cloverbud Horse Halter / Showmanship
- * E – 23 – 4: Horse – Cloverbud Poster

Requirements:

- May choose to participate in all four of the classes listed, but can only participate in each class one time/one entry.
- Helmets are required for the Cloverbud in any riding setting.
- Cloverbuds can safely interact with horses in two ways – halter and riding.
 - Halter – If the horse is used in a halter setting a parent/responsible person will be in control of the horse at all times. Control means to handle and/or lead the horse. The Cloverbud may walk alongside the parent/responsible person.
 - Riding – If the horse is used in a riding setting, the Cloverbud may sit on the back of the horse while an adult/responsible person is in control of the horse at all times. Control means to handle and/or lead the horse. Helmets are required for the Cloverbud in a riding setting.
- At NO point will the parent/responsible person turn primary control of the horse over to the Cloverbud. There will be no use of two lead ropes at any time.

Horse Related

Horse- Horse Related, Grades 6+

Horse - Horse Related, Grades 3-5

Requirements

- This exhibit area is for youth who exhibit a horse; horseless horse is for youth who do not exhibit a horse.
- 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.

Horseless Horse Exhibit

Horse - Horseless Horse, Grades 6+

Horse – Horseless Horse, Grades 3-5

Requirements

- This exhibit is for youth who do not exhibit a horse; horse related is for youth who exhibit a horse.
- 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.

Horseless Horse Skills Class – *Premium paid*

Horseless horse skills class is for members who DO NOT have a horse in the family OR lease a horse.

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
Horse - Horseless Horse Level 4, Grades 6+
Horse - Horseless Horse Level 4, Grads 3-5

Requirements

- 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, one 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).

Llama-Alpaca

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, from 4:00 p.m. to 4:30 p.m. in Swine Barn
- McLeod County 4-H Llama-Alpaca Show: Sunday, August 23, 2026, at 12:00 p.m. in Large Animal Arena

Project superintendents

Matt & Shauna Gruber; mattshaunagruber@yahoo.com

Birth Dates

4-H Llama-Alpaca projects must be born prior to January 1, 2026

Gender:

- No sexually intact male above 18 months is eligible for exhibition.
- 4-H Llama- Alpaca projects must be born prior to January 1, 2025.
- No companion animals (no buddies and no nursing mothers allowed).

NOTE: 4-H'ers who participate in the Llama-Alpaca Costume Contest at the State Fair will receive a cash award. These payments are made in October. 4-H'ers must be grade eligible to participate in the State Fair.

Llama-Alpaca Costume

* F – 1 – 1: Llama-Alpaca – Costume – Grades 3+

Requirements:

- Costume requires the exhibitor to be on foot.
- Vision cannot be blocked by the costume.

Llama-Alpaca Obstacle Course/Public Relations

- * F – 2 – 1: Llama-Alpaca – Obstacle/Public Relations – Grades 9+
- * F – 2 – 2: Llama-Alpaca – Obstacle/Public Relations – Grades 6-8
- * F – 2 – 3: Llama-Alpaca – Obstacle/Public Relations – Grades 3-5

Llama-Alpaca Fleece

- * F – 3 – 1: Llama-Alpaca – Fleece – Grades 3+

Llama-Alpaca Interview

- * F – 4 – 1: Llama-Alpaca Interview – Grades 9+
- * F – 4 – 2: Llama-Alpaca Interview – Grades 6-8
- * F – 4 – 3: Llama-Alpaca Interview – Grades 3-5

Llama-Alpaca Showmanship

- * F – 5 – 1: Llama-Alpaca Showmanship – Grades 9+
- * F – 5 – 2: Llama-Alpaca Showmanship – Grades 6-8
- * F – 5 – 3: Llama-Alpaca Showmanship – Grades 3-5

Cloverbud Llama-Alpaca

- * F – 6 – 1: Llama-Alpaca – Cloverbud Showmanship
- * F – 6 – 2: Llama-Alpaca – Cloverbud Costume
- * F – 6 – 3: Llama-Alpaca – Cloverbud Poster

Llama-Alpaca Poster

- * F – 7 – 1: Llama-Alpaca Poster – Educational – Grades 9+
- * F – 7 – 2: Llama-Alpaca Poster – Educational – Grades 6-8
- * F – 7 – 3: Llama-Alpaca Poster – Educational – Grades 3-5
- * F – 7 – 4: Llama-Alpaca Poster – Promotional – Grades 9+
- * F – 7 – 5: Llama-Alpaca Poster – Promotional – Grades 6-8
- * F – 7 – 6: Llama-Alpaca Poster – Promotional – Grades 3-5

- Posters can be no larger than 14" x 22" and must be suitable for hanging. Vertical layout recommended. No foam board allowed.
- Posters cannot use copy written materials (i.e., slogans, designs). Must include the 4-H emblem (clover).
- Each youth may enter a total of 2 posters per species (one educational and one promotional).
- Educational or promotional posters may be selected to advance to the state fair. See state fair poster requirements in the poultry information section of the 4-H state fair premium book.
- Posters do not need to be exhibited at the county fair to advance to the State Fair.

Meat Goat

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, at 2:00 p.m. in Goat Barn

- Goat Exhibitor Meeting: Wednesday, August 19, 2026, at 1:15 p.m. in Goat Barn
- McLeod County 4-H Meat Goat Show: Friday, August 21, 2026, at 11:00 a.m. in Small Animal Arena

Project superintendents

Lisa Bayerl; bigjstransport@gmail.com

Whitney Nesse; nessefamilyfarm@gmail.com

- **Classes with less than three exhibits may be combined to keep classes competitive.**
- A scrapie tattoo or tag is required for all goats.
- ***Tattoos must be legible and clearly read. Any unreadable will be ineligible for champion and reserve champion awards and State Fair trips.***
- For safety reasons, market wethers must be disbudded/de-horned. Re-growth must not exceed one inch. Cut (sawed) off horns are not permitted.
- Meat breeding does, wether dams, and market does may have horns and they do not need to be capped or blunted. However, if an animal is deemed a safety concern at the discretion of the committee, additional safety measures may be required.
- Meat market goats, meat breeding does, and wether dams may be a full blood, purebred, and/or a combination of any of the following breeds: Spanish, Boer, Kiko, Myotonic, Savannah, pygmy and/or may be any of the listed breeds crossed with any dairy goat breed.
- Dairy market goats must be from the following breeds in any combinations: Alpine, Golden Guernsey, LaMancha, Nubian, Nigerian Dwarf, Oberhasli, Saanen, Sable, and Toggenburg. Dairy Market goats must be 100% dairy. Any other crosses will be shown in the meat market class.
- **Note:** Families will not be able to self-identify the following project animals after May 15 in 4-H Online. To meet the ID deadline for the following animals, a paper copy of the [Meat Goat ID Worksheet](#) must be submitted to the Extension Office no later than the set deadline:
 - June 1: Junior Breeding Doe Kid
- Bracing is allowed in market and wether dam classes and showmanship. Goats' feet may be lifted off the ground for set-up, then immediately set back down. Exhibitors in violation may be dropped a ribbon placing at the judge's discretion.
- **Bracing will not be allowed in breeding doe classes or showmanship.** Exhibitors in violation may be dropped a ribbon placing at the judge's discretion.

Birth Dates

Market goat

Meat market goat (wether)	Nov 1, 2025 – April 30, 2026
Meat market goat (doe)	Nov 1, 2025 – April 30, 2026
Dairy market goat (wether)	Nov 1, 2025 – April 30, 2026

Wether Dam

Wether dam yearling (never kidded)	Sept 1, 2024 - Aug 31, 2025
Wether dam kid	Sept 1, 2025 - April 30, 2026

Meat goat breeding does

Senior yearling meat breeding doe (never kidded)	Sept 1, 2024 – Feb 28, 2025
Junior yearling meat breeding doe (never kidded)	March 1, 2025 – May 31, 2025
Fall yearling meat breeding doe (never kidded)	June 1, 2025 – Nov 30, 2025
Senior meat breeding doe kid	Dec 1, 2025 – Feb 28, 2026
Junior meat breeding doe kid	Mar 1, 2026 – May 31, 2026

Note: Pygmy Goats are classed as Meat Goats

Market Goat

- * G – 1 – 1: Meat Market Goat – Wether
- * G – 1 – 2: Meat Market Goat – Doe
- * G – 1 – 3: Dairy Market Goat – Wether

Requirements:

- Dairy market goats must be from the following breeds in any combinations: Alpine, Golden Guernsey, LaMancha, Nubian, Nigerian Dwarf, Oberhasli, Saanen, Sable, and Toggenburg. Dairy Market goats must be 100% dairy. Any other crosses will be shown in the meat market class.

Wether Dam

- * G – 2 – 1: Meat Goat – Wether Dam Yearling (never kidded)
- * G – 2 – 2: Meat Goat – Wether Dam Kid

Meat Breeding Doe

- * G – 3 – 1: Meat Goat – Senior Yearling Breeding Doe, Registered or Grade (never kidded)
- * G – 3 – 2: Meat Goat – Junior Yearling Breeding Doe, Registered or Grade (never kidded)
- * G – 3 – 3: Meat Goat – Fall Yearling Breeding Doe (never kidded)
- * G – 3 – 4: Meat Goat – Senior Breeding Doe Kid
- * G – 3 – 5: Meat Goat – Junior Breeding Doe Kid

Requirements:

- The recommended minimum weight for Market Goats at the State Fair is 40 pounds, and the recommended maximum weight is 110 pounds.

Meat Goat Interview

- * G – 4 – 1: Meat Goat Interview – Grades 9+
- * G – 4 – 2: Meat Goat Interview – Grades 6-8
- * G – 4 – 3: Meat Goat Interview – Grades 3-5

Meat Goat Showmanship

- * G – 5 – 1: Meat Goat Showmanship – Grades 9+
- * G – 5 – 2: Meat Goat Showmanship – Grades 6-8
- * G – 5 – 3: Meat Goat Showmanship – Grades 3-5

Cloverbud Meat Goat

- * G – 5 – 1: Meat Goat – Cloverbud Meat Goat
- * G – 5 – 2: Meat Goat – Cloverbud Poster

Poultry

Important Dates and Deadlines

- Poultry (except for Pigeon/Dove) do not need to be ID'd in 4-HOnline, but statement of origin papers can be uploaded into 4-HOnline by Friday, May 15, 2026

- Fair Check-In: Wednesday, August 19, 2026, at 10:00 a.m. in Poultry Barn
- Poultry Exhibitor Meeting: Wednesday, August 19, 2026, at 12:15 p.m. in Poultry Barn
- McLeod County 4-H Poultry Show: Thursday, August 20, 2026, at 2:00 p.m. in Small Animal Arena

Project superintendents

Paige Jorgensen; paige.jorgensen17@gmail.com

Koreen Lemke; koreen.lemke@syngenta.com

Note: In the event of no poultry shows due to Highly Pathogenic Avian Influenza, there will be other educational and animal science projects to participate in such as showmanship contest, poultry quiz bowl, interactive displays available, Speaking Up for Ag fair display, etc.

All exhibited birds, except doves and pigeons, must be of this year's hatch (after January 1, 2026).

Hatch Dates

Doves

Breeding pair (one male and one female)	December 31, 2025 or earlier
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Pigeons

Young bird (one male or one female)	January 1 or after
Breeding pair (one male and one female)	December 31, 2025 or earlier

Suggested hatch dates:

Chickens

Market (two males or two females)	6 to 8 weeks before fair
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**Birds over 10 lbs will receive a white ribbon.*

Breeding (one male and two females)	January 2026
Egg production (two females)	20 weeks before fair

Ducks

Market (two males or two females)	10 to 16 weeks before fair
Breeding (one male and two females)	January 2026

Geese

Market (two males or two females)	15 to 20 weeks before fair
Breeding (one male and two females)	January 2026

Guinea

Market (two males or two females)	20 to 22 weeks before fair
Breeding (one male and two females)	January 2026

Turkey

Market (two males or two females)	18 to 20 weeks before fair
Breeding (one male and two females)	January 2026

Requirements:

- All pigeons and doves need to be officially ID'ed through the 4HOnline system by May 15 using a permanent leg band. For all other poultry (chickens, ducks, turkeys, geese, guineas, game birds, etc.), there is no identification worksheet or information that needs to be submitted for the May 15 deadline.
 - It is highly recommended to identify all your poultry (chickens, ducks, turkeys, geese, guineas, game birds, etc.) in 4-HOnline by May 15 along with the Statement of Origin papers. There is no penalty if you do not enter these by May 15.
- All 4-H poultry projects will receive McLeod County 4-H numbered leg bands prior to entry into the poultry barn if they do not already have leg bands. It is highly recommended to come with your birds already banded.
- All breeding birds must be purebred and listed as an American Poultry Association (APA) recognized breed. More information about APA recognized breeds can be found in the APA Standard of Perfection handbook or on the American Poultry Association website under [Accepted Breeds and Varieties](#).
- All pigeons and doves will be judged according to the National Pigeon Association (NPA) Book of Pigeon Standards.
- Health papers **MUST** be presented to the poultry superintendent(s) prior to entering the poultry barn or sent to the 4-H office prior to the fair. Please refer to the [Poultry Health Papers Letter](#) for full information.
- All chicken, turkey, and game birds must test negative for pullorum-typhoid (PT) within ninety (90) days prior to the opening of the fair or originate from parent stock classified as U.S. pullorum-typhoid clean. In addition, turkeys must test negative for salmonella typhimurium, mycoplasma gallisepticum, and mycoplasma synoviae.
- All birds will be examined by the poultry superintendent(s) during species check-in for health issues. Birds must be clean and free from lice, mites, sores, etc. Birds not meeting health requirements will be sent home to ensure the safety and health of other birds.
- Some feed, water, and wood shavings will be furnished by the county fair. 4-H members will be responsible for feeding, watering, and caring for their own birds. Bring your own feed if feeding a special diet/ration.
- Please do not place locks on cages.

Chickens

- * H – 1 – 1: Chickens – Market pen of two males or two females
- * H – 1 – 2: Chickens – Standard Breeding pen of one male and two females
- * H – 1 – 3: Chickens – Bantam Breeding pen of one male and two females
- * H – 1 – 4: Chickens – Egg production pen of two pullets, White egg layers
- * H – 1 – 5: Chickens – Egg production pen of two pullets, Brown & other color egg layers

Requirements:

- Egg production pens will have two separate classes - one for white egg layers and one for brown & other color egg layers. Hybrid breeds are recommended. Breeds that lay blue or green eggs must be entered in the brown egg class.
- Market chickens will be weighed during species check-in. If one or both chickens are over 10 pounds, they will receive a white ribbon. These are not eligible for state fair or auction.

Doves

- * H – 2 – 1: Doves – Purebred breeding pair

Ducks

- * H – 3 – 1: Ducks – Market pen of two males or two females

- * H – 3 – 2: Ducks – Standard Breeding pen of one male and two females
- * H – 3 – 3: Ducks – Bantam Breeding pen of one male and two females

Geese

- * H – 4 – 1: Geese – Market pen of two males or two females
- * H – 4 – 2: Geese – Breeding pen of one male and two females

Guinea

Note: ONLY Pearl, White, and Lavender varieties can be shown.

- * H – 5 – 1: Guinea – Market pen of two males or two females
- * H – 5 – 2: Guinea – Breeding pen of one male and two females

Pigeons

- * H – 6 – 1: Pigeons – Utility, 1 Breeding Pair
- * H – 6 – 2: Pigeons – Utility, Young bird male or female, 1 Young bird, this year band
- * H – 6 – 3: Pigeons – Fancy, 1 Breeding pair
- * H – 6 – 4: Pigeons – Fancy, Young bird male or female, 1 Young bird, this year band
- * H – 6 – 5: Pigeons – Flying, 1 Breeding pair
- * H – 6 – 6: Pigeons – Flying, Young bird male or female, 1 Young bird, this year band

Turkeys – Domestic Only

- * H – 7 – 1: Turkeys – Market pen of two males or two females
- * H – 7 – 2: Turkeys – Breeding pen of one male and two females

Show and Hobby *(County Fair Class Only)*

- * H – 8 – 1: Poultry – Show and Hobby

Requirements:

- Any bird shown as a single entry.
- Any age or bird type. This can include purebreds, crossbreds, pheasants, quail, etc.
- Bird must be a separate entry; cannot be part of a pen or another class entry.
- If the bird is not a current hatch with origin papers, the bird must have PT testing papers.

Poultry Poster

- * H – 9 – 1: Poultry Poster – Educational – Grades 3-5
- * H – 9 – 2: Poultry Poster – Educational – Grades 6-8
- * H – 9 – 3: Poultry Poster – Educational – Grades 9+
- * H – 9 – 4: Poultry Poster – Promotional – Grades 3-5
- * H – 9 – 5: Poultry Poster – Promotional – Grades 6-8
- * H – 9 – 6: Poultry Poster – Promotional – Grades 9+

Requirements:

- Posters can be no larger than 14" x 22" and must be suitable for hanging. Vertical layout required. No foam board allowed.
- Each youth may enter a total of 2 posters per section (one educational and one promotional).
- Educational or promotional posters may be selected to advance to the state fair. See state fair poster requirements in the poultry information section of the 4-H state fair premium book.
- Posters do not need to be exhibited at the county fair to advance to the State Fair.
- Posters will be judged during the show. Eligible for premium.

Poultry Interview

- * H – 10 – 1: Poultry Interview – Grades 9+
- * H – 10 – 2: Poultry Interview – Grades 6-8
- * H – 10 – 3: Poultry Interview – Grades 3-5

Poultry Showmanship

- * H – 11 – 1: Poultry Showmanship – Grades 9+
- * H – 11 – 2: Poultry Showmanship – Grades 6-8
- * H – 11 – 3: Poultry Showmanship – Grades 3-5

Cloverbud Poultry

- * H – 12 – 1: Poultry – Cloverbud Poultry, one bird
- * H – 12 – 2: Poultry – Cloverbud Poster

Rabbits

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, from 2:00 p.m. to 3:00 p.m. in Century Hall
- McLeod County 4-H Rabbit Show: Thursday, August 20, 2026, at 8:30 a.m. in Small Animal Arena

Project superintendents

Cindy Dolezal; cdshorsemassage@yahoo.com

Kianna Dolezal; kiannadolezal@gmail.com

Requirements:

- All rabbits will be inspected for disease and will be turned away if found unhealthy.
- No health forms required.
- Each rabbit must be permanently and legibly tattooed in the animal's left ear by May 15.
- **All tattoos must be legible in ear in order to verify an animal.** Tattoos not legible may not be able to place higher than a blue, eligible for State Fair or possibly be able to show.
- For all market rabbits, the 4-H'er must ID the doe producing the fryers in 4-H Online by the May 15 deadline. Tattoos for rabbits in market (fryer or meat) pens must include 2 digits from the producing doe's tattoo that are unique to the doe. Pen of three entries cannot have duplicate tattoos within the pen.
- Market rabbit offspring must be tattooed at or after 6 weeks of age. 4-H'ers must send updated tattoo information for market rabbits to the Extension Office by July 15.
- Rabbits not identified or without tattoos cannot place higher than a blue ribbon.
- All breeds recognized by the American Rabbit Breeders Association (ARBA) are eligible. Rabbits will be judged according to ARBA standards.

Small Breeds

- * I – 1 – 1: Rabbit – Small Breed Senior Buck over 6 months of age
- * I – 1 – 2: Rabbit – Small Breed Senior Doe over 6 months of age
- * I – 1 – 3: Rabbit – Small Breed Junior Buck under 6 months of age
- * I – 1 – 4: Rabbit – Small Breed Junior Doe under 6 months of age

4 Class (small) rabbit breeds include: American Fuzzy Lop, American Sable, Belgian Hare, Blue Holicer, Britannia Petite, Czech Frosty, Dutch, Dwarf Hotot, Dwarf Papillon, English Angora, English Spot, Florida White, French

Angora, Harlequin, Havana, Himalayan, Holland Lop, Jersey Wooly, Lilac, Lionhead, Mini Lop, Mini Rex, Mini Satin, Netherland Dwarf, Polish, Rhinelander, Satin Angora, Silver, Silver Marten, Standard Chinchilla, Standard Rex, Tan, and Thrianta

Large Breeds

- * I – 2 – 1: Rabbit – Large Breed Senior Buck over 8 months of age
- * I – 2 – 2: Rabbit – Large Breed Senior Doe over 8 months of age
- * I – 2 – 3: Rabbit – Large Breed Intermediate Buck 6-8 months of age
- * I – 2 – 4: Rabbit – Large Breed Intermediate Doe 6-8 months of age
- * I – 2 – 5: Rabbit – Large Breed Junior Buck under 6 months of age
- * I – 2 – 6: Rabbit – Large Breed Junior Doe under 6 months of age

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

Requirements

- All rabbits must be purebred and an American Rabbit Breeders Association (ARBA) recognized breed. More information about ARBA recognized breeds can be found in the ARBA Standard of Perfection or [ARBA website](#).
- Each rabbit must be permanently tattooed in the left ear for identification purposes.

Running Breeds

- * I – 3 – 1: Rabbit – Running Breed Senior Buck over 8 months of age
- * I – 3 – 2: Rabbit – Running Breed Senior Doe over 8 months of age
- * I – 3 – 3: Rabbit – Running Breed Intermediate Buck 6-8 months of age
- * I – 3 – 4: Rabbit – Running Breed Intermediate Doe 6-8 months of age
- * I – 3 – 5: Rabbit – Running Breed Junior Buck under 6 months of age
- * I – 3 – 6: Rabbit – Running Breed 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

- * I – 4 – 1: Rabbit – Single Fryer, 3 ½ to 5 ½ pounds, not over 70 days old
- * I – 4 – 2: Rabbit – Pen of Three Fryers, 3 ½ to 5 ½ pounds, not over 70 days old

Rabbit Interview

- * I – 5 – 1: Rabbit Interview – Grades 9+
- * I – 5 – 2: Rabbit Interview – Grades 6-8
- * I – 5 – 3: Rabbit Interview – Grades 3-5

Rabbit Showmanship

- * I – 6 – 1: Rabbit Showmanship – Grades 9+
- * I – 6 – 2: Rabbit Showmanship – Grades 6-8
- * I – 6 – 3: Rabbit Showmanship – Grades 3-5

Cloverbud Rabbit

- * I – 7 – 1: Rabbit – Cloverbud Rabbit
- * I – 7 – 2: Rabbit – Cloverbud Poster

Rabbit Poster

- * I – 8 – 1: Rabbit Poster – Educational – Grades 3-5
- * I – 9 – 2: Rabbit Poster – Educational – Grades 6-8
- * I – 8 – 3: Rabbit Poster – Educational – Grades 9+
- * I – 8 – 4: Rabbit Poster – Promotional – Grades 3-5
- * I – 8 – 5: Rabbit Poster – Promotional – Grades 6-8
- * I – 8 – 6: Rabbit Poster – Promotional – Grades 9+

Requirements:

- Posters can be no larger than 14" x 22" and must be suitable for hanging. Larger posters will not be judged. Vertical layout required. No foam board allowed.
- Each youth may enter a total of 2 posters per species (one educational and one promotional).
- Educational or promotional posters may be selected to advance to the state fair. See state fair poster requirements in the rabbit information section of the 4-H state fair premium book.
- Posters do not need to be exhibited at the county fair to advance to the State Fair.

Show and Hobby *(County Fair Class Only)*

- * I – 9 – 1: Rabbit – Show and Hobby

Requirements:

- Any rabbit shown as a single entry.
- Any age or breed. This can include purebreds, crossbreds, pets, etc. Includes rabbits that have been fixed.
- Rabbit must be a separate entry; cannot be part of a pen or other class entry.

Rabbit Costume *(County Fair Class Only - Participation Premium)*

- * I – 10 – 1: Rabbit – Costume

Requirements:

- Exhibitors use a single rabbit.
- Both the exhibitor and the rabbit must wear a costume or costume piece.
- Props or aids may be used to enhance the costume or theme.
- Exhibitors may team up together with their rabbits for a group costume.
- For more ideas or examples, reference this video from the [Ohio State Fair 4-H Rabbit Costume Show](#).

Sheep

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026
- Fair Check-In: Wednesday, August 19, 2026, at from 1:30 p.m. in Sheep Barn (Swine Barn)
- Sheep Exhibitor Meeting: Wednesday, August 19, 2026, at 1:15 p.m. in Sheep Barn (Swine Barn)
- McLeod County 4-H Sheep Show: Thursday, August 20, 2026, at 6:30 p.m. in Small Animal Arena

Project superintendents

Becca & Ryan Jopp; beccaplamann@gmail.com

Shannon Visser; shannonvisser02@gmail.com

Birth Dates

Fall Ewe Lamb	Born between September 1 - December 31 of previous year
January Ewe Lamb	Born in January of current Year
February Ewe Lamb	Born in February of current Year
March Ewe Lamb	Born in March of current Year
Yearling Ewe	Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors
Wether Dam Ewe Lamb	Born on or after December 1 of previous year
Wether Dam Yearling Ewe	Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors
Market Lamb	Born on or after December 1 of previous year

Breeding Ewe

- * J - 1 - 1: Sheep - Registered and Commercial Yearling Ewe - All Breeds
- * J - 1 - 2: Sheep - Registered and Commercial Fall Ewe Lamb - All Breeds
- * J - 1 - 3: Sheep - Registered and Commercial January Ewe Lamb - All Breeds
- * J - 1 - 4: Sheep - Registered and Commercial February Ewe Lamb - All Breeds
- * J - 1 - 5: Sheep - Registered and Commercial March Ewe Lamb - All Breeds
- * J - 1 - 6: Sheep - Wether Dam (Slick Shorn) Yearling Ewe
- * J - 1 - 7: Sheep - Wether Dam (Slick Shorn) January Ewe Lamb
- * J - 1 - 8: Sheep - Wether Dam (Slick Shorn) February Ewe Lamb
- * J - 1 - 9: Sheep - Wether Dam (Slick Shorn) March Ewe Lamb

Requirements:

- 4-H members may show two breeding ewes per lot.
- Lambs must be designated and shown by the same individual in class.

Market Lamb

- * J - 2 - 1: Sheep - Market Lamb - Speckle Face
- * J - 2 - 2: Sheep - Market Lamb - Black Face
- * J - 2 - 3: Sheep - Market Lamb - White Face
- * J - 2 - 4: Sheep - Market Lamb - Hair Breeds

Requirements:

- Exhibitors may show three market lambs per lot.
- Lambs must be designated and shown by the same individual in class.
- Recommended minimum weight for state fair is 105 pounds; recommended maximum weight is 170 pounds. Market animals exceeding the maximum weight will not be eligible for state fair.
- Lambs shown in the hair breeds division must be of straight hair sheep breeding. Crossbred hair sheep and wool breeding is not acceptable. See [2026 Animal Science Updates](#) for more information.

Market Lamb Pairs & Trios *(County Fair Classes Only)*

- * J - 3 - 1: Sheep - Market Lamb Pair
- * J - 3 - 2: Sheep - Market Lamb Trio

Requirements:

- Limit one pair and/or trio per speckled, black, and white face, or hair breeds divisions.
- All lambs shown as part of a group must be shown as individuals by the same 4-H'er.

Lamb Lead

- * J - 4 - 1: Sheep - Lamb Lead - Grades 9+
- * J - 4 - 2: Sheep - Lamb Lead - Grades 6-8
- * J - 4 - 3: Sheep - Lamb Lead - Grades 3-5

Requirements:

- Lamb lead exhibitors must groom and train a sheep and must wear a garment made from at least 60% wool. Garment is defined as a piece of clothing covering a main part of your body (not socks or accessories).
- Exhibitors will be judged based on project knowledge, poise, their outfit, and their lamb.
- Classes may be combined depending on the number of entrants.
- **NOTE:** 4-H'ers who participate in Lamb Lead at State Fair will receive a \$30 cash award, provided by Minnesota Livestock Breeders' Association (MLBA). These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.

Lamb Lead judge's scorecard will be:

- Interview - 40%
- Person - 20%
- Outfit - 20%
- Sheep General Appearance - 10%
- Sheep Training - 10%

Fleece

- * J - 5 - 1: Sheep - Fleece
- All 4-H'ers receiving a blue ribbon on their fleece may exhibit at the state fair; no housing will be provided.

Sheep Interview

- * J - 6 - 1: Sheep Interview - Grades 9+
- * J - 6 - 2: Sheep Interview - Grades 6-8
- * J - 6 - 3: Sheep Interview - Grades 3-5

Sheep Showmanship

- * J - 7 - 1: Sheep Showmanship - Grades 9+
- * J - 7 - 2: Sheep Showmanship - Grades 6-8
- * J - 7 - 3: Sheep Showmanship - Grades 3-5

Cloverbud Sheep

- * J - 8 - 1: Sheep - Cloverbud Sheep
- * J - 8 - 2: Sheep - Cloverbud Lamb Lead
- * J - 8 - 3: Sheep - Cloverbud Poster

Swine

Limited to 8 pigs per exhibitor.

Important Dates and Deadlines

- Animal Identification Deadline: May 15, 2026

- Fair Check-In: Wednesday, August 19, 2026, at from 7:00 p.m. to 8:00 p.m. in Swine Barn
- McLeod County 4-H Swine Show: Friday, August 21, 2026, at 2:00 p.m. in Small Animal Arena

Project superintendents

Dan & Trish Wanous; auburnviewfarms@yahoo.com

Birth Dates

January Gilt	Born in January of current year
February Gilt	Born in February of current year
March Gilt	Born in March of current year
Market Barrow	Born on or after January 1 of the current year. <i>Recommended farrow date in January or February.</i>
Market Gilt	Born on or after January 1 of the current year. <i>Recommended farrow date in January or February.</i>

Requirements:

- Minnesota is now a pseudo free state. No pseudo testing required. Be sure you follow requirements for state of origin and remain aware of any changes required by the state.
- All swine must be identified with ear notch AND state 4-H ear tag AND must have an ownership affidavit on file with the Extension Office by the identification deadline.
- Any ear notch/ear tags that do not match the livestock affidavit will not be eligible for placings above a blue ribbon, the livestock auction, or state fair trips.
- Pen classes can be the same sex or a mix of sexes.

Breeding Gilts

- Breeding gilts must be born on or after January 1 of the current year.

- * K - 1 - 1: Swine - Registered - All Breeds - January Gilt
- * K - 1 - 2: Swine - Registered - All Breeds - February Gilt
- * K - 1 - 3: Swine - Registered - All Breeds - March Gilt
- * K - 1 - 4: Swine - Crossbred Breeding Gilts - *will be shown by weight*

Market Barrow/Market Gilt

- * K - 2 - 1: Swine - Market Barrow
- * K - 2 - 2: Swine - Market Gilt

Requirements:

- Recommended minimum weight for state fair is 220 pounds; maximum state fair weight is 300. Market barrows and market gilts weighing less than 220 pounds will show in their own class "Super Lightweights" and those 301 pounds and over will show in their own class "Super Heavyweights" and will be eligible for blue, red, or white ribbons and are not eligible for champions at state fair.

Pen Class (County Fair Classes Only)

- * K - 3 - 1: Swine - Pen of 2
- * K - 3 - 1: Swine - Pen of 3

Swine Interview

- * K - 4 - 1: Swine Interview - Grades 9+
- * K - 4 - 2: Swine Interview - Grades 6-8

- * K – 4 – 3: Swine Interview – Grades 3-5

Swine Showmanship

- * K – 6 – 1: Swine Showmanship – Grades 9+
- * K – 6 – 2: Swine Showmanship – Grades 6-8
- * K – 6 – 3: Swine Showmanship – Grades 3-5

Cloverbud Swine

- * K – 7 – 1: Swine – Cloverbud Swine
- * K – 7 – 2: Swine - Cloverbud Poster

Science of Animals

Health/Breeding/Production Exhibit

- * L – 1 – 1: Health/Breeding/Prod – Beef
- * L – 1 – 2: Health/Breeding/Prod – Dairy
- * L – 1 – 3: Health/Breeding/Prod – Dairy Goat
- * L – 1 – 4: Health/Breeding/Prod – Meat Goat
- * L – 1 – 5: Health/Breeding/Prod – Poultry
- * L – 1 – 6: Health/Breeding/Prod – Rabbits
- * L – 1 – 7: Health/Breeding/Prod – Sheep
- * L – 1 – 8: Health/Breeding/Prod – Swine

Zoonotics Exhibit

- Zoonotics are diseases that are transferable between animals and humans, examples include: rabies, sore mouth, influenza, etc.
- Can be done as an individual or a team (up to 4 people).
- State fair premium is \$25.00 per individual project and \$50.00 per team project.

- * L – 2 – 1: Zoonotics – Beef
- * L – 2 – 2: Zoonotics – Dairy
- * L – 2 – 3: Zoonotics – Dairy Goat
- * L – 2 – 4: Zoonotics – Meat Goat
- * L – 2 – 5: Zoonotics – Poultry
- * L – 2 – 6: Zoonotics – Rabbits
- * L – 2 – 7: Zoonotics – Sheep
- * L – 2 – 8: Zoonotics – Swine

Other Exhibit

- * L – 3 – 1: Other – Beef
- * L – 3 – 2: Other – Dairy
- * L – 3 – 3: Other – Dairy Goat
- * L – 3 – 4: Other – Meat Goat
- * L – 3 – 5: Other – Poultry
- * L – 3 – 6: Other – Rabbits
- * L – 3 – 7: Other – Sheep
- * L – 3 – 8: Other – Swine

Exhibit Suggestions:

- Items constructed (such as feeding systems or show equipment) or science exhibits focusing on one of the three divisions listed above.
- These projects may be enhanced with 3-dimensional displays, posters, or notebooks.
- 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: Llama-Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

Animal Science Exhibit Premiums

Project	Blue	Red	White	Green	Cloverbud
Beef	\$15.00	\$12.00	\$10.00	\$5.00	\$10.00
Dairy	\$15.00	\$12.00	\$10.00	\$5.00	\$10.00
Dog	\$7.00	\$6.00	\$5.00	\$5.00	\$5.00
Goat (Dairy & Meat)	\$10.00	\$8.00	\$6.00	\$5.00	\$6.00
Horse <i>(select classes paid, indicated in section)</i>	\$15.00	\$12.00	\$10.00	\$5.00	\$10.00
Llama-Alpaca	\$10.00	\$8.00	\$6.00	\$5.00	\$6.00
Poultry	\$7.00	\$6.00	\$5.00	\$5.00	\$5.00
Rabbit	\$7.00	\$6.00	\$5.00	\$5.00	\$5.00
Sheep	\$10.00	\$8.00	\$6.00	\$5.00	\$6.00
Swine	\$10.00	\$8.00	\$6.00	\$5.00	\$6.00
Science of Animals Education Exhibits	\$5.00	\$4.00	\$3.00	<i>No premium</i>	
Livestock Interviews <i>(during General Entry Day)</i>	\$5.00 participation; Champion/Reserve: Additional \$3.00				

Cloverbud Projects

- A Cloverbud can enter up to **8 general projects**, plus **1 livestock exhibit and 1 livestock poster per specie**.
- A Cloverbud member can also participate in as many pre-fair judging experiences as they'd like.
- Cloverbud members have completed Kindergarten, 1st Grade, or 2nd Grade. The Cloverbud program emphasizes cooperative rather than competitive experiences – in accordance with our guidelines all Cloverbuds will receive a participation ribbon, rather than the blue, red, white, and champion ribbons.
- Cloverbuds are not eligible for State Fair, livestock auction, or livestock interviews.
- **Review the [Cloverbud Information Sheet](#) to ensure the project is developmentally appropriate and follows 4-H cloverbud policies.**

Cloverbud General Exhibits

- * N – 1 – 1: General Project – Cloverbud
- * P – 10 – 4: Food Revue – Cloverbud
- * P – 20 – 4: Fashion Revue – Purchased Clothes – Cloverbud
- * P – 20 – 8: Fashion Revue – Constructed Clothes – Cloverbud
- * P – 20 – 9: Fashion Revue – Upcycled Clothes – Cloverbud
- * P – 30 – 7: Demonstration – Cloverbud Individual
- * P – 30 – 8: Demonstration – Cloverbud Team
- * P – 40 – 7: Livestock Demonstration – Cloverbud Individual
- * P – 40 – 8: Livestock Demonstration – Cloverbud Team
- * P – 70 – 4: Performing Arts Performance – Cloverbud

Cloverbud General Projects: Can be made at home, at a 4-H or non 4-H meeting or event.

- Some ideas 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, decorations, etc., rock collection, paper bag puppet, interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of.
- Think about how your project 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.
- We encourage cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what will be required of their project when they reach 3rd grade.

Cloverbud Livestock Exhibits

- * A – 8 – 1: Beef – Cloverbud Beef
- * A – 8 – 2: Beef – Cloverbud Poster
- * B – 14 – 1: Dairy – Cloverbud Dairy
- * B – 14 – 2: Dairy – Cloverbud Poster
- * C – 6 – 1: Dairy Goat – Cloverbud Dairy Goat
- * C – 6 – 2: Dairy Goat – Cloverbud Poster
- * D – 5 – 1: Dog – Cloverbud Dog
- * D – 5 – 2: Dog – Cloverbud Poster
- * E – 23 – 1: Horse – Cloverbud Barrels
- * E – 23 – 2: Horse – Cloverbud Western Pleasure
- * E – 23 – 3: Horse – Cloverbud Horse Halter / Showmanship
- * E – 23 – 4: Horse – Cloverbud Poster
- * F – 6 – 1: Llama-Alpaca – Cloverbud Showmanship
- * F – 6 – 2: Llama-Alpaca – Cloverbud Costume
- * F – 6 – 3: Llama-Alpaca – Cloverbud Poster
- * G – 5 – 1: Meat Goat – Cloverbud Meat Goat
- * G – 5 – 2: Meat Goat – Cloverbud Poster
- * H – 12 – 1: Poultry – Cloverbud Poultry, one bird
- * H – 12 – 2: Poultry – Cloverbud Poster
- * I – 7 – 1: Rabbit – Cloverbud Rabbit
- * I – 7 – 2: Rabbit – Cloverbud Poster
- * J – 8 – 1: Sheep – Cloverbud Sheep
- * J – 8 – 2: Sheep – Cloverbud Lamb Lead
- * J – 8 – 3: Sheep – Cloverbud Poster
- * K – 7 – 1: Swine – Cloverbud Swine
- * K – 7 – 2: Swine – Cloverbud Poster

Cloverbud Livestock Projects: Animal-related project areas must follow the [MN 4-H Cloverbud policy](#) that requires a responsible person to be with the Cloverbud members at all times during Cloverbud activities when in the presence of an animal. This includes pet and livestock projects.

Cloverbud Livestock Posters

Requirements:

- Posters can be no larger than 14" x 22" and must be suitable for hanging. Vertical layout required. No foam board allowed.
- Each youth may enter 1 poster per species. The poster can either be educational or promotional.
 - Promotional posters support or provide encouragement for the furtherance of the project area. Typically uses a catchy slogan and simple graphics.
 - Educational posters convey knowledge about a particular topic related to the animal species. Typically includes a summary of education material in short paragraphs and pictures. Posters are not as in-depth (wordy) as a general project exhibit.

General Projects

General Projects Judging Information

- Exhibit classes eligible for state showcase are marked with an asterisk (*).
- Project areas list exhibit suggestions. These are only suggestions!
- **4-H members may exhibit up to six (6) entries per project area, unless otherwise stated.**
- Check the [Minnesota 4-H Project Website](#) under project areas for more ideas.

Aerospace

Project Description

Share what you've learned while exploring the world of flight! Discover the latest in aerospace technology — from airplanes and rockets to helicopters, drones, and balloons. Aerospace includes anything that flies, whether it's soaring through the sky or traveling into 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

- 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.
- Rocket engines or batteries should be removed from planes after judging.

Project Resources

- [Aerospace Project Page](#)
- [Project Evaluation](#)

Bicycle

Project Description

Ride for transportation, exercise or competition! If you like traveling, tinkering or racing, you probably like bicycling. Along with taking you from place to place using no fossil fuels, bikes can teach you about safety skills and keep you fit. Your bicycle project could be to take a bike trip, fix up a bike and document the process, plan a community bike race, or learn to ride a unicycle.

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.

Project Resources

- [Bicycle Project Page](#)
- [Project Evaluation](#)

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.

Project Resources

- [Child & Family Development Project Page](#)
- [Project Evaluation](#)

Civic Engagement (Citizenship)

Project Description

Share what you've learned about your community, how decisions are made, what issues exist in your community, and how to take positive action on those issues.

Exhibit Suggestions

- Highlight of community projects and/or civic engagement activities which you or your club completed under your leadership. Include plans of action as well as the impact of each.
- Describe your 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.
- Illustrate how you've researched, reflected, and learned more about yourself, your family, and your friends.
- Illustrate how you've researched, reflected on, and learned more about your community, its history, and how to be a good neighbor.

- Illustrate 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.
- Different parts of the world, highlighting their history, government, and decision-making structures.
- Interview decision-makers in your community to learn more about their role.
- Explain how you organized and led tours in your towns, communities, courthouse or historic places.
- How the government works or the functions of various government agencies.
- Community organizations, agencies or service departments like fire departments, police departments, sanitation, tourism, etc.
- Complete a service project and share what you did and why you did it.
- Take a training (ie, Emergency Response, babysitting, CPR/First Aid) to help in your community.
- Food Partner Challenge digital story.

Project Resources

- [Citizenship Project Page](#)
- [Project Evaluation](#)

Clothing & Textiles

Project Description

Have you ever dreamed about designing your own clothing or accessories? With a clothing and textiles project, you can learn the basics of design, or sewing construction and how to make simple clothing, accessories, home decor, or other non-clothing related items. Develop skills in design and fashion illustration, business and marketing, technology in sewing, and learn about careers in the textile industry, including how STEM meets textiles with "smart" clothing. Clothing and textiles isn't always about fashion, either. You could sew your own shirt or pillow case, or you could purchase clothes someone else made to design a historical or original look. You could also try "upcycling" a garment by updating or altering a used piece of clothing (like turning an oversized t-shirt into a dress).

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, altering the style of the garment, updating an old prom dress to make it current, etc.
- Wearable art that can be added to purchased garment.

Requirements

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

Purchased Clothing

Exhibit Suggestions

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

Requirements

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

Sewn Non-Garment

Exhibit Suggestions

- Non-clothing sewn, constructed item. Examples: simple home or clothing accessory item such as a pillowcase, 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

Fashion Revue Purchased Clothing

Fashion Revue Upcycled Clothing

Exhibit Suggestions (All Fashion Revue)

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

Requirements (All Fashion Revue)

- 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).

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).

Project Resources

- [Consumer Education Project Page](#)

- [Project Evaluation](#)

Crafts & Fine Arts

Project Description

Express yourself, be creative and make an impression! It will be messy and fun as you work with all kinds of materials to create something that no one has seen before. A fine art project is something you develop from your own ideas and imagination. A craft project develops from someone else's ideas and can be easily replicated, modified and repeated by others. Whatever the project, a crafts and fine arts project teaches you skills, techniques and tools in drawing, painting, sculpting, printing, fiber arts ceramics, glass arts, graphic design, etc.

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.

Requirements

- 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-Hers 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.)

Project Resources

- [Crafts & Fine Arts Project Page](#)

- [Crafts Project Evaluation](#)
- [Fine Arts Project Evaluation](#)

Creative Writing

Project Description

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

Exhibit Suggestions

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

Requirements

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

Project Resources

- [Creative Writing Project Page](#)
- [Project Evaluation](#)

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.

Engineering Design

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:

- Rookie Level - grades 3-8, 5 steps
- Level 1 - grades 3 -8, 10 steps
- Level 2 grades 7 - 12, 10 steps

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 Handbook](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 Handbook](http://z.umn.edu/4hedc) (z.umn.edu/4hedc) for complete details.

Project Resources

- [Engineering Design Project Page](#)
- [Engineering Design Challenge Project Page](#)
- [Project Evaluation](#)

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

- Show or explain something 4-H'er made, did, learned, or may explore consumer issues, breeds or careers.
- Exhibit of an 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, Llama-Alpaca, Meat Goat, 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.

Project Resources

- [Exploring Animals Project Page](#)
- [Project Evaluation](#)

Fishing Sports

Project Description

Share what you've learned about fish species, exploring habitats or trying different fishing techniques and equipment.

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
- Display or diagram of aquatic habitats or 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.

Project Resources

- [Fishing Sports Project Page](#)
- [Project Evaluation](#)

Food & Nutrition and Food Preservation

Project Description

Everyone eats, but not everyone makes healthy eating choices. Learn how to pick healthy foods, prepare nutritious meals and make smart food purchases.

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
- Careers in the food industry

Requirements

- Exhibits may be food items and/or displays.

- Exhibitors should be prepared to discuss with the judge: recipes, references, information sources, methods, etc., as appropriate to that exhibit.
 - Exhibits containing perishable foods, which may be discarded, must include a colored photograph of the food. Print the photo and recipe on an 8 ½" x 11" paper.
- Notes: If food safety is a concern, judges reserve the right not to taste and/or judge foods items.

Nutrition

Exhibit Suggestions

- One serving of nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include an 8 ½ 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

Note: Event is judged pre-fair, with displays at fair.

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.

Requirements

- 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. May also include a recipe.
- Note: the judge may or may not taste the food.

Project Resources

- [Foods and Nutrition Project Page](#)
- [Food & Nutrition Project Evaluation](#)

- [Food Preservation Project Evaluation](#)

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 different cultures - including cultures in your own community, or around the world. Learn about similarities and differences in government, history, people, art, and/or traditions.

Exhibit Suggestions

- Explore 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 that of another Minnesota group.
- Develop a travel plan to a country of interest highlighting the important landmarks to visit and experiences to take part in.
- 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.
- Illustrate 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

Project Resources

- [Global Connections Project Page](#)
- [Project Evaluation](#)

Health & Wellness

Project Description

Explore anything you want related to how we can stay physically and emotionally healthy. Learn how to be active, eat right, stay safe and teach others how to lead a healthy lifestyle.

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

Project Resources

- [Health & Wellness Project Page](#)
- [Project Evaluation](#)

Home Environment

Project Description

The home environment project is about the physical environment of the home. You could learn about decorating, arranging furniture for ease of use and aesthetics, or how to landscape a garden space to make a cozy outdoor space.

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.

Project Resources

- [Home Environment Project Page](#)
- [Project Evaluation](#)

Horse Related & Horseless Horse

Horse Related

The horse related project is for members who have a horse in the family or have access to a horse.

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.
- Project exhibition at the State level is at the Minnesota 4-H State Horse Show.

Project Resources

- [Horse Related Project Page](#)

Horseless Horse Exhibit

The horseless horse project is for members who DO NOT have a horse in the family or DO NOT have access to a horse.

Requirements

- 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.
- This exhibit area is for youth who DO NOT own or lease a horse. Youth should exhibit in the 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.
- Project exhibition at the State level is at the Minnesota 4-H State Horse Show.

Project Resources

- [Horseless Horse Project Page](#)
- [Horseless Horse Project Booklet](#)

Horticulture

Project Description

Horticulture projects emphasize hands-on learning in the growth and care of plants, including annuals, biennials, perennials, houseplants, vegetables, fruits, and ornamental plants. Exhibits should demonstrate sound horticultural practices, plant health, and youth learning.

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.
- Live plant material will be accepted if it can be maintained in a fresh condition with ease.

Indoor and Outdoor 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/outdoor living flowers and plants are to be exhibited in this area (including 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:
 - The 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.

Industrial Technology

Project Description

Use tools to build a project of your choice and develop skills in shop, metal work and woodworking.

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.

Note:

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

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.

Project Resources

- [Mechanical Science Project Page](#)
- [Project Evaluation](#)

Natural Resources

Project Description

To include; Entomology, Environmental Science, Forest Resources, Geology and Water Resources projects

Entomology

Project Description

Share what you've learned with the study of insects and how they play a big part in our earth's ecosystem and food supply.

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

- 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.

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

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

Requirements

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

Forest Resources

Project Description

Share what you've learned about the importance of trees and forests and find ways to help with conservation.

Exhibit Suggestions

- Identify the parts of a tree and what they do with a poster or collection of leaves, seeds, needles, etc.
- Show 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.

- Show layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; nutrient road maps.
- 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.).
- Woodland management such as policies created by the U.S. Forest Service or specialized design including shelterbelts/windbreaks and urban forestry.
- 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

Project Description

Share what you've learned about geologic earth structures or features and materials used to make everyday objects.

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.
- The "science how's and why's" dealing with the principles of geology and natural earth sciences.
- Explain 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

Project Description

Share what you've learned about how to protect wetlands and water quality, and how we depend on our state's wetlands

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
- How water is necessary for life, such as a display on water/wetland ecosystem services like filtration or nutrient cycles from plants
- 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
- 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
- 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.

Requirements

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

Needle Arts

Project Description

Make it yourself! Use your creativity and skill in knitting, crocheting, embroidery or counted cross stitch to make a unique sweater, scarf or other creations.

Exhibit Suggestions

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

Requirements

- This project area is for projects created using a hand needle, hook, shuttle, or loom.
- Each exhibit must include a consumer information tag, if appropriate, with the following information: pattern name and source, fiber content, and care instructions.

- Exhibitor should be prepared to discuss techniques, fiber content, care instructions, and cost. Exhibitor is 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.

Project Resources

- [Needle Arts Project Page](#)
- [Project Evaluation](#)

Performing Arts Display

Project Description

Discover acting techniques, improvisation, costume and set design, makeup techniques, stage lighting, and more!

Requirements for all Performing Arts

- 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)
- Note: All members of a team/group must meet the State Fair age requirement to advance to the State Fair.

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 4-H'er.

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.

Project Resources

- [Performing Arts Project Page](#)
- [Project Evaluation](#)

Pets

Note: To include; Cats, Dog and Pets projects.

Project Description

Which pets would fit into your family? How could you be an excellent caretaker? Learn about a variety of small pets, such as cats, dogs, birds, guinea pigs, iguanas, snakes or frogs.

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.

Project Resources

- [Pets Project Page](#)
- [Project Evaluation](#)

Photography

Project Description

A photography project is about learning both the art and science of photography. Photography is the process of capturing light with a camera to create an image. So many devices have cameras; a point-and-shoot camera, your cell phone, tablet, drone, and more.

Photography can be not only a way to capture images, but also to express and share ourselves with others. What do we mean? The photography project will help you learn your own answer to that question!

Requirements for all photography

- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year.
- Stock photos are not allowed
- 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

Notes for all photography

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.

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 visit the [Federal Aviation Administration on 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](#) (z.umn.edu/photo-release-english), [Spanish](#) (z.umn.edu/photo-release-spanish), [Hmong](#) (z.umn.edu/photo-release-hmong) and [Somali](#) (z.umn.edu/photo-release-somali).

[This presentation](#) (z.umn.edu/intro-to-photo-manipulation) 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](#) (z.umn.edu/mn4hmanipulatedphotos)

Digital art should be entered in Crafts & Fine Arts, not photography.

Element of Photography

Project Description

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

- 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 officer, or other interesting personality.
 - Exhibit a series of photos on how to make or do something.
- 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.
- 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.
- 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

Project Description

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), Pixlr (2nd to 6th grades only), PicsArt Photo Studio (powerful photo and video editing app).

Please view the [Introduction to Photo Manipulation](http://z.umn.edu/intro-to-photo-manipulation) (z.umn.edu/intro-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

- Composite Photo: Multiple images combined into one image
 - Panoramas (overlapping areas of several photos and stitching them together in post-production)

- the same person in multiple places within the photo
 - replacing the sky
- 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.
- 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.
- 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.
- Publications:
 - Show calendars, brochures, posters that are created using computer software
- Photo Novelties:
 - Display mugs, puzzles, blankets, or other media on which photos have been printed
- 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 Resources

- [Photography Project Page](#)
- [Project Evaluation](#)

Plant Science

Project Description

Plant Science projects focus on hands-on learning in plant growth and management, including agricultural technology, row and specialty crops, and weed and pest identification and management, with exhibits demonstrating sound practices, plant health, and youth learning.

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 an exhibit of your tallest sunflower stalk with a sunflower head on it).

Requirements

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

Weeds and 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. 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, teams or clubs.
- 4-Hers 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

Note: 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.

Project Resources

- [Plastic Sculpture Challenge Project Page](#)
- [Project Evaluation](#)

Quilting

Project Description

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

Exhibit Suggestions

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

Requirements

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

Project Resources

- [Quilting Project Page](#)
- [Project Evaluation](#)

Safety

Project Description

The safety project is about keeping yourself safe and helping others stay safe, too.

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.

Requirements

- Abide by local, state, and federal laws regarding your safety topic

Project Resources

- [Safety Project Page](#)
- [Project Evaluation](#)

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
- Exploration of the physical properties of slime using different materials/recipes to make slime
- Types of bird feeders you used to determine if there is a preferred bird feeder type in your backyard
- 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
- Different types of treats and the data you collected as you explored how your dog responds to different treats during training
- Results of your investigation of different types of sunscreen to see their effects on UV beads
- Different water filtration systems you tested and the results you analyzed to identify which one resulted in the cleanest water

- Rock candy created as a result of investigating how the concentration of sugar affects crystal growth
- Test how different light sources, soil types, or fertilizers affect plant growth. Show your research question, method, and results with photos or samples.
- Which natural substances make the best cleaners?

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.

Project Resources

- [Science Inquiry Project Page](#)
- [Project Evaluation](#)

Scrapbook

Note: Not eligible for State Fair – County Fair only class.

Exhibit Suggestions

- 4-H member scrapbook or notebook of actual 4-H Club work.
- Scrapbook about your family, a trip, an experience or activity, etc.
- Scrapbooks that don't fit into any other project area.

Project Resources

- [Project Evaluation](#)

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.

Project Resources

- [Self-Determined Project Page](#)
- [Project Evaluation](#)

Shooting Sports

Project Description

Share what you've learned about ethical behavior and responsibility when it comes to shooting sports and equipment.

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.

Project Resources

- [Shooting Sports Project Page](#)
- [Project Evaluation](#)

Technology

Note: Includes: Aquatic Robotics, Computer & Robotics exhibits.

Project Description

Share what you've learned about Aquatic Robotics, computers, or robotics — such as programming, building, 3D printing or operating robots — and create a 4-H fair exhibit to show what you've discovered.

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. Show how you planned your app by including sketches, wireframes, or screenshots, and explain how it helps users learn.
- Explore careers in this project area and explain why they interest you.
- Design computer hardware/software.
- An object made using a 3D printer.

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.
- Remove batteries from technology exhibit after judging.

Project Resources

- [Technology Project Page](#)
- [Technology Project Evaluation](#)
- [Computer Project Evaluation](#)
- [Robotics Project Evaluation](#)

Vegetable, Fruit, & Herb Gardening

Project Description

Exhibitors showcase their vegetables, fruits, and herbs, demonstrating their gardening techniques and an understanding of plant growth and care.

- Reference the new [4-H vegetable judging reference guide](#) on how to properly prepare vegetables for exhibition. The guide teaches how to evaluate size, shape, color, maturity, and overall quality for creating a great exhibit.

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).

Largest Vegetable

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

Exhibit Suggestions

- 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.**

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 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.

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.**

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 and Filmmaking

Project Description

You can use videos in your daily life, for school projects or in a future career. Videography is art, communications and technology together. Becoming good at making videos teaches media literacy—the ability to fully understand media messages that come at you every day.

Video/Filmmaking

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

Exhibit Suggestions

- Showcase various video/film techniques.
- A selected subject. Include a short storyboard or outline.
- Illustrate 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.

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.

Notes:

- This is not a slideshow (see [Manipulated Photography](#) for slideshow).
- 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 visit the [Federal Aviation Administration on unmanned aircraft systems](#).

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](#) (z.umn.edu/photo-release-english), [Spanish](#) (z.umn.edu/photo-release-spanish), [Hmong](#) (z.umn.edu/photo-release-hmong) and [Somali](#) (z.umn.edu/photo-release-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).

Project Resources

- [Video & Filmmaking Project Page](#)
- [Project Evaluation](#)

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.
- 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.

Project Resources

- [Wildlife Biology & Management Project Page](#)
- [Project Evaluation](#)

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. Share how you'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.
- Illustrate how you've shared 4-H with others.
- 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).
- Share how you led your group's Food Partner Challenge.

Project Resources

- [Youth Leadership Project Page](#)
- [Project Evaluation](#)

Club and Group Activities

Procedure for Entering Club Projects

- All clubs will be automatically signed up for **one** exhibit for all available club projects by 4-H staff. Clubs do not sign up for projects themselves.
- Two youth from the club need to be present for judging of the club scrapbook and club community pride project. Club scarecrows, club banners, and potted flowers are not conference judged.
- Club judging will be done at the same time as individual judging. Whoever is delegated to present the exhibit will explain to the judge about that project.
- All club projects must be checked-in at the 4-H Fair Office and dropped off at the 4-H Building between 2:00 – 6:00 p.m. on general project entry day.
- Premium checks can be picked up by a club leader at the county fair or will be mailed afterwards.

Club and Group Banner

Project Description

The club/group 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.

New in 2026 - Banners may also include digitally created vinyl or cloth banners.

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.
- Non-digital fabric banners can be 2-D or 3-D.
- Digital banners can be designed using a platform of choice and printed.

Requirements

- Banner must be 3' x 5' and designed to hang vertically.
- Banner must be completed and equipped with a dowel (minimum size 3' 8") and ready to hang.
- Banner must be of fabric, cloth, or vinyl (no paper).
- Banner can be one or two-sided. If 2-sided, indicate which side you want to be displayed.
- Attach a 3" x 5" card with the club or group name to the back of the banner.
- Banner design should be that of the 4-H members.
- 4-H Clover Emblem Guidelines:
 - Use only approved colors and formats for the 4-H clover.
 - The clover must be PMS 347 green with white, black, or metallic gold "H's".
 - Do not use gradients, shadow, or multi-colored effects on the clover.
 - Include the "18 U.S.C. 707" notice in the same color as the clover leaves.
 - If you need the 4-H Emblem in a digital format or have questions on its usage, please contact your local Extension office.

Club Community Pride

Project Description

Share how your club or group 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 homes or homeless populations.
- Deliver safety education programs such as a bike rodeo or fire safety training.
- Food Partner Challenge digital story.

Requirements

- The exhibit visually highlights the entire project or certain parts in a manner which tells the public what positive effects the project had on the community.
- Two youth who participated in the project may represent the club/group 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: The youth that represent the club/group at the State Fair must meet the State Fair age requirement.

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

Club Potted Flowers

Project Description

This potted flower exhibit represents "growth" through 4-H and helps beautify the 4-H Exhibit Building. Each club is responsible for caring for their container throughout the county fair.

Note: This project is NOT conference judged.

Note: No state fair trip awarded.

Requirements

- Potted flowers should have a theme or share a message related to some aspect of 4-H or growth.
- Some plants must be in bloom. Entries will be judged on vigor of plants, plus attractiveness and originality of container.
- Identify your exhibit clearly with the club name in a prominent place.

Club Scarecrow

Project Description

Have some fun with this seasonal decoration! A scarecrow should be created to not only showcase creativity, but embody the fun and spirit of 4-H.

Note: This project is NOT conference judged.

Note: No state fair trip awarded.

Requirements

- Entries must be prepared so it's on a 6' pole. It must be constructed well enough so that it will remain secure/intact during the fair.
- Exhibits must be identified with the club name in a prominent place.
- All exhibits must come with their own stand.
- Consider themes, colors, and decorations that celebrate 4-H traditions, community, youth leadership, agriculture, or project areas.

Club Scrapbook

Project Description

A club scrapbook can be created to highlight experience and growth through 4-H over the past year. Include photos, journal entries, records, and memorabilia that reflect your club members, club activities, community service, or other achievements of your club.

Note: This project IS conference judged. Find 2 youth to participate in conference judging.

Note: No state fair trip awarded.

Requirements

- Create a scrapbook highlighting the current 4-H year.
- Show and explain people, activities, and achievements included in the scrapbook.
- Two club youth who participated in the project will represent the club in conference judging.

Project Resources

- [Club Banner Evaluation](#)
- [Club Community Pride Evaluation](#)
- [Club Potted Flower Evaluation](#)
- [Club Scarecrow Evaluation](#)
- [Club Scrapbook Evaluation](#)

Pre-Fair Events

Fashion Revue

Fashion Revue Constructed Clothing

Fashion Revue Purchased Clothing

Fashion Revue Upcycled Clothing

Exhibit Suggestions (All Fashion Revue)

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

Requirements (All Fashion Revue)

- 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).

Project Resources

- [Fashion Revue Project Page](#)
- [Project Evaluation](#)

Public Presentations

Demonstrations

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

Livestock Demonstrations

- Livestock Demonstration - Individual
- Livestock Demonstration - Team

Presentations and Speeches

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

Interactive Demonstrations

- Interactive Demonstration - Individual
- Interactive Demonstration - Team

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.

Requirements

- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
- Demonstrations are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or process. This most often includes the use of physical objects and actual doing or showing. At the end of the Demonstration there should be something of a "finished product". Demonstrations may also include the use of supporting visuals like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). However, the focus of the Demonstration should be on the "doing", not the supporting visuals. Presentations may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- 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.
- Note: 4-H'ers who complete a Public Presentation at the State Fair will receive a \$30 cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.
- Note: All members of a team must meet the State Fair age requirement to advance to 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.
- Note: Due to H5N1, poultry demonstrations with live birds cannot take place on the Barn Stage in the Cattle Barn at the State Fair, but can take place on the Moo Stage outside the Cattle Barn. The Moo Stage outside does not have a screen, so a slide presentation is not an option. If you have a poultry

demonstration with live birds and a slide presentation, you will need to do your demonstration in the 4-H Building.

Performing Arts Performance

(See Performing Arts)

Food Revue

(See Foods)

General Project and Club Exhibits Premiums

Project	Blue	Red	White
Cloverbud Exhibits	\$5.00		
General Project Exhibits	\$5.00	\$4.00	\$3.00
Pre-Fair Events	\$5.00 (including Cloverbud)		
Club Exhibits	\$25.00	\$20.00	\$15.00
Livestock Interviews (during general entry day judging)	\$5.00; Champion/Reserve: additional \$3.00		

4-H Premium Checks

4-H premium checks ready for pickup on Sunday, August 23, starting at 12:00 p.m. at the 4-H Building Fair Office. Premium checks are the money 4-H exhibitors receive from the McLeod County Agricultural Association for the projects they exhibit in the fair based upon their placings and/or participation.

Carefully look at your premium check when you receive it before you cash it. Once your check is cashed, no changes will be made. If you find an error in your check, please call Luran, Extension Support Staff, at 320-484-4302 or email lcjohnso@umn.edu.

Please cash your checks within 30 days of receiving them! Lost checks may not be reissued if notification comes more than two weeks after the county fair.