

# **2025**

# **Aitkin County Fair**

# **4-H Premium Book**



July 9-12th, 2025

**2025 Aitkin County Fair 4-H Premium Book**

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# 2025 Aitkin County 4-H Fair Schedule

## MONDAY, July 7th

2:30 p.m. Non-Livestock Judges and Judge's Assistant Orientation  
**2:50 p.m. Registration Desk opens**  
**3:00 p.m. Non-Livestock Exhibit Judging Begins**  
**6:00 p.m. Judge Dinner Break**  
 6:30 p.m. 4-H Pet Show  
 7:00 p.m. Non-Livestock Exhibit Judging Ends  
 7:30 p.m. Setup of Non-Livestock Exhibits  
**\*BUILDING WILL BE CLOSED TO 4-H MEMBERS FOR SET UP\***

## TUESDAY, July 8th

8:00 a.m. Decorate Livestock Areas  
 Set up Picture Banner  
 Finish set up of non-livestock projects  
 Organize office space in 4-H building  
 12:00 p.m. Horses & Livestock can check in with Vet  
**\*NOTE: 4-H Animal ID Check In's and Class Scratch/Additions will be on Wednesday**

## WEDNESDAY, July 9th

8:00 a.m. All Horses must be in place  
 8:00 a.m. All Rabbits must be in place  
 8:00 a.m. 4-H Horse Show Check-In – Horse Arena Desk **\*Add or Scratch Classes\***  
 8:00 a.m. 4-H Rabbit Show Check-In - Rabbit Barn **\*Add or Scratch Classes\***  
**9:00 a.m. 4-H HORSE SHOW**  
**9:00 a.m. 4-H RABBIT SHOW followed by Open**  
 11:30 a.m. Rabbit Agility Set Up  
**12:00 noon 4-H RABBIT AGILITY COMPETITION**  
 12:00 noon All Livestock must be in place  
 1:00 p.m. Exhibit Buildings Open for Viewing  
**1:00 p.m. 4-H Animal ID Check In's & Class Scratches/Additions Start**  
**Order of Check In: Poultry, Beef, Dairy, Goat, Sheep, Swine**  
**2:00 p.m. 4-H POULTRY SHOW followed by Open**  
 5:00 p.m. Farm Olympics  
 5:00 p.m. All Open Animals must be in place  
**6:30 p.m. General Project Awards Ceremony**  
**7:30 p.m. All Livestock Exhibitor Meeting & Conversation**  
 9:00 p.m. Exhibit Buildings Close

## THURSDAY, July 10th

10:00 a.m. Exhibit Buildings Open  
**9:00 a.m. 4-H DAIRY CATTLE & DAIRY GOAT SHOW followed by Open**  
**\*order will be dairy goat then cattle**  
**12:00 noon 4-H BEEF, SHEEP, MEAT GOAT & SWINE SHOW**  
**\*order will be goat, swine, sheep, beef**  
**6:30 p.m. 4-H Costume Class Show - all species**  
 9:00 p.m. Exhibit Buildings Close

## FRIDAY, July 11th

10:00 a.m. Exhibit Buildings Open  
 8:00 a.m. Open Class Horse Pleasure / Game Show  
 9:00 a.m. Open Class Beef, Sheep, Swine & Goat Show  
**1:30 p.m. Deadline to ACCEPT LIVESTOCK & HORSE STATE TRIPS**  
**1:30 p.m. Deadline for registering for 4-H Blue Ribbon Auction**  
**1:30 p.m. Deadline for Accepting Master Showmanship Participation**  
**4:00 p.m. 4-H Master Showmanship Show – Livestock Arena**  
 5:00 p.m. Set Up for Auction Registration  
 5:30 p.m. Blue Ribbon Auction Registration Opens  
**6:00 p.m. 4-H Blue Ribbon Auction – Livestock Arena with Reception to follow**  
 9:00 p.m. Exhibit Buildings Close

## SATURDAY, July 12th

10:00 a.m. Exhibit Buildings Open  
 10:00 a.m. Central MN Cattlemen's Assoc. Beef Show  
**12:00 noon Dog "MEET THE BREED" Demonstration**  
**1:30 p.m. Deadline to ACCEPT GENERAL PROJECT STATE TRIPS**  
**5:00 p.m. All Exhibits Released – pick up your 4-H projects NOW, before 6pm!!**  
 6:00 p.m. Exhibit Buildings Close

# Registering for 4-H at the Aitkin County Fair

Need help? Call 218 - 927 - 2538 or email [langl148@umn.edu](mailto:langl148@umn.edu)

**Step 1:** Enroll in 4-H at [z.umn.edu/join4-H](https://z.umn.edu/join4-H) by May 15, 2025

**Step 2:** See Project Areas Below

- If you have **Market Beef Projects (Market Steer, Market Heifer, Dairy Steer)**:  
ID your animal projects in 4-H Online under the "Animals" tab by February 18th, 2025  
Find more information at: [z.umn.edu/animalid](https://z.umn.edu/animalid)  
Then continue to Step 3
- If you have **Animal Science Projects such as: Breeding Beef, Dairy Cattle, Dog, Dairy Goat, Horse, Llama/Alpaca, Meat Goat, Poultry, Rabbit, Sheep, or Swine**:  
ID your animal projects in 4-H Online under the "Animals" tab by May 15th, 2025  
Find more information at: [z.umn.edu/animalid](https://z.umn.edu/animalid)  
Then continue to Step 3
- If you have **General Projects**: Continue to Step 3
- If you have **Club Projects**: please have a club leader send the list of club projects to the educator via email by the registration deadline.

**Step 3:** Register your projects for fair judging in Fair Entry between June 1st - June 15th 2025

- Fair Entry link will be posted here when available on June 1st
- Fair Registration Link: <https://aitkincounty4h.fairentry.com/FairSignIn/22499>
- How to Register Projects in Fair Entry Guide: [Link to Guide](#)

**Congratulations! You have now completed your registration for 4-H at the Aitkin County Fair!**

## County Fair Registration Information

There is no limit to the number of non-livestock (static) exhibits 4-H members can enter in each class. However, you need to have a different item and use a different process for each entry. For example, under foods you could bring muffins, bread and cookies which would total three entries of three different items.

For most livestock departments, the number of livestock exhibits 4-H members can enter is limited by the age of the animal. For example, under beef you could exhibit three registered Angus breeding heifers but they each must fall in a different age class (spring calf, fall calf, summer yearling.) You cannot exhibit two animals that fall into the same class (unless specifically noted).

4-H members must register for the classes they will exhibit in. Each 4-H member has been sent a County Fair Registration Form. Registration, either by paper to the Aitkin County 4-H Office or completed online through FairEntry is due by **Saturday, June 15th, 2025.**

**If exhibiting more than one item in a class, be sure to list EACH item on your Registration Form or specify the quantity on FairEntry registrations.**

Late county fair registrations may not be accepted at the Extension office.

**Late forms may be asked to be brought to conference judging on entry day, Monday, July 7th, 3-7 p.m.** Errors on the registration form are the member's responsibility and may result in the exhibit receiving a ribbon only. All animals must be ID'd according to State Guidelines in order to be eligible for premium and State trips.



## Camping, Trailer Parking, & Car Parking Information

The Aitkin County Fairboard is charging fees for camping, car parking, and trailer parking this year. The funds will be used to improve the grounds and facilities available to those that use the fairgrounds for the future. The rates for camping, trailer parking, and car parking can be found below.

**If you plan to use any of these opportunities, please fill out the form linked below and turn it in to the Aitkin County 4-H Office by **June 30th**. Cash or checks are accepted. Checks can be made payable to the Aitkin County Agricultural Society.**

Camping: Rates are \$20 per night OR \$60 for the 4 days of the fair

Trailer Parking: Rates are \$5 per day OR \$15 for the 4 days of the fair

Note: Trailers may be parked in the open lot across the street from the Fairgrounds main entrance for free.

Car Parking: Rates are \$5 per day OR \$15 for the 4 days of the fair

Note: Cars may be parked on the street during the day or in the open lot across the street from the Fairgrounds main entrance for free.

Purchased permits can be picked up at General Project Judging on Monday, July 7th from 3-7 p.m. Connect with Julianna to obtain permits if you cannot pick them up during this time at [langl148@umn.edu](mailto:langl148@umn.edu).

### [Camping, Trailer, and Car Parking Form](#)

## Livestock Barn Superintendents & Veterinarian

### Fair Veterinarian

- Dr. Patty Dahlke

### Horse Barn

- Becky Carlson - (218) 301-9574

### Poultry & Rabbits

- Gabrea Anderson (320) 384-8158

### Beef Cattle & Dairy Cattle

- Sharon Dotzler (218) 851-7908
- Lenore Jackson (218) 851-7551

### Sheep, Swine, & Goats

- Gabrea Anderson (320) 384-8158
- Sharon Dotzler (218) 851-7908

# Minnesota 4-H State & Regional Events

| Event Name   | Date                         | Location                                     |
|--|------------------------------|--|
| <a href="#">State Fair Livestock Encampment</a>  | August 20th - 24th, 2025     | Minnesota State Fairgrounds                  |
| <a href="#">State Fair General Project Encampment</a>  | Encampment #1 August 24-26th | Minnesota State Fairgrounds                  |
| <a href="#">State Shoot</a>  | September 5-7th, 2025        | Alexandria, MN                               |
| <a href="#">State Horse Show part 1</a> (games, pleasure, equitation, horsemanship, trail, training, etc.) | September 5-9th, 2025        | Simons Arena - Cannon Falls, MN              |
| <a href="#">State Horse Show part 2</a> (hippology, horse judging, speech & demo, mini horse, drill)       | September 13-14th, 2025      | Stearns County Fairgrounds - Sauk Centre, MN |
| <a href="#">State Dog Show</a>   | September 20-21st, 2025      | Minnesota State Fairgrounds                  |
| <a href="#">Northeast 4-H Livestock Show</a>   | September 27-28th, 2025      | Little Falls, MN                             |
| <a href="#">Engineering &amp; Design Challenge</a>   | August 25th - September 1st  | Minnesota State Fairgrounds                  |

## State Event Registration Information

All paperwork for State Fair Livestock Encampment, State Fair General Encampment, State Shoot, Northeast Livestock Show, and State Horse Show must be turned in at the mandatory come and go registration on Monday, July 14th from 5:00 p.m. to 7:00 p.m. at the Aitkin County Courthouse (307 2nd St NW Aitkin, MN 56431) in the 3rd Floor Training Room.

Exceptions Include:

- State Dog paperwork must be turned in the following week after the county dog show.
- Engineering & Challenge [registration form](#) must be completed by June 30th

For a more detailed list of State and Regional Showcase Events, visit the [2025 Showcase Information packet](#).

Aitkin County 4-H recognizes that costs for families can be a barrier for youth participation. To eliminate barriers for youth, scholarships are offered for youth in Aitkin County that participate in local, regional, and state events. For scholarship information to attend state and regional events, [visit the Event Scholarships](#).

# 4-H Exhibit Rules & Guidelines

4-H members, parents/guardians, leaders and volunteers are responsible for all of the rules and guidelines listed within the 4-H Premium Book. Interpretation of these rules by Extension/4-H Staff will be final. Minnesota 4-H has a series of policies to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These [statewide policies](https://z.umn.edu/4h-policies) (z.umn.edu/4h-policies) include but are not limited to:

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

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## Eligibility

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All exhibitors must be enrolled in the Aitkin County 4-H Program. Youth can enroll (re-enroll) in 4-H at any time throughout the year. Youth need to be enrolled in 4-H by May 15 to be eligible for state show trips. Youth who enroll in 4-H after May 15 and prior to the county fair registration deadline can still exhibit at the county fair and earn ribbon placings and premiums.

### State Fair or State Show Eligibility

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

presented to local 4-H staff upon return to the county to maintain eligibility for the Minnesota State Fair 4-H livestock shows.

8. 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.

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## Absentee Judging

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### Absentee Judging - General Projects

#### **ELIGIBILITY**

4-H members who have a conflict with the general project conference judging in their county of membership may be eligible for absentee judging. To be eligible to exhibit a project while being absent from the conference judging process the following must be in place:

Absence pre-approved with 4-H staff prior to scheduled date of judging (or another county competitive event).

The request will be allowed only in extreme situations such as:

- Death in the family
- Once in a lifetime educational opportunity
- Optional event with no flexibility (e.g. wedding of immediate family)
- Illness/injury
- 4-H youth with differing abilities who would prefer a more personalized experience in a controlled one-on-one judging setting
- Exhibit(s) at the county fair (or other county competitive event) within scheduled timelines.

If unable to attend in-person judging, you are asked to communicate this with staff and indicate this as a part of your fair registration process. Exhibit(s) must be dropped off with 4-H staff at the agreed upon time prior to the scheduled judging time at the county fair (or other competitive event). If exhibit(s) are not able to be dropped off ahead of time, photos or video if applicable must be submitted prior to judging.

#### **RECOGNITION**

These exhibits are eligible for Champion/Reserve Champion placing and state fair line-ups, but may be at a disadvantage (if equal in quality to another exhibit) to a 4-H member who is at the conference judging process.

#### **WAYS/MEANS**

Best practices for absentee judging of general exhibits follow. Which of these processes will work best within a county may be determined locally.

- Conference judging with judge at a pre-arranged time by cell phone call or other technology-based option (e.g. Skype, Google Hangout). The 4-H family must make the arrangements for all connections and technology; staff is not responsible if fairground situation does not allow for connectivity.
- Pre-recorded interview with 4-H member utilizing a [standard set of project-based questions](#). 4-H family must make arrangements for all technology needed; staff is not responsible for technology needed to listen to or view conference judging experience.
- Written story detailing project basis and learning gained. [Standard set of project-based questions](#) should be utilized.

### Absentee Judging - Livestock Projects

#### **ELIGIBILITY**

4-H members who have a conflict with the livestock qualifying show in their county of membership may utilize the following options if they wish to pursue an opportunity to advance to the applicable Minnesota 4-H state show.

- Switch county membership prior to the May 15 membership enrollment deadline allowing for exhibition of livestock with benefit of ability for advancement to state competition.
- Do a livestock demonstration (including the live animal) with the intent to be awarded a trip through the demonstration selection process. Animal used in the demonstration does not need to be the same

animal taken to state fair but must be of the same species. Animal exhibited by the 4-H member at the state fair must be on ID sheets prior to ID deadline for that species.

- Do a recorded (video) version of a livestock demonstration (including the live animal) with the intent to be awarded a trip through the demonstration selection process. Animal used in the demonstration does not need to be the same animal taken to state fair but must be of the same species. Animal exhibited by the 4-H member at the state fair must be on ID sheets prior to ID deadline for that species.

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## **Judging for Youth with Disabilities or Injuries**

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### **Judging for Youth with Disabilities or Injuries**

#### **GENERAL PROJECT JUDGING**

If a 4-H member is unable to participate in the conference judging process by himself/herself due to a disability or injury, the 4-H member and/or the member's immediate family must request permission for a conference judging assistant to be with the 4-H member during the conference judging of the member's general project(s). 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 or personal aid may be appropriate; this option must be approved by the staff member.

#### **LIVESTOCK PROJECT JUDGING SHOW RING**

If a 4-H member is unable to exhibit an animal by himself/herself due to a disability or injury, the 4-H member and/or the member's immediate family must request permission for a substitute showperson to help with the exhibition of the 4-H member's livestock project(s). Arrangements and approval for a substitute showperson must be made with 4-H staff prior to the day of the show. The substitute showperson 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.

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## **Judging Etiquette**

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Judge placings always stand. 4-H members and parents are not allowed to confront a judge regarding a class placing. 4-H members may ask questions of the judge in a calm, respectful manner. Parents may observe the judging at a distance. Any questions asked by the judge must be answered by the 4-H member. If you have concerns, discuss them with the 4-H Extension Educator.

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## **Grievance Process**

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The 4-H grievance process provides a vehicle by which to respond to 4-H member's concerns relating to their 4-H program participation. A grievance may be filed and a local volunteer grievance committee convened to address rule violations and alleged wrongdoing. A grievance committee will not be convened for the following situations: a) decisions made by judges, which are final; b) missed deadlines which are covered through the member exemption process; c) code of conduct related violations which will be addressed by staff according to an established process. A grievance form can be completed by the 4-H member and their parents/guardians if they wish to grieve a situation/decision related to an alleged wrongdoing or rule violation. The \$50 fee for each grievance must accompany the form, to be submitted to the Extension Office no later than 24 hours after the incident. The fee will be refunded if the ruling is in favor of the person filing the grievance.

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## Open Class Judging

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4-H members may also participate in Open Class Judging. If you have extra exhibits or project ideas, consider entering them here. Open class premium lists will be available throughout the community. To register for open class events, please visit the Aitkin County Fair Website for more information. Website: <https://www.aitkinfair.com/>

## Minnesota 4-H Code of Conduct

### Code of Conduct

At the time of 4-H enrollment, 4-H members and parents/guardians signed a Code of Conduct that governs 4-H member behavior at 4-H events. Below is a summary of the Code of Conduct. Extension/4-H staff reserve the right to withhold ribbons/awards, premiums and state trips from any 4-H member violating the 4-H Code of Conduct. Code of Conduct: [Youth](#), [Parents](#), [Volunteers](#)

### Minnesota 4-H Code of Conduct Summary:

Participants will:

1. Accept responsibility for representing themselves, their club, their county, Minnesota 4-H and the University of Minnesota Extension with dignity and pride.
2. Be punctual for scheduled activities, participate fully in planned activities and exhibit good sportsmanship.
3. Refrain from leaving the location of the event during the course of the event, unless written permission from the parent or legal guardian is given to the event adult chaperone prior to the leave.
4. Refrain from the use of and/or possession of alcoholic beverages and illegal controlled substances at all times.
5. Refrain from use of and/or possession of tobacco and mood-altering substances at all times.
6. Refrain from disruptive and/or inappropriate behavior and clothing.
7. Recognize the rights of others with respect to noise, language and conduct to avoid hurting or intimidating others physically and/or emotionally.
8. Respect the property of others, including clothing, personal items, equipment and facilities. (Damage to property will be billed to families where members are implicated.)
9. Refrain from the use of and/or possession of any weapons(s).
10. Refrain from use of vehicles for personal reasons while participating in 4-H events/activities.
11. Refrain from sexually inappropriate behavior.
12. Abide by additional rules, procedures and policies relating to specific activities or events established for that program.

# Premiums

| Project Area                          | Champion | Reserve Champion | Blue Champion | Blue    | Red     | White   | Participation   |
|---------------------------------------|----------|------------------|---------------|---------|---------|---------|-----------------|
| Club Billboard                        |          |                  |               |         |         |         | \$50.00 / board |
| Club Banner                           | \$25.00  | \$25.00          | \$25.00       | \$25.00 | \$20.00 | \$15.00 |                 |
| Club Community Pride                  | \$25.00  | \$25.00          | \$25.00       | \$25.00 | \$20.00 | \$15.00 |                 |
| Cloverbud (animal & general exhibits) |          |                  |               |         |         |         | \$3.00          |
| Demonstrations                        | \$3.00   | \$3.00           | \$3.00        | \$3.00  | \$2.00  | \$1.00  |                 |
| General Projects                      | \$3.00   | \$3.00           | \$3.00        | \$3.00  | \$2.00  | \$1.00  |                 |
| Beef                                  | \$10.00  | \$10.00          | \$10.00       | \$10.00 | \$8.00  | \$6.00  |                 |
| Dairy                                 | \$10.00  | \$10.00          | \$10.00       | \$10.00 | \$8.00  | \$6.00  |                 |
| Horse                                 | \$10.00  | \$10.00          | \$10.00       | \$10.00 | \$8.00  | \$6.00  |                 |
| Horse Achievement / Training          | \$3.00   | \$3.00           | \$3.00        | \$3.00  | \$3.00  | \$3.00  |                 |
| Goats                                 | \$8.00   | \$8.00           | \$8.00        | \$8.00  | \$6.00  | \$4.00  |                 |
| Llama-Alpaca                          | \$8.00   | \$8.00           | \$8.00        | \$8.00  | \$6.00  | \$4.00  |                 |
| Sheep                                 | \$8.00   | \$8.00           | \$8.00        | \$8.00  | \$6.00  | \$4.00  |                 |
| Swine                                 | \$8.00   | \$8.00           | \$8.00        | \$8.00  | \$6.00  | \$4.00  |                 |
| Dog                                   | \$8.00   | \$8.00           | \$8.00        | \$8.00  | \$6.00  | \$4.00  |                 |
| Poultry                               | \$4.00   | \$4.00           | \$4.00        | \$4.00  | \$3.00  | \$2.00  |                 |
| Rabbits                               | \$4.00   | \$4.00           | \$4.00        | \$4.00  | \$3.00  | \$2.00  |                 |

Showmanship Class Premiums will follow the premium listed above for each livestock / horse project area.

Costume Class Premiums are \$5 for the Champion, \$4 for Reserve Champion, \$3 for participation.

*Each exhibit/entry will receive one premium. Premiums do not stack; for example, if a project receives both a blue ribbon and a Grand Champion ribbon, the 4-H member will receive only the Champion premium for that project.*



# Meaning of Ribbon & Sticker Colors

In Minnesota 4-H, we use award ribbons to recognize the accomplishments of the 4-H members. All youth will be placed with a Blue, Red, or White ribbon. Additional recognition is given through Grand Champion, Reserve Champion, and Blue Champion ribbons representing the top 3 exhibits in a project area. Cloverbuds will only receive green participation ribbons and are not eligible for Champion placings.

In preparing projects for exhibition, consider the following:

- The exhibit meets all standards.
- The exhibitor can show a complete understanding of what, how and why the exhibit was done.
- The exhibitor has a thorough knowledge of the subject
- The exhibit and workmanship are extraordinary and need only minor or no improvements.

## **Ribbons are awarded using the following standards:**

### **Blue**

Represents the best quality of work and the 4-H'er demonstrates a high knowledge base. "I've tried, I've learned, and have reached most of my goals in this project. I've exceeded the level of achievement expected of me for my age and years of experience, but there still is room to learn and do more."

- The exhibit and conference meet or exceed all standards
- The exhibitor can fully explain what, how, and why the exhibit was done
- The exhibitor has a good knowledge of the subject
- The exhibit is well organized and well done

### **Red**

Represents an average quality of work and the 4-H'er demonstrates an average knowledge base. "I've tried, I've learned, and I've achieved a level of skill meeting expectations for my age and years of experience, but still have room to learn and do more."

- The exhibit/and conference meet some standards
- The exhibitor can somewhat explain what, how, and why the exhibit was done
- The exhibitor has a fair knowledge of the subject
- The exhibit may need some improvements

### **White**

Represents below expected quality of work, knowledge and effort. In a white placing, a number of things need to be improved to create a quality exhibit. "I've tried, I've learned, but there is room for improvement and more learning, to reach a standard of skills and knowledge appropriate for my age and my years of experience in the project."

- The exhibit and conference meet few standards and lack the quality that can be expected:
- The exhibitor cannot adequately explain the what, how, and why of the exhibit
- Improvement is needed in either the exhibit, the knowledge of the subject, or both
- A safety flaw may have been overlooked or demonstrated unethical workmanship



### **Grand Champion/Reserve Champion/Blue Champion**

Once conference judging has ended and all exhibits have been placed blue, red or white, counties may select from the most outstanding exhibits for additional recognition. These ribbons include the selection of champions – grand/reserve/blue champion. “I’ve tried, I’ve learned, and succeeded in reaching a high level of achievement. I know that I can still challenge myself to reach even higher levels of knowledge and skills in my project.” Only one Grand Champion, one Reserve Champion, and one Blue Champion ribbon are given out during livestock projects. Multiple Champion ribbons may be recognized in some projects such as the horse show and general projects.

### **Cloverbud**

This green participation ribbon is given to all Cloverbuds. This is based on the age appropriateness for youth grades kindergarten-second grade where the emphasis is based on the child exploring project opportunities and developing project and communication skills versus competitiveness.

### **Community Impact Award - Gold Hands Sticker**

Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their projects and exhibits. 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.

To learn more about preparing a Blue Ribbon Project for exhibition, check out this [A Blue Ribbon Project](#) guide.

To learn more about conference judging & ribbon placing, check out this [Conference Judging & Ribbon Placings](#) guide.

# Additional 4-H County Fair Events

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## Master Showmanship

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**Date:** Friday, July 11th 2025

**Location:** Livestock Arena

**Time:** 4:00 p.m.

### How to Qualify for Participation:

- The contest will consist of the Champion & Reserve Champion from the Senior Showmanship class in each of these species: beef, dairy, goat, horse, llama, poultry, rabbit, sheep, and swine.
- If a 4-H member wins more than one of the showmanship classes, it will be their decision which species they will participate for. The goal is to have two representatives for each specie.
- If all spaces are not filled by senior showmen, the Intermediate or Junior Champions will be given next priority to participate.

### About the event process:

- The contest will consist of 4-H members exhibiting their own animals from each specie. There will be a miniature show for approximately 6 minutes.
- Exhibitors will switch animals with another exhibitor and there will be another miniature show.
- Exhibitors will continue to switch animals until each individual has had a chance to exhibit all species.
- Judges will base showmanship rankings on the following:
  - o Appearance of Animal/4-H Member;
  - o Condition, Grooming, Cleanliness, Appearance of Exhibitor
  - o Showing in the Ring; Moving or Leading, Knowledge, Showing Animal to Best
  - o Advantage, Poise, Alertness & Attitude

### How to Sign Up:

Youth must participate in a livestock class, win grand or reserve champion showman, and accept their participation by indicating they will show as the Senior Showmanship Champion / Reserve Champion or confirm they would like to be the Intermediate/Junior backup for a species on the Master Showmanship whiteboard in the 4-H Building by 1:30 p.m. on Friday.

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## Blue Ribbon Livestock Auction

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**Date:** Friday, July 11th 2025

**Location:** Livestock Arena

**Time:** 6:00 p.m.

### How to Qualify for Participation:

4-H members in grades 3 and up who received a blue ribbon with their animal during a 4-H county fair livestock show class are eligible to participate. Instead of selling animals at the auction, 4-H members will be selling one "blue ribbon" which allows auction buyers to support 4-H youth in their species.

Members who received a blue ribbon in beef, dairy, dairy goat, meat goat, llama, poultry (including dove/pigeon), rabbit, sheep, or swine are eligible to sell **TWO** blue ribbons. Each blue ribbon must be from one animal in one class. No duplicate animals, ribbons, or showmanship classes will count towards eligibility. Horse

project members who earn a State Horse Show trip based upon point totals and/or have provided acceptance of a state trip by the deadline are also eligible to sell one horse blue ribbon at the auction.

**About the event process:**

The Blue Ribbon Livestock Auction is a way for businesses and individuals of the Aitkin County area to monetarily support the Aitkin County 4-H program. The auction proceeds offer additional incentive to livestock project members to continue in livestock enterprises. Youth will enter the arena one by one and the blue ribbon youth were awarded will be auctioned off. **Note:** Youth do not need to bring their ribbons - awards are provided for buyers. **Youth will then need to fill out and turn in a hand written thank you note by 12:00 noon on Saturday to the 4-H Building for the buyer of their animal to receive their auction premium checks.**

**Reception Information:** After the completion of the auction, buyers are encouraged to attend a reception. **Youth are required to attend** to thank their buyers and interact with those who came to support them. Youth will receive ONE ticket for the auction and buyers will receive TWO tickets for the auction to allow for a headcount for food purposes.

**How to Sign Up and Rules:**

The auction is limited to BLUE RIBBONS ONLY. Members may enter 2 ribbons in the auction with the exception of state trip earning/accepting horse project members selling only 1 ribbon. Cloverbuds are not eligible to participate in the auction. **Animals MUST be shown by the 4-H member. NO EXCEPTIONS!**

**Auction Entry Cards are available in the barns, at shows, and in the 4-H building. Members should complete their auction entry form after their respective animal show. Forms are due to the 4-H desk by Friday at 1:30 p.m. It is the responsibility of the exhibitor to turn in their auction entry form by 1:30 on Friday. After the event, youth are required to pick up a thank you card, fill it out, and turn it into the 4-H building before 12:00 noon on Saturday to receive their auction premium check.**

**4-HER'S ARE EXPECTED TO DRESS APPROPRIATELY (SHOW DRESS OR COUNTY FAIR T-SHIRTS) FOR THE AUCTION. GOOD GROOMING FOR MEMBERS AND ANIMALS IS IMPORTANT.**

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## **Dog Breed Demonstration**

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**Date: Saturday, July 12th**

**Location: 4-H Building**

**Time: 12 noon**

**About this event:**

This Breed Demonstration event is to allow 4-H members of the Dog Project to showcase their learning at the county fair. Youth will bring their dogs with the designated 4-H collar tags provided by 4-H and meet at the 4-H Building. Youth will continue with a routine dog training practice while inviting the public to watch and learn more about the dog training program. Youth must have their dogs leashed and in control at all times. Cloverbuds must have an adult to handle and help them with their dog.

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## **Exhibitor Connection Night**

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**Date:** Wednesday, July 9th

**Location:** Livestock Arena

**Time:** 7:30 p.m. - 9:00 p.m.

**About this Event:**

All exhibitors, both 4-H and open class, are invited to the Exhibitor Connection Night. At this event, exhibitors will play games, have a chance to connect with other exhibitors, and be reminded about barn rules and protocols. This event is meant to give exhibitors a chance to enjoy each other's company and connect before competing in the show ring.

Families are encouraged, but not required, to bring a small dish to share (cookies, chips, water, etc.)

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## **General Project Award Ceremony**

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**Date:** Wednesday, July 9th

**Location:** Windy River Stage

**Time:** 6:30 p.m. - 7:30 p.m.

**About this Event:**

To recognize the hard work that youth put into their general projects, an awards ceremony will be held in which Grand Champion, Reserve Champion, Blue Champions, and Honorable Mentions will be announced and awarded their ribbons.

# 4-H General Projects

## 4-H General Exhibits Information

1. Youth will be eligible for all show-related premiums, awards, and participation in the state event when exhibition requirements are met (and appropriate permissions are granted by 4-H Program Staff). (Auction participation is a county decision.) Approved early release is an exception to the rule and becomes a 4-H staff, in partnership with the county fair board, decision based on each situation.
  2. All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on exhibits entered must be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
  3. Note - Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
  4. **Poster exhibits may not exceed 22" wide x 28" high.** They may be smaller.
  5. **Education/Science Tri-Fold Exhibits for all project areas may not exceed 12" deep x 24" wide x 36" high.** (Center back 24" wide x 36" high, right and left wings each 12" wide x 36" high.)  
All exhibits will be evaluated by a conference with the judge. Exhibit judging criteria:
    - Exhibit quality 25%
    - Educational value 25%
    - Knowledge and ability to explain 50%
- Decision of the judge is final and may not be appealed.**
6. **Floor Space for any exhibit should not exceed 20 square feet.** If your exhibit exceeds this space limitation, contact the Extension office.
  7. **All exhibits must be labeled with name, club, and county.** Other appropriate information for the project (i.e., vegetable varieties) should be included. If the exhibit has multiple pieces, each part needs to be labeled and should indicate 1 of 4, 2 of 4, etc.
  8. Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.
  9. **Copyright Law and Infringement:**
    - 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 fair use, has a creative commons license or that you have requested and received permission (in writing) to use the original work. If an exhibit infringes on copyright law, a decision may need to be made to remove the exhibit from display at the county or state fair.
  10. 4-H members who incorporate AI tools or technologies into their projects should clearly cite the use of these resources. This includes, but is not limited to, AI-generated content, AI-driven data analysis, and AI-based project enhancements. Citation Suggestions: provide the name of the AI tool or technology used; explain how the AI was used in the project; include any relevant references or sources as appropriate.
  11. Community Impact Recognition
    - Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
    - Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.
    - Exhibits and presentations may demonstrate the youth's community impact efforts through:
      - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
      - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets

- Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
- Note: to qualify as “community impact”, the project should primarily benefit someone or something more than you individually, or your family
- If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Projects category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc.)
  - Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
  - Ex: A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents, or students.
- Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognitions.

## EXHIBIT DEADLINES

All 4-H non-livestock exhibits must be brought to the fairgrounds on Entry Day, **Monday, July 7th between 3:00 and 7:00 p.m.** All exhibits must remain in place during the entire fair until release time at 5:00 p.m. on Saturday, July 12th. All exhibits should be removed by 6:00 p.m. on Saturday evening. If this creates a problem, please make arrangements for someone else from your club or area to pick them up for you.

## CONFERENCE JUDGING

Speaking with the judge is an important part of the County Fair experience. Conference judging gives members an opportunity to explain their projects and to ask questions in a “show and tell” answer manner. Conference judging focuses on what members have learned in a project. To be prepared for conference judging, members should think about these as possible questions:

- ❖ Why did you decide to make this item for your County Fair project?
- ❖ Why did you select these materials to use in making your project?
- ❖ What did you find hardest to do in making your project?
- ❖ What would you do differently if you could do it again?

The judge will ask members several questions and discuss with them the quality of their projects as compared to accepted standards for projects of this type. Ribbon placings are awarded based 50% on the quality of exhibit and 50% on what members have learned and discussed with the judge. Once all of your exhibits have been judged, you are free to go. Volunteers will arrange and display exhibits at the conclusion of the judging process. Be sure to stop by and see your exhibits on display any time after 1:00 p.m. on Wednesday.

# Club Projects

**Note: To add club exhibits, have your club leader send the educator one email with all club projects to be entered by the June 15th deadline.**

## CLUB BANNER

### *Project Description:*

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

**Two banners** will be selected for the State Fair.

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## COMMUNITY PRIDE

### *Project Description:*

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

**Two exhibits** will be selected for the State Fair.

### *Exhibit Suggestions:*

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

### *Requirements:*

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

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

## CLUB BILLBOARD

### *Project Description*

Clubs or Project Areas can help to advertise themselves and the Aitkin County Fair with a billboard created by the club / project area that is set up within the county lines or their community.

*Requirements:*

- A billboard should promote the Aitkin County fair and 4-H in some way, current fair dates should be included on the billboard.
- It should carry a message simply and actively. \*If it is not a new design (only a change of fair dates) the club will get a flat \$10 premium.
- Club or project areas can do more than one billboard and receive one premium per board. (ex. a club creates 3 boards with new designs and fair dates, sets the boards up by the deadline, and sends a picture to the educator, the club would receive one premium per board)
- 4-H members should be creating the billboards. Parents may help, but 4-H members must be present and actively involved.
- **Billboards must be set in place by Saturday, June 1st, 2025.** The idea is to display the billboards around the county to promote the Aitkin County Fair.
- **A picture must be e-mailed/texted to the Extension Educator as soon as your Billboard is placed.** Billboards will remain in place until after the fair and must be taken down each year.

**Note:** Club Billboards will be registered by the Educator as images of completed billboards are sent.



# Public Presentations

## DEMONSTRATIONS

Demonstration - Individual  
Demonstration - Team

## LIVESTOCK DEMONSTRATIONS

Livestock Demonstration - Individual  
Livestock Demonstration - Team

## PRESENTATIONS & SPEECHES

Presentations & Speeches - Individual  
Presentations & Speeches - Team

## INTERACTIVE DEMONSTRATIONS

Interactive Demonstration - Individual  
Interactive Demonstration - Team

### *Requirements:*

- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
- Demonstrations are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or process. This most often includes the use of physical objects and actual doing or showing. At the end of the Demonstration there should be something of a "finished product". Demonstrations may also include the use of supporting visuals like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). However, the focus of the Demonstration should be on the "doing", not the supporting visuals. Presentations may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- 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: 4-H'ers may bring one Livestock Demonstration, one Llama/Alpaca Demonstration and one Demonstration, Presentations & Speech or Interactive Demonstration to the State Fair. (This means one during Livestock Encampment, one during Llama/Alpaca Encampment and one during General Encampment).
- NOTE: 4-H'ers that win a trip to the State Fair will be asked to submit a photo of them doing their demonstration to have on display.

*Exhibit Suggestions:*

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

# Special Projects

## PLASTIC SCULPTURE CHALLENGE

### *Project Description:*

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

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

# Cloverbud - General Projects

## Cloverbud General Projects:

- ☐ Cloverbud General Exhibit
- ☐ Cloverbud Pet Show
- ☐ Demonstration - Cloverbud Individual
- ☐ Demonstration - Cloverbud Team

## Cloverbud Animal Science Posters:

- ☐ Beef Cloverbud Poster
- ☐ Dairy Cloverbud Poster
- ☐ Dairy Goat Cloverbud Poster
- ☐ Dog Cloverbud Poster
- ☐ Horse Cloverbud Poster
- ☐ Llama-Alpaca Cloverbud Poster
- ☐ Meat Goat Cloverbud Poster
- ☐ Poultry Cloverbud Poster
- ☐ Rabbit Cloverbud Poster
- ☐ Sheep Cloverbud Poster
- ☐ Swine Cloverbud Poster

Note: There is no limit on entries in the General Project Cloverbud classes. There is a limit of 1 entry per Cloverbud Animal Science Poster class.

### *Exhibit Suggestions:*

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

### *Requirements:*

- Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
- Cloverbud general exhibits can be made at home, at a 4-H or non 4-H meeting or event.
- Cloverbud animal science areas include live animals or posters in the following Beef, Dairy, Goat, Horse, Llama & Alpaca, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the MN 4-H Cloverbud policy that requires a responsible adult or older youth to handle the animal. This includes pet and livestock projects. (Note: Review the updated Rules of Participation for 2024)
- Review the Cloverbud Information Sheet to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies. **There are no State Fair trips in this division.**

# General 4-H Project Areas

## AEROSPACE

### *Project Description*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## BICYCLE

### *Exhibit Suggestions:*

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

## CHILD & FAMILY DEVELOPMENT

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## CITIZENSHIP

### *Exhibit Suggestions:*

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



## CLOTHING AND TEXTILES

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

### **Constructed Clothing**

#### *Exhibit Suggestions:*

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

### **Upcycled Clothing**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Purchased Clothing**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

- The purchased garment or outfit must be accompanied by an 8-1/2" x 11" binder with the following information:
  - Colored photo of member wearing the garment. Label photo with name, county, and color of complexion, hair and eyes.
  - Cost of garment and explanation of why garment was purchased
  - Fabric content and care of garment

- Examples of ways it will be used in existing wardrobe
- Sale receipt and tags, if available

### **Sewn Non-Garment**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Fashion Revue Constructed Clothing**

### **Fashion Revue Purchased Clothing**

### **Fashion Revue Upcycled Clothing**

#### *Fashion Revue Constructed or Purchased or Upcycled Exhibit Suggestions:*

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

#### *Fashion Revue Constructed or Purchased or Upcycled Requirements:*

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

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

## CONSUMER EDUCATION & MONEY MANAGEMENT

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### **Crafts**

#### *Exhibit Suggestions:*

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

#### *Requirement:*

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

### **Fine Arts**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

## CREATIVE WRITING

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## 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. See more on the [Engineering Design project page](https://extension.umn.edu/4-h-stem-projects/4-h-engineering-design-project) (extension.umn.edu/4-h-stem-projects/4-h-engineering-design-project)

### *Exhibit Suggestions:*

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

### *Requirements:*

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

### **Engineering Design Challenge Level 1 & 2**

Engineering Design Challenge Team Member:

Level 1 - grades 3 -8 (suggested)

Level 2 grades 7 - 12 (suggested)

All members of the team must register to participate.

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

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

## EXPLORING ANIMALS

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## FISHING SPORTS

### *Exhibit Suggestions:*

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

### *Requirements:*

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



### **Foods**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

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

### **Nutrition**

#### *Exhibit Suggestions:*

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

***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.
- Note: the judge may or may not taste the food.

## GLOBAL CONNECTIONS

### *Project Description:*

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

### *Exhibit Suggestions:*

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

## HEALTH & WELLNESS

### *Exhibit Suggestions:*

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

## HOME ENVIRONMENT

### *Exhibit Suggestions:*

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

### *Requirements:*

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

### **Flower Gardening**

#### *Exhibit Suggestions:*

- When exhibiting cut flowers, we suggest:
  - three stems of one variety of annual flowers, or
  - one stem of a hardy perennial, or
  - one stem of summer flowering bulbs, or
  - one blossom of a tea rose, or
  - one stem of a hardy shrub rose.
- Flower bouquet or arrangement on any theme.
- Display of dried flowers with a card explaining the drying method.
- My Flower Garden - Exhibit on poster board, not to exceed 22 x 28". Include a plan of the garden drawn to scale, the correct variety name and pictures (or photographs) of the flowers grown. Be prepared to discuss the process from soil preparation to blooming.
- Educational Exhibit showing the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows).
- A display using a 4-H project kit showing how plants or vegetables absorb color and change their leaf color.

#### *Requirements:*

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

### **Indoor Gardening**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Metal Work**

#### *Exhibit Suggestions:*

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

### **Woodworking**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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



## 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.

### **Entomology**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Exploring the Environment / Environmental Science**

#### *Project Description:*

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

#### *Exhibit Suggestions:*

- Display or create a video about environmental challenges, such as climate change, pollution, erosion, etc., describing the causes and their sources, its effect on people and other living things, and potential

solutions. This could include news clippings and other media about an environmental issue that you care about.

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

***Requirements:***

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

**Forest Resources**

***Exhibit Suggestions:***

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

***Requirements:***

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

**Geology**

***Exhibit Suggestions:***

- Display of rocks, minerals, gemstones, a rock plate; can be displayed in an egg carton for younger youth, or in a display case as youth progresses in the project; include in the display, labels of specimen name and location collected.
- Rocks, minerals, or fossils from within Minnesota or on a definite theme such as metamorphism, weathering, quartz minerals, ores, or a theme of your own choosing.

- Polished rock specimen; include an unpolished specimen of each rock type for comparison.
- Educational exhibit showing the "science how's and why's" dealing with the principles of geology and natural earth sciences.
- Exhibit explaining the three main rock types (Igneous, Metamorphic, Sedimentary) include examples of each.
- Model of a geologic earth structure or feature such as volcano, mountain range, plate tectonics, earthquake, cave, glacier.
- Timeline of geological time scale.

## **Water Resources**

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## NEEDLE ARTS

### *Exhibit suggestions:*

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

### *Requirements:*

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

## PERFORMING ARTS

### *Requirements:*

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

### **Performance Based**

#### *Exhibit Suggestions:*

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

### *Requirements:*

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

### **Non-Performance Based**

#### *Exhibit Suggestions:*

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

### *Requirements:*

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

### **Cats**

#### *Exhibit Suggestions:*

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

### **Dogs**

#### *Exhibit Suggestions:*

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

### **Pets**

#### *Exhibit Suggestions:*

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

## PHOTOGRAPHY

### *Requirements for BOTH Elements of Photography and Photo Manipulation:*

- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year
- The exhibitor's name, club, county and exhibit class should be clearly printed on the back of the exhibit.
- Unaltered 4"x6" photos must be attached to the back of any exhibit
- For safety, picture frames or glass are not allowed
- Exhibits with multiple photos should use 4"x6" prints - multiple photos should be displayed on a board (see below for board information)
- Enlarged photos should be 5"x7" or 8"x10"
- Photos should be mounted on a mat board, foam board, or poster board using neutral colors (white, tan, gray or black). Do not use construction paper, cardstock, colored paper or wrapping paper. Photos should not be mounted on any type of flexible/bendable paper.
- 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](https://z.umn.edu/4HPhotoPrepVideo)
  - Slideshow Tutorial [z.umn.edu/4HPhotoPrepSlideshow](https://z.umn.edu/4HPhotoPrepSlideshow)

### *Equipment:*

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

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

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

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

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

#### **Elements of Photography**

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

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

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

### *Exhibit Suggestions:*

1. Photo Story:



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

### **Photo Manipulation**

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

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

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

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

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

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

### ***Exhibit Suggestions:***

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

- selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
  - apply digital filters (other than black and white)
  - removing distractions in the background, etc.
3. Photo Series:
    - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc.
  4. Enlarged Photo:
    - Show a 5"x7" or 8"x10" print that has been digitally enhanced and illustrates software skills. An unaltered 4 x6" print must be attached to the back of the exhibit.
  5. Publications:
    - Show calendars, brochures, posters that are created using computer software
  6. Photo Novelties:
    - Display mugs, puzzles, blankets, or other media on which photos have been printed
  7. Slide Show:
    - Make a compilation of photos with titles, voice-over or background music. For judging, exhibitors can show their exhibit on a 14" x 22" poster board, computer or tablet.

### **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 & Pests**

### ***Exhibit Suggestions:***

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

## QUILTING

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *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, exhibitor must state who tied or hand/machine quilted the final project.
- Techniques used, size, and difficulty of the project should be based on the exhibitor's sewing/quilting experience level.

## SAFETY

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## SCIENCE INQUIRY

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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



## SELF-DETERMINED

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## SHOOTING SPORTS - non fire arm

### *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.

## TECHNOLOGY

Note: Includes Aquatic Robotics, Computer & Robotics exhibits.

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

### Fruit

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### Herb Gardening

#### *Exhibit Suggestions:*

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

### Potatoes

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### Vegetable Gardening Box

Clarification - Vegetable Variety is either Large, Medium or Small

#### *Exhibit Suggestions:*

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

#### *Requirements:*

- Label vegetables with proper variety names on an information card.
- When exhibiting a collection of vegetables, the collection should include six different kinds of vegetables (For example: 1 large variety + 3 medium varieties + 2 small varieties)
- 6 different vegetable specimens for this exhibit choosing any combination of the following:
  - One large vegetable specimen (cabbage, squash, melon, pumpkin, cauliflower, etc.)
  - Three different medium-sized vegetable specimens and 3 of each specimen (tomatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, etc.)

- Two small vegetable specimens and 6-12 of each specimen (green beans, peas, lima beans, etc.)
- Potatoes may not be included (enter under the Potato project).
- The exhibit must be produced at home or by a close relative. **CANNOT BE STORE PURCHASED.**

### **Vegetable Plate**

Clarification - Vegetable Variety is either Large, Medium or Small

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Vegetable Container Garden Exhibit**

#### *Exhibit Suggestions:*

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

#### *Requirements:*

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

### **Largest Vegetable**

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

#### *Exhibit Options:*

- Squash
- Cabbage
- Pumpkin
- Melons

#### *Requirements:*

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

## VETERINARY SCIENCE

### *Project Description:*

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

### *Exhibit Suggestions:*

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

## VIDEO / FILMMAKING

### Video/Filmmaking

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

#### *Requirements:*

- It is encouraged that when developing a 4-H video/filmmaking exhibit, members will develop skills beyond the classroom.
- It is recommended that the video/filmmaking exhibit be 3-5 minutes and no longer than 10 minutes.
- All video/filmmaking exhibits must be made by the exhibitor OR by a production team of which the exhibitor must be a member
- The exhibitor's name, grade, and club must be clearly printed on all exhibit pieces.
- All video/film footage exhibited must have been made/created DURING THE CURRENT 4-H YEAR. When appropriate, (i.e. historical sequences) older video clips can be used.
- The member should provide the video file even if sending it electronically.
- Video/film must be presented on DVD, flash drive or CD. Participants are also allowed to upload their video to YouTube.
- Videos can also be delivered via Youtube, Vimeo, Frame.io or similar online based presentation sites.
- Video/film needs to be in presentation form, including a title and credits
- The video/film must be original material. Any video/film exhibit, which appears to contain copyrighted material, including music, will not be publicly displayed unless the exhibitor has written permission from the producer to use the material in the video/film. Portions and music from other sources must be documented and have a copyright release. Learn more about copyrighted material and finding material that is public domain or released under the Creative Commons license at [z.umn.edu/free4u](http://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, .MPEG-4, as well as a playable DVD.
- 4-H videos must adhere to G or PG (parental guidance) standards. The 4-H Code of Conduct requires respectful behavior, so you may not depict: violence, obscene language (or naughty words) including swearing, rude interactions or insults, or use or visibility of guns or fighting, etc. Remember not only teens and pre-teens view the videos but young children and their parents. Keep this in mind when creating your video.

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

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

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

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

#### *Exhibit Suggestions:*

- Showcase various video/film techniques
- A selected subject. Include a short storyboard or outline
- A poster that illustrates how a video/film camera works, or how to care for video/film equipment, illustration of computer video/film creation, etc.
- A video/film made by blending computer technology and traditional camera created video/film.

- A video/film using data from trail camera or time lapse camera (stop action video) or drone with attached camera (see note related to drone use).
- A video/film using Claymation, dolls, Lego for stop action
- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment
- A short documentary on a family member or interesting member of your community
- A trailer for a movie or event (can be fictional)
- A story that you tell using your friends and family
- A commercial, real or fictional



## WILDLIFE BIOLOGY & MANAGEMENT

### *Project Description:*

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

### *Exhibit Suggestions:*

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

### *Requirements:*

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

## YOUTH LEADERSHIP

### *Project Description:*

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

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

### *Exhibit Suggestions:*

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

# 4-H Animal Science

## 4-H Animal Science Exhibits Information

1. **All beef, dairy, dog, dairy goat, meat goat, poultry (doves/pigeons only), horse, llama-alpaca, rabbit, sheep and swine** shown in 4-H livestock shows must have the required State 4-H ID system, ear tag and/or tattoo. **Animals ID data must be submitted online, arrive in the Extension office, or be postmarked no later than May 15, 2025 (with the exception of Market Beef due Feb. 18, 2025).**
2. All animals exhibited must be owned solely by the member, member's family or leased by agreement. The family includes the 4-Her's 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 agreement.**
3. 4-Her's 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, including showmanship, must be pre-registered.** Members in animal projects may exhibit one animal per class, unless stated otherwise.
6. 4-H'ers must show their own animal in the class. If the 4-H'er has multiple animals in one class, another 4-H member(s) from the same county can show the other animals.
7. All 4-Her's exhibiting livestock at the fair are eligible to participate in showmanship. 4-H'ers must show their own animals. The following points will be considered:
  - Preparation and fitting of animal for showing
  - Poise and confidence of exhibitor
  - Control of animal by exhibitor
  - Skill in showing including continuous attention (being on the job) and keeping animal placed to best advantage at all times.
8. No animals may be advertised for sale and no farm, ranch, or sale signs may be displayed or worn in the show ring. The only signs other than 4-H stall cards and champion/reserve champion signs that may be displayed are educationally-based signs with performance or pedigree information and signs with the animal's name.
9. **State Grooming & Fitting Rules:** All grooming of livestock at the fair, including clipping, trimming and manipulation of the hair/wool (such as blocking on a 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 or any other enrolled Minnesota 4-H member, or a livestock resource person chosen by the 4-H family. Immediate family members are defined as being parents, step parents, legal guardians, grandparents, brothers or sisters. A livestock resource person is defined as someone who is working with the 4-H'er/4-H family to help them learn management and fitting and grooming skills in their project area. An identified livestock resource person would be allowed to work with the 4-Her and their family during the fitting and grooming process to guide and teach these skills. The 4-H'er exhibiting the animal must be present and involved in the fitting process at the county fair.
10. 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.
11. 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.

12. All animal health regulations will be in effect as stipulated by the [Minnesota Board of Animal Health](#) and the County Agricultural Society.

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## DEADLINES

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Livestock **MUST** be in place by 12 noon on Wednesday with the exception of Horses and Rabbits being in place by 8:00 a.m. Animal ID check in's will begin shortly after around 1:00 p.m. **All exhibits must remain in place during the entire fair until release time at 5:00 p.m. on Saturday.**

All Open Class & 4-H Beef & Dairy will be released Friday at 5:00 p.m. to allow for the roll-over for cattle coming in for Saturday's Central Minnesota Cattlemen's Beef Show. All other animals must remain until 5:00 p.m. Saturday. Exhibitors who remove their animals early will forfeit premiums.

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## BACK TAGS

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All livestock exhibitors should wear a back tag (number on their back) while in the show ring. Back tags are given to you when you pick up your registration packet during general project judging or the morning of the show.

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## DRESS CODE

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4-H members are required to wear boots or protective footwear in the show and auction rings. Athletic shoes and t-shirts advertising commercial products are not allowed in the show or auction rings.

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## HERDSMANSHIP

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Although Aitkin County does not have a formal Herdsmanship recognition program, all 4-H livestock exhibitors are required to clean exhibit areas daily. This includes pens, stalls, aisles and storage areas. At the conclusion of the fair, all exhibit areas must be cleaned and garbage removed from the building. Bedding should be pulled back 3 to 4 feet from the manger. *4-H members are expected to do the work, with limited adult help.*



# All Species Costume Class Showcase

As we introduced the costume classes in 2024, it was requested that all costumes be showcased together for spectators at the fair to enjoy multiple costumes. For 2025, the All Species Costume Class Showcase will be held Thursday, July 10th at 6:30 p.m. in the Livestock Arena. All youth are welcome to participate and classes will be split by species. In addition, County Commissioners and other members of the community will be the judges for this class. Attached below are some images to spark interest in costume ideas. If you previously have dressed up your animal in costume and would like to share the costume with a fellow 4-H'er this year, please reach out to Julianna Langlois at [langl148@umn.edu](mailto:langl148@umn.edu) so we can create a "costume closet" for new 4-H'ers!

## All Species Costume Classes:

- ☐ Beef Costume
- ☐ Dairy Costume
- ☐ Dairy Goat Costume
- ☐ Dog Costume \*will be held at the Aitkin Dog Show
- ☐ Horse Costume
- ☐ Llama-Alpaca Costume
- ☐ Meat Goat Costume
- ☐ Poultry Costume
- ☐ Rabbit Costume
- ☐ Sheep Costume
- ☐ Swine Costume

## Costume Ideas & Examples:



# Cloverbud Animal Science

## Cloverbud Animal Science Classes:

- ☐ Beef Cloverbud
- ☐ Dairy Cloverbud
- ☐ Dairy Goat Cloverbud
- ☐ Dog Cloverbud
- ☐ Horse Cloverbud Barrels
- ☐ Horse Cloverbud Showmanship
- ☐ Horse Cloverbud Western Pleasure
- ☐ Llama-Alpaca Cloverbud Showmanship
- ☐ Meat Goat Cloverbud
- ☐ Poultry Cloverbud
- ☐ Rabbit Cloverbud
- ☐ Rabbit Agility Cloverbud
- ☐ Sheep Cloverbud
- ☐ Swine Cloverbud

For costume classes, please see “[All Species Costume Class Showcase](#)” for more details.

Note: Limit one entry per Cloverbud youth per animal project class.

### *Requirements:*

- Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
- Cloverbud animal science areas include live animals or posters (listed in Cloverbud General Projects) in the following Beef, Dairy, Goat, Horse, Llama & Alpaca, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the [MN 4-H Cloverbud policy](#) that requires a responsible adult or older youth to handle the animal. This includes pet and livestock projects. (Note: Review the updated Rules of Participation for 2024)
- Review the [Cloverbud Information Sheet](#) to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies.

There are no State Fair trips in this division.

# Science of Animals Projects

## SCIENCE OF ANIMALS EDUCATIONAL EXHIBITS

*These projects are judged with General Projects on Monday, July 8th from 3-7 p.m.*

### **Health / Breeding / Production Exhibit**

Beef  
Dairy  
Dairy Goat  
Meat Goat  
Poultry  
Rabbits  
Sheep  
Swine

#### *Exhibit Suggestions:*

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

### **Zoonotics Exhibit**

Beef  
Dairy  
Dairy Goat  
Meat Goat  
Poultry  
Rabbits  
Sheep  
Swine

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.

### **Other**

Beef  
Dairy  
Dairy Goat  
Meat Goat  
Poultry  
Rabbits  
Sheep  
Swine

# Animal Science Project Areas

## Beef

### Beef Birth Dates

|  |   |
|--|---|
| <b>Breeding Heifers</b><br>Spring Calf<br>Fall Calf<br>Summer Yearling<br>Junior Yearling<br>Senior Yearling | January 1 - May 15, 2025<br>September 1 - December 31, 2024<br>May 1 - August 31, 2024<br>January 1 - April 30, 2024<br>September 1 - December 31, 2023 |
| <b>Cow / Calf Pair</b>   | Calves must be born between January 1 and May 15, 2025  |
| <b>Prospect Market Calves</b>  | January 1 - May 15th, 2025  |
| <b>Market Beef Dairy Steers</b>  | January 1 - August 31, 2024<br>January 1 - August 31, 2024  |

### Beef Classes

#### Beef Showmanship

- ☐ Beef Showmanship Grades 3-5
- ☐ Beef Showmanship Grades 6-8
- ☐ Beef Showmanship Grades 9+

#### Breeding Heifer

- ☐ Beef - Registered Spring Calf
- ☐ Beef - Registered Fall Calf
- ☐ Beef - Registered Summer Yearling
- ☐ Beef - Registered Junior Yearling
- ☐ Beef - Registered Senior Yearling
- ☐ Beef - Commercial Spring Calf
- ☐ Beef - Commercial Fall Calf
- ☐ Beef - Commercial Summer Yearling
- ☐ Beef - Commercial Junior Yearling
- ☐ Beef - Commercial Senior Yearling

#### Cow / Calf

- ☐ Beef - Cow and Calf Pair

#### Prospect Market Calf

- ☐ Beef - Heifer Calf
- ☐ Beef - Steer Calf

#### Market Beef

- ☐ Market Steer
- ☐ Market Heifer

#### Dairy Steer

- ☐ Beef - Purebred Dairy Steer
- ☐ Beef - Crossbred Dairy Steer

#### Other Beef

- ☐ Beef - Poster - County Class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

#### 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.



# Dairy

## Dairy Birth Dates

|  |   |
|--|---|
| <b>Calves</b><br>Spring Calf<br>Winter Calf<br>Fall Calf   | March 1 - May 31, 2025<br>December 1, 2024 - February 29, 2025<br>September 1 - November 30, 2024   |
| <b>Yearlings</b><br>Summer Yearling<br>Spring Yearling<br>Winter Yearling<br>Fall Yearling<br>Milking Yearling     | June 1 – August 31, 2024<br>March 1 – May 31, 2024<br>December 1, 2023 – February 29, 2024<br>September 1 – November 30, 2023<br>Born Sept 1, 2023 or later that has freshened & in milking form        |
| <b>Cows</b><br>Junior 2 year old<br>Senior 2 year old<br>3 year old cows<br>4 year old cows<br>Aged cow<br>Dry cow | March 1 – August 31, 2023<br>September 1, 2022 – February 28, 2023<br>September 1, 2021 – August 31, 2022<br>September 1, 2020 – August 31, 2021<br>Born before September 1, 2020<br>Dry cow of any age |

## Dairy Classes

### Dairy Showmanship

- ☐ Dairy Showmanship Grades 3-5
- ☐ Dairy Showmanship Grades 6-8
- ☐ Dairy Showmanship Grades 9+

### Holstein Registered

- ☐ Dairy - Spring (Junior) Calf
- ☐ Dairy - Winter Calf
- ☐ Dairy - Fall Calf
- ☐ Dairy - Summer Jr. Yearling
- ☐ Dairy - Spring Jr. Yearling
- ☐ Dairy - Winter Sr. Yearling
- ☐ Dairy - Fall Sr. Yearling
- ☐ Milking Yearling
- ☐ Dairy - Jr. Two-Year-Old Cow
- ☐ Dairy - Sr. Two-Year-Old Cow
- ☐ Dairy - Three-Year-Old Cow
- ☐ Dairy - Four-Year-Old Cow
- ☐ Dairy - Five-Year-Old and Older Cow
- ☐ Dairy - Dry Cow

### Holstein Grade

- ☐ Dairy - Spring (Junior) Calf
- ☐ Dairy - Winter Calf
- ☐ Dairy - Fall Calf
- ☐ Dairy - Summer Jr. Yearling
- ☐ Dairy - Spring Jr. Yearling
- ☐ Dairy - Winter Sr. Yearling
- ☐ Dairy - Fall Sr. Yearling
- ☐ Milking Yearling
- ☐ Dairy - Jr. Two-Year-Old Cow
- ☐ Dairy - Sr. Two-Year-Old Cow
- ☐ Dairy - Three-Year-Old Cow
- ☐ Dairy - Four-Year-Old Cow
- ☐ Dairy - Five-Year-Old and Older Cow
- ☐ Dairy - Dry Cow

### Mixed Color Registered & Grade

- ☐ Dairy - Spring (Junior) Calf
- ☐ Dairy - Winter Calf
- ☐ Dairy - Fall Calf
- ☐ Dairy - Summer Jr. Yearling
- ☐ Dairy - Spring Jr. Yearling
- ☐ Dairy - Winter Sr. Yearling
- ☐ Dairy - Fall Sr. Yearling
- ☐ Milking Yearling
- ☐ Dairy - Jr. Two-Year-Old Cow
- ☐ Dairy - Sr. Two-Year-Old Cow
- ☐ Dairy - Three-Year-Old Cow
- ☐ Dairy - Four-Year-Old Cow
- ☐ Dairy - Five-Year-Old and Older Cow
- ☐ Dairy - Dry Cow

### Other Dairy

- ☐ Dairy Poster - County Class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see ["All Species Costume Class Showcase"](#)

# Dairy Goat

## Dairy Goat Birth Dates

|  |  |
|--|--|
| <b>Doe Kids</b><br>Junior Doe Kid<br>Senior Doe Kid  | April 1 - June 30, 2025<br>January 1 - March 31, 2025  |
| <b>Dry Yearlings</b><br>Dry Yearling Doe<br>(never kidded)                                       | January 1 - December 31, 2024  |
| <b>Milking Does</b><br>Milking Yearling<br>Milking 2 yr old<br>Milking 3-5 yrs<br>Milking 5+ yrs | January 1 - December 31, 2024<br>January 1 - December 31, 2023<br>Born in 2021 or 2022<br>Born before 2021 |

## Other Dairy Goat

- ☐ Dairy Goat Poster - County Class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

## Dairy Goat Classes

### Dairy Goat Showmanship

- ☐ Dairy Goat Showmanship Grades 3-5
- ☐ Dairy Goat Showmanship Grades 6-8
- ☐ Dairy Goat Showmanship Grades 9+

### Doe Kids

- ☐ Dairy Goat - Junior Doe Kid
- ☐ Dairy Goat - Senior Doe Kid

### Dry Yearlings

- ☐ Dairy Goat - Dry Yearling Doe

### Milking Does

- ☐ Dairy Goat - Milking Yearling Doe
- ☐ Dairy Goat - Milking 2 Year Old Doe
- ☐ Dairy Goat - Milking 3 - 4 Year Old Doe
- ☐ Dairy Goat - Milking 5 Year Old Doe
- ☐ Dairy Goat - Milking 6 Year Old Doe
- ☐ Dairy Goat - Milking 7+ Year old Doe

# Dog

## Dog Requirements

### Requirements:

A dog may be shown in the dog show or the pet show, not both!

- 4-H'ers - 3<sup>rd</sup> 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](http://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.

### Aitkin County 4-H Dog Show 2025

**Date:** Saturday, July 26th

**Time:** 2:00 p.m.

**Location:** Aitkin County Fairgrounds

## Dog Classes

### Showmanship

- ☐ Dog - Showmanship Novice
- ☐ Dog - Showmanship Open
- ☐ Dog - Showmanship Excellent

### Rally

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

### Obedience

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

### Agility

- ☐ Dog - Pre-Agility
- ☐ Dog - Agility Beginner
- ☐ Dog - Agility Elementary
- ☐ Dog - Agility Intermediate
- ☐ Dog - Agility Senior
- ☐ Dog - Agility Advanced
- ☐ Dog - Limited Agility
- ☐ Dog - Jumpers 1A
- ☐ Dog - Jumpers 1B
- ☐ Dog - Jumpers 2
- ☐ Dog - Jumpers 3
- ☐ Dog - Limited Jumpers

### Other Dog

- ☐ Costume Class - see ["All Species Costume Class Showcase"](#)
- ☐ Dog Poster - County Class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals

# Horse

## Horse Requirements for All Riders

### *Requirements:*

#### **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](http://z.umn.edu/4HHorseProject) (z.umn.edu/4HHorseProject)

- Classes may be combined or split depending on the number of entries.

## State Horse Show Selection Process

1. The point system will be based on **BLUE RIBBONS ONLY in State Horse Show eligible classes.**
2. There will be 10 points awarded for 1<sup>st</sup> place, 9 points awarded for 2<sup>nd</sup> place, 8 points awarded for 3<sup>rd</sup> place, 7 points awarded for 4<sup>th</sup> place, 6 points awarded for 5<sup>th</sup> place, 5 point awarded for 6<sup>th</sup> place (regardless of the number of entries.)
3. Number of trips will be split evenly between games and pleasure; if odd number then extra trip goes to discipline with most participation.
4. The Western Pleasure and Ranch Pleasure trips will be awarded as follows:
  - Trips will be awarded in order for high point in pleasure.
  - The following classes will earn points toward the pleasure high point: Western Pleasure, Western Horsemanship, Ranch Pleasure, English Equitation, English Pleasure, Showmanship at Halter and Trail.
5. A 4-H'er must choose between Western Pleasure and Ranch Pleasure. A 4-H'er may not show in both classes. Performance trip points will be counted for which class they choose.
6. The Games trips will be determined by calculating the total points in all State Horse Show eligible games classes. Games Trip points can be earned in the following classes: Pole Weaving, Jumping Figure 8, Key Race, Barrel Race

## TIES

1. Person with the most 1<sup>st</sup> places\*
  2. Person with the most 2<sup>nd</sup> places\*
  3. Person with the most 3<sup>rd</sup> places\*
  4. Draw out of a hat.
- \* in state horse show qualifying classes*

## TRAIL

Trail has its own quota – trail participants must come from trip winners.

## TWO HORSES

All points are to be counted on each horse and rider team individually. If an exhibitor uses two different horses during the show, they will receive two sets of scores – one for each horse.

## Horse Classes - English Discipline

### English Equitation

- ☐ Horse - English Equitation - Grades 6+
- ☐ Horse - English Equitation - Grades 3-5
- ☐ Horse - English Equitation - Novice

### English Pleasure

- ☐ Horse - English Pleasure - Grades 6+
- ☐ Horse - English Pleasure - Grades 3-5
- ☐ Horse - English Pleasure - Novice

## Horse Classes - Western Discipline

### Western Horsemanship - All Gaits

- ☐ Horse - Western Horsemanship, Grades 6+
- ☐ Horse - Western Horsemanship, Grades 3-5
- ☐ Horse - Western Horsemanship, Novice

### Western Pleasure

- ☐ Horse - Western Pleasure - Grades 6+
- ☐ Horse - Western Pleasure - Grades 3-5
- ☐ Horse - Western Pleasure - Novice

### Ranch Pleasure

- ☐ Horse - Ranch Pleasure Class, Grades 6+
- ☐ Horse - Ranch Pleasure Class, Grades 3-5
- ☐ Horse - Ranch Pleasure Class, Novice

## Horse Classes - Either Discipline

### Showmanship

- ☐ Horse - Showmanship Grades 6+
- ☐ Horse - Showmanship Grades 3-5
- ☐ Horse - Showmanship, Novice

### Trail

- ☐ Horse - Trail Class, Grades 6+
- ☐ Horse - Trail Class, Grades 3-5
- ☐ Horse - Trail Class, Novice

### Costume

- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

## Horse Classes - Games

### Pole Weaving

- ☐ Horse - Pole Weaving, Grades 6+
- ☐ Horse - Pole Weaving, Grades 3-5
- ☐ Horse - Pole Weaving, Novice

### Jumping Figure 8

- ☐ Horse - Jumping Figure 8, Grades 6+
- ☐ Horse - Jumping Figure 8, Grades 3-5
- ☐ Horse - Jumping Figure 8, Novice

### Key Race

- ☐ Horse - Key Race, Grades 6+
- ☐ Horse - Key Race, Grades 3-5
- ☐ Horse - Key Race, Novice

### Barrel Race

- ☐ Horse - Barrel Race, Grades 6+
- ☐ Horse - Barrel Race, Grades 3-5
- ☐ Horse - Barrel Race, Novice

### Egg & Spoon - \*Non State Qualifying Class\*

- ☐ Horse - Egg & Spoon, Grades 6+
- ☐ Horse - Egg & Spoon, Grades 3-5
- ☐ Horse - Egg & Spoon, Novice

### Other

- ☐ Horse Poster

## Horse Training

### Horse Training

- ☐ Step 1
- ☐ Step 2
- ☐ Step 3
- ☐ Step 4
- ☐ Step 5
- ☐ Step 6

## Equestrians with Disabilities

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

## Horse Related

### Horse Related

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

#### 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.

## Horseless Horse Exhibit

### Horseless Horse

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

#### 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 this category if they participate in the horseless horse program with a mentor horse. If they do

own or lease their own horse, they may exhibit the same style exhibit in the Horse Related area.

## Horseless Horse Skill Class

### Horseless Horse Skill Class

- ☐ Horse - Horseless Horse Level 1, Grades 6+
- ☐ Horse – Horseless Horse Level 1, Grades 3-5
- ☐ Horse - Horseless Horse Level 2, Grades 6+
- ☐ Horse – Horseless Horse Level 2, Grades 3-5
- ☐ Horse - Horseless Horse Level 3, Grades 6+
- ☐ Horse - Horseless Horse Level 3, Grades 3-5

#### 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, on exhibitor at a time.
- The judging will be a combination of demonstrating these skills and answering interview questions from the judge. The judge will select a number of skills and knowledge based questions related to the booklet (not all of them).

# Llama - Alpaca

## Llama - Alpaca Birth Dates

|   |  |
|---|--|
| <b>Llama - Alpaca</b>   | All projects must be born prior to January 1st, 2025 |
| <b>Gender:</b> <ul style="list-style-type: none"><li>• No sexually intact male over 18 months is eligible for exhibition.</li><li>• 4-H Llama - Alpaca projects must be born prior to January 1, 2025.</li><li>• No companion animals (no buddies and no nursing mothers allowed)</li></ul> |  |

## Llama - Alpaca Classes

### Llama - Alpaca Showmanship

- ☐ Showmanship Grades 3-5
- ☐ Showmanship Grades 6-8
- ☐ Showmanship Grades 9+

### Public Relations

- ☐ Public Relations Grades 3-5
- ☐ Public Relations Grades 6+

### Obstacle Course

- ☐ Obstacle Course Grades 3-5
- ☐ Obstacle Course Grades 6+

### Costume

- ☐ Costume (Exhibitor must be on foot) Grades 3-5 - see "[All Species Costume Class Showcase](#)"
- ☐ Costume (Exhibitor must be on foot) Grades 6+ - see "[All Species Costume Class Showcase](#)"

### Fleece

- ☐ Llama - Alpaca Fleece

### Interview

- ☐ Interview Grades 3-5
- ☐ Interview Grades 6+

### Other Llama

- ☐ Llama Alpaca Poster - Educational or promotional posters may be selected to advance to the state fair. See state fair poster requirements in the Llama - Alpaca information sheet.

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 at the State Fair.



# Meat Goat

## Meat Goat Birth Dates

|  |  |
|--|--|
| <b>Market Goat</b><br>Meat Market Goat (wether)<br>Meat Market Goat (doe)<br>Dairy Market Goat (wether)  | Nov 1, 2024 - April 30, 2025<br>Nov 1, 2024 - April 30, 2025<br>Nov 1, 2024 - April 30, 2025   |
| <b>Wether Dam</b><br>Wether Dam Yearling (never kidded)<br>Wether Dam Kid  | Sept 1, 2023 - Aug 31, 2024<br>Sept 1, 2024 - April 30, 2025   |
| <b>Breeding Does</b><br>Senior Yearling (never kidded)<br>Junior Yearling (never kidded)<br>Fall Yearling (never kidded)<br>Senior Doe Kid<br>Junior Doe Kid | Sept 1, 2023 – Feb 29, 2024<br>March 1, 2024 – May 31, 2024<br>June 1, 2024 – Nov 30, 2024<br>Dec 1, 2024 – Feb 28, 2025<br>Mar 1, 2025 – May 31, 2025 |

Note: Pygmy Goats are classed as Meat Goats

## Meat Goat Classes

### Meat Goat Showmanship

- ☐ Meat Goat - Showmanship Grades 3-5
- ☐ Meat Goat - Showmanship Grades 6-8
- ☐ Meat Goat - Showmanship Grades 9+

### Breeding Does

- ☐ Meat Goat - Senior Yearling Breeding Doe, registered or grade (never kidded)
- ☐ Meat Goat - Junior Yearling Breeding Doe, registered or grade (never kidded)
- ☐ Meat Goat – Fall Yearling Breeding Doe, registered or grade (never kidded)
- ☐ Meat Goat – Senior Meat Breeding Doe Kid, registered or grade
- ☐ Meat Goat – Junior Meat Breeding Doe Kid, registered or grade

### Wether Dam

- ☐ Meat Goat - Wether Dam Yearling (never kidded)
- ☐ Meat Goat - Wether Dam Kid

### Market Goat

- ☐ Meat Market Goat - wether
- ☐ Meat Market Goat - doe
- ☐ Dairy Market Goat - wether

### Other Meat Goat

- ☐ Meat Goat Poster - County class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see [“All Species Costume Class Showcase”](#)

### Requirements:

- Market animals must be a minimum of 40 pounds, recommended maximum weight of 110 pounds for the State Fair.
- 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.



# Poultry

## Poultry Suggested Hatch Dates:

All exhibited birds (except pigeons) must be of this year's hatch.

| Poultry Type  | Hatch Date Suggestion                              |
|---|--|
| Breeding poultry and waterfowl  | January 1 or after                                 |
| Egg production chickens, hybrid recommended   | March 1 or after                                   |
| Market chickens, not to exceed 10 lbs   | April 1 or after (should be 7–9 weeks old at fair) |
| You may need two hatches of market chickens to accommodate an early county fair and (a late August) state fair. |  |
| Domestic turkey & market waterfowl  | March 1 or after                                   |
| Guinea  | January 1 or after                                 |
| Only pearl, white, or lavender guineas can be shown   |  |

## Poultry Classes

### Poultry Showmanship

- ☐ Poultry - Showmanship Grades 3-5
- ☐ Poultry - Showmanship Grades 6-8
- ☐ Poultry - Showmanship Grades 9+

### Ducks

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

### Chickens

- ☐ Chickens - Market pen of two males or two females
- ☐ Chickens - Breeding pen of one male & two females
- ☐ Chickens - Bantam Breeding pen of one male & two females
- ☐ Chickens - Egg production pen of two pullets, White egg layers
- ☐ Chickens - Egg production pen of two pullets, Brown egg layers
- ☐ Chickens - Show and Hobby (Note: NOT State Fair Eligible)

### Other Poultry

- ☐ Poultry Poster - Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the Poultry Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.
- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

## Poultry Continued

### Geese

- ☐ Geese - Market pen of two males or two females
- ☐ Geese - Breeding pen of one male & two females
- ☐ Geese - Show and Hobby

### Doves

- ☐ Doves - Purebred breeding pair

### Guinea

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

### Pigeons

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

### Turkeys - Domestic Only

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

# Rabbits

## Rabbit Birth Dates

|   |  |
|---|--|
| <b>Small Breeds/4 Class</b><br>Senior<br>Junior                 | Over 6 months of age<br>Under 6 months of age                              |
| <b>Large Breeds/6 Class</b><br>Senior<br>Intermediate<br>Junior | Over 8 months of age<br>Between 6-8 months of age<br>Under 6 months of age |

## Rabbit Classes

### Rabbit Showmanship

- ☐ Rabbit - Showmanship Grades 3-5
- ☐ Rabbit - Showmanship Grades 6-8
- ☐ Rabbit - Showmanship Grades 9+

### Small Breeds

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

### Large Breeds

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

## Running Breeds

Requirements:

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

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

## Market Rabbit

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

## Rabbit Agility

Note: Youth may enter 1 rabbit into an advanced class and 1 rabbit into a beginner class for a total of 2 entries. Cloverbuds will be limited to 1 entry in the Cloverbud Rabbit Agility class.

- ☐ Advanced Rabbit Agility, Grades 3-5
- ☐ Advanced Rabbit Agility, Grades 6-8
- ☐ Advanced Rabbit Agility, Grades 9+
- ☐ Beginner Rabbit Agility, Grades 3-5
- ☐ Beginner Rabbit Agility, Grades 6-8
- ☐ Beginner Rabbit Agility, Grades 9+

## Rabbit Poster

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

## Other Rabbit Class

- ☐ Costume Class - see ["All Species Costume Class Showcase"](#)

# Rabbits - Breed Classes

## 4 Class (small) rabbit breeds include:

- Dutch,
- Florida White,
- Holland Lop,
- Jersey Wooly,
- Mini Lop,
- Mini Rex,
- Netherland Dwarf,
- Polish,
- Rex,
- American
- Fuzzy Lop,
- American Sable,
- Dwarf Hotot,
- English Angora,
- French Angora,
- Satin Angora,
- Belgian Hare,
- Britannia Petite,
- Standard Chinchilla,
- English Spot,
- Harlequin,
- Havana,
- Himalayan,
- Lilac,
- Lion Head,
- Rhinelander,
- Silver,
- Silver Marten,
- Thrianta,
- Tan

## 6 Class (large) rabbit breeds include:

- New Zealand,
- Satin,
- American
- Giant Angora,
- Bevern,
- Californian,
- Champagne d'Argent,
- Checkered Giant,
- American Chinchilla,
- Giant Chinchilla,
- Cinnamon,
- Crème d'Argent,
- Flemish Giant,
- French Lop,
- Hotot,
- English Lop,
- Palomino,
- Silver Fox

# Sheep

## Sheep Birth Dates

|   |  |
|---|--|
| <b>Ewe Lambs</b><br>Fall Ewe Lamb<br>January Ewe Lamb<br>February Ewe Lamb<br>March Ewe Lamb<br>Wether Dam Ewe Lamb | Sept 1 - Dec 1, 2024<br>January 2025<br>February 2025<br>March 2025<br>Born on/after Dec 1, 2024 |
| <b>Yearling</b><br>Yearling Ewe<br>Wether Dam Yearling Ewe  | Over 1 yr but under 2 yrs -<br>not show evidence of 4<br>permanent incisors                      |
| <b>Market</b><br>Market Lamb  | Born on/after Dec 1, 2024  |

## Sheep Classes

### Sheep Showmanship

- ☐ Sheep - Showmanship Grades 3-5
- ☐ Sheep - Showmanship Grades 6-8
- ☐ Sheep - Showmanship Grades 9+

### Breeding Ewe

- ☐ Sheep - Registered Yearling Ewe
- ☐ Sheep - Registered Fall Ewe Lamb
- ☐ Sheep - Registered January Ewe Lamb
- ☐ Sheep - Registered February Ewe Lamb
- ☐ Sheep - Registered March Ewe Lamb
- ☐ Sheep - Commercial Yearling Ewe
- ☐ Sheep - Commercial Fall Ewe Lamb
- ☐ Sheep - Commercial January Ewe Lamb
- ☐ Sheep - Commercial February Ewe Lamb
- ☐ Sheep - Commercial March Ewe Lamb
- ☐ Sheep - Wether Dam Ewe Lamb
- ☐ Sheep - Wether Dam Yearling Ewe

### Fleece

- ☐ Sheep - Sheep Fleece

Requirements: All 4-H'ers receiving a blue ribbon on their fleece may exhibit at the State Fair; no housing will be provided.

### Market Lamb

- ☐ Market Lamb - Speckle Face
- ☐ Market Lamb - Black Face
- ☐ Market Lamb - White Face
- ☐ Market Lamb - Hair Breeds

#### Requirements:

Recommended minimum weight for State Fair is 105 pounds; recommended maximum weight is 170 pounds. Lambs shown in the hair breeds division must be of straight hair sheep breeding. Crossbred hair sheep and wool breeding is not acceptable. See 2025 Animal Science Updates ([z.umn.edu/4-HAnSciUpdates](http://z.umn.edu/4-HAnSciUpdates)) for more information.

### Lamb Lead

- ☐ Sheep - Lamb Lead Grades 3-5
- ☐ Sheep - Lamb Lead Grades 6-8
- ☐ Sheep - Lamb Lead Grades 9+

#### 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 number of entrants

NOTE: 4-H'ers who participate in Lamb Lead at the State Fair will receive a \$30 cash award, provided by the Minnesota Livestock Breeders' Association (MLBA). These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.

### Other Sheep

- ☐ Sheep Poster - County class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

# Swine

## Swine Birth Dates

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

## Swine Classes

### Swine Showmanship

- ☐ Swine Showmanship Grades 3-5
- ☐ Swine Showmanship Grades 6-8
- ☐ Swine Showmanship Grades 9+

### Breeding Gilts

- ☐ Swine - Registered January Gilt
- ☐ Swine - Registered February Gilt
- ☐ Swine - Registered March Gilt
- ☐ Swine - Crossbred Breeding Gilts will be shown by weight
- ☐ Swine - Commercial January Gilt
- ☐ Swine - Commercial February Gilt
- ☐ Swine - Commercial March Gilt

### Other Swine

- ☐ Swine Poster - County class only - If entered with state advancement intent, enter in Science of Animals or Exploring Animals
- ☐ Costume Class - see "[All Species Costume Class Showcase](#)"

### Market Swine

- ☐ Swine - Market Barrow
- ☐ 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.

**Note: Market classes will be split into Light, Medium, and Heavy Weights at the County Show.**

Swine must be weighed and/or weight must be provided during Animal ID check-ins for classes to be split accurately PRIOR to the show.