BE BOLD. Shape the Future.
College of Agricultural, Consumer and Environmental Sciences
Cooperative Extension Service
Socorro County Extension Office

Socorro County 4-H Program Information Booklet

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How to Use this Booklet

This booklet contains detailed information on over 200 4-H projects. It is not intended to be read front to back, but rather as a reference for projects of interest to youth and their families. Pages 2-5 contain important information about how to make a 4-H project successful, age guidelines, record book requirements and other important information. We encourage everyone to read carefully through these few pages, please reach out to us if you have any questions. The remaining bulk of this booklet is divided out by major 4-H Project Category: Animal Science, Horticulture & Agronomy, Natural Science, STEM, Personal Growth & Development, Creative Arts, Home Economics, Consumer Education & Home Management and Arts & Crafts. Take a closer look at the projects that interest your family. Page 64 covers other opportunities in 4-H, check there for more leadership, learning and skill building programs! Cloverbud opportunities are discussed in the last section.

4-H Project Information

As 4-H members, youth enroll in projects related to different topic areas in which they learn skills and complete pre-set projects. Completed projects can be entered for exhibition at the local Socorro County Fair, state fairs, and regional fairs. Class wining in-door exhibits who meet required criteria are entered into the New Mexico State Fair and Southern New Mexico State Fair. Live animal exhibits can be entered in the New Mexico State Fair and other regional fairs regardless of placings at the Socorro County Fair.

Steps to completing a 4-H Project:

1. Prior to April 15 of the current year, select and enroll in the projects interesting the youth (youth may not enroll in more than 10 projects per year) – we suggest youth enrolling in 3-5 projects they are interested in as more than that can become overwhelming and difficult to complete.
2. Order your project books Socorro County 4-H Project Book Order Form – Fill out form We assemble project packets in January and in April after the project enrollment deadline. Refer to the project book ordering guide to determine which books need to be ordered. Once your packets are assembled, you will receive an email notification to pick up your materials (project books, greentops, and other project information) from the Extension Office. These will contain the instructions for completing the project. 4-H projects are largely independent, and families will be responsible for procuring necessary supplies.
3. Work through project books to complete your project. The Extension Office also offers summer project days in which youth can enroll and complete projects to be entered for the fair. Keep an eye on the newsletter for registration information and list of project days being offered.
4. Exhibit your projects at the Socorro County Fair and beyond (optional).
5. Complete your project sheets (record sheets), compile your record book and turn them in by the November deadline.

Please note that 4-H projects are meant to be completed sequentially. For example, photography unit I should be taken and completed, followed by photography unit II and so on. Youth are not allowed to skip ahead until the previous units are completed.

Shooting sports work on a timeline that is a little different than other projects. Shooting sports youth must be enrolled in their discipline project by the mandatory safety meetings occurring each January. They then practice through the spring for competition in May (seniors) and June (novice/juniors). Youth enrolled in shooting sports projects may choose to exhibit posters with information about their discipline (i.e. parts of a bow, etc.) at the Socorro County Fair.

4-H Age Guidelines

4-H projects are available to youth who meet the criteria to be novice, junior, or senior aged 4-H members (see age criteria below). Cloverbud members (ages outline below) are eligible to enroll for limited participation in special 4-H activities specifically designed for younger youth. Cloverbuds are not permitted to participate in any competitive activities through 4-H. All ages listed below are as of January 1 of the current 4-H year. The 4-H year begins October 1. For example, for the 2025-2026 4-H year beginning in October of 2025, ages are as of January 2026.

Cloverbud – 5 years old & in Kindergarten – 8 years old
Novice – 8 years old & in 3rd grade – 11 years old
Junior - 11 years old & in 6th grade – 13 years old
Senior 13 years old & in 8th grade – 19 years old

Record Books

It is important to remember that the goal of 4-H is positive youth development in which youth learn and gain well-rounded life skills to help them become successful adults. Record books and project sheets are an important component of that process and help youth learn skills such as record keeping, financial management, goal setting and reflection, and much more! Socorro County 4-H **REQUIRES** that all youth turn in at least a project sheet and can optionally complete a record book (record books include project sheets). Members of the Tumbleweed 4-H Club and the Tiis Tsoh 4-H Club must complete full record books as part of their club by laws. Youth who do not complete these requirements are not considered in good-standing and will have future participation impacted.

- Project sheets are given with project materials each spring. Alternatively, they can be accessed online through our website. Youth who turn in project sheets will have completed their 4-H year and will receive a year pin at the annual awards banquet held in January.
- Record books include project sheets and may encompass multiple projects. Record books are judged and are eligible for fun and exciting prizes. Youth who turn in record books will receive both year pins and a project pin for each project included in their book. High scoring books will receive extra prizes in addition to pins.
- It is important to be working on project sheets and record books as the year progresses so try not to wait to start these at the last minute!

All project sheets and record book instructions/forms are available on our website: socorroextension.nmsu.edu/4h.html

In-Door Exhibit Guidelines

4-H exhibits can include project items, posters, display boards, and exhibit boards *as defined by the project*. Exhibits must conform to the following guidelines.

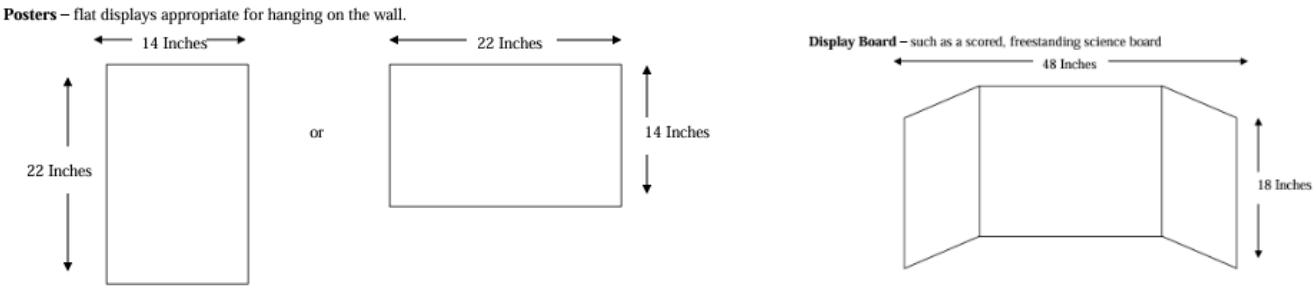
Posters: Posters may be no larger than 14 x 22 inches (this is half of a standard sheet of poster board). Posters are defined as any flat paper, foam board, cardboard, or other backing appropriate for hanging on the wall for display. Flat items placed on placed on stands or with stands attached will be considered posters and the stands will not be utilized for display.

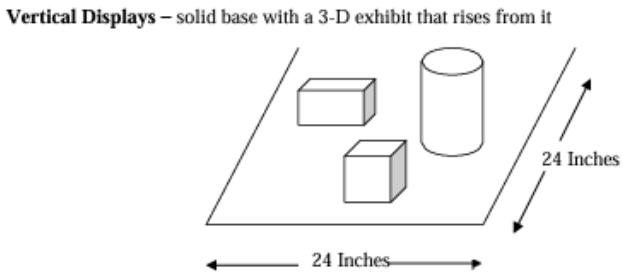
Display Boards: Display Boards may be no larger than 18 x 48 inches (this is a small size display board, or half of a standard display board.) Display boards are defined as scored, freestanding science boards that may be purchased at any school supply store. These are boards made freestanding by the sides being folded in slightly.

Other Exhibit Boards: Exhibit bases for three dimensional vertical displays may be no larger than 24 x 24 inches. A vertical display is defined as an exhibit with a solid base were the exhibit itself rises up. This would apply to small engines, Self-Determined, or any other appropriate 3-D Display.

Project Specific Boards: Some project boards are given specific measurements within the project. For example, Leathercraft and braiding have guidelines in the project book. If an exhibit is defined by the project book that is the rule members must follow.

Photography Entries: Single photographs (3½" x 5", 4" x 6", or 5" x 7" prints) must be mounted on an 8" x 10" backing without frames or glass, with a caption. Sets of photographs (3½" x 5" or 4" x 6" prints) should be mounted on an 11" x 14" backing without frames or glass, with a caption. Sets of 4 or 5 photographs (3½" x 5" or 4" x 6" prints) should be mounted on a 14" x 22" backing without frames or glass, with a caption for each photo. Backing needs to be sturdy enough to support photo and travel well. Posters and Display Boards entered in the Photography SD Category must meet the requirements as listed above.





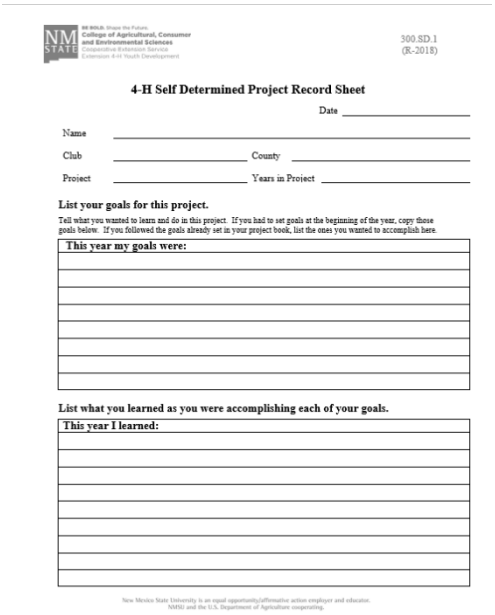
Self-Determined Projects

As you go through the 4-H project lists you will notice some projects labeled as “SD” or “self-determined”. Most self-determined projects are intended for advanced 4-H members who have already completed all the projects in a given project area. 4-H projects are meant to be completed sequentially within their discipline with self-determined being the last. A 4-H youth may not enter a self-determined project until ALL other units in the project have been completed.

Robotics, Computer, and Arts & Crafts are an exception to this as the only projects available are self-determined. Any youth may enter the SD robotics, computer, and/or arts & crafts regardless of what projects they have previously completed.

Self-determined projects are exactly what they are called, self-determined. They do not come with a project book with instructions or any other materials. It is entirely up to the youth to determine what they do to complete their project. Completed items in SD may be turned in as exhibitions at the county fair, but they must comply with the guidelines listed on the previous page.

Youth who do enroll in self-determined projects, must complete a self-determined project sheet and turn it in **at the county fair with their exhibit**. Self-determined projects entered for exhibition without their SD sheets will not be permitted. Self-determined project sheets can be found online at socorroextension.nmsu.edu/4h.html and in your project packets. Those same SD sheets may also be included in a record book or turned in to satisfy the project sheet/record book requirement.



NM STATE — College of Agricultural, Consumer and Environmental Sciences, Cooperative Extension Service, Extension 4-H Youth Development

300.SD.1
(R-2018)

4-H Self Determined Project Record Sheet

Date _____

Name _____

Club _____ County _____

Project _____ Years in Project _____

List your goals for this project.

Tell what you wanted to learn and do in this project. If you had to set goals at the beginning of the year, copy those goals below. If you followed the goals already set in your project book, list the ones you wanted to accomplish here.

This year my goals were:

List what you learned as you were accomplishing each of your goals.

This year I learned:

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Animal Science

Market Beef, Breeding Heifers, Dairy Heifers, Market Lambs, Market Goats, Market Swine, Poultry, & Rabbits

- All may be exhibited at the Socorro County Fair in their respective animal class (labor day weekend each year).
- In addition to animal exhibition, youth enrolled in the above projects may enter posters or other related exhibits for in-door entries at the Socorro County Fair.
- Market beef and breeding heifers must attend tag-in at the Socorro County Fairgrounds in March each year to exhibit at the Socorro County Fair.
- All lambs, goats, dairy heifers, and swine must attend tag-in at the Socorro County Fairgrounds in May/June of each year to exhibit at the Socorro County Fair.
  *watch the cloverleaf newsletter and your email for an announcement of tag-in dates and times
- Animals planning to attend the New Mexico State Fair will have hair pulled for DNA submission at their tag-in
- Market beef must weigh 1,000 lbs or more at check-in at the Socorro County Fair
- Breeding heifers must be between 12-22 months of age at the Socorro County Fair
- Market swine must weigh between 200 and 290 lbs at check-in at the Socorro County Fair
- Market goats must weigh 55 lbs or more at check-in at the Socorro County Fair
- Market lambs must weigh 80 lbs or more at check-in at the Socorro County Fair
- Any rabbit of any breed, age, weight or sex may be shown as a fancy rabbit at the Socorro County Fair
- Any poultry of any breed, age, weight, or sex may be shown as a fancy poultry at the Socorro County Fair
- Meat pen rabbits consist of a pen of 3 rabbits (typically the same breed) that are less than 69 days of age at the Socorro County Fair
- Meat pen poultry consist of a pen of 3 chickens (typically the same breed) that weigh between 4 and 5.5 lbs at check-in at the Socorro County Fair.
- Refer to the Socorro County Fair Jr. Livestock Rules for important information about the Socorro County Fair (posted on the socorroextension.nmsu.edu website)
- There are many resources available for youth who are new to showing livestock including annual livestock schools, workshops conducted through the Socorro County Extension Office, online platforms, breeders, and agents in the Socorro County Extension Office. Please don't hesitate to reach out to the agents if you need assistance with your projects! The Extension Office also has small livestock (sheep, goat, and swine) scales available for check out and the agents come around periodically through the summer to weigh livestock.

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Beef

The primary goal of the beef project is to teach interested youth about basic beef husbandry practices, selecting, raising and exhibiting show cattle. Many 4-H youth enrolling in the beef project plan to exhibit live market or breeding cattle at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project):

- Beef Cattle Exhibit – example exhibit: poster about ruminant digestion
- Self-determined advanced Beef Exhibit including SD Project Record Sheet

Live animal exhibition options include:

- Socorro County Fair (market beef, breeding heifers and county bred beef)
- New Mexico State Fair (must be nominated via DNA submission by June 15 of current year)
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Dairy Cattle

The primary goal of the beef project is to teach interested youth about dairy cattle husbandry practices, selecting, raising and exhibiting dairy cattle. Many 4-H youth enrolling in the dairy cattle project plan to exhibit live animals at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project):

- Dairy Cattle Exhibit – example exhibit: poster about milk testing
- Self-determined advanced Dairy Cattle Exhibit including SD Project Record Sheet

Live animal exhibition options include:

- Socorro County Fair (dairy heifers)
- New Mexico State Fair
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Corresponding Project Record Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Goat

The primary goal of the goat project is to teach interested youth about basic goat husbandry practices, selecting, raising and exhibiting show goats. Many 4-H youth enrolling in the goat project plan to exhibit live market animals at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project).

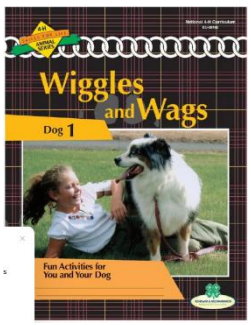
- Dairy Goat Exhibit – example exhibit: poster about selecting good dairy goats
- Meat Goat Exhibit – example exhibit: cuts of meat on a goat
- Pygmy Goat Exhibit – example exhibit: benefits of pygmy goat ownership
- Self-determined advanced Goat Exhibit including Self-Determined Project Record Sheet 300.SD.1

Live animal exhibition options include:

- Socorro County Fair (market and county bred goats)
- New Mexico State Fair (must be nominated via DNA submission by June 15 of current year)
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Dog Care & Training



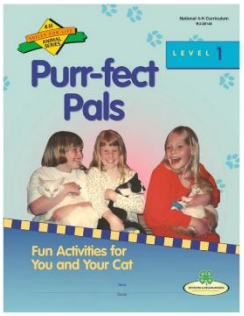
Learn about the things you need to know to be a good dog owner in Unit I (breeds, grooming, feeding, parasites and more), build on your Unit I knowledge in Unit II with learning about dog diseases, genetics, first aid, showmanship and more, and reach canine mastery in Unit III as you begin to teach others what you know about dogs and apply your leadership skills to your passion.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project):

- Dog I: Wiggles & Wags exhibit – example exhibit: poster about dog breeds
- Dog II: Bounding Away exhibit – example exhibit: poster about administering dog first aid
- Dog III: Leading the Way exhibit – example exhibit: poster about planning and hosting a dog training clinic
- Self-determined advanced Dog Exhibit including SD Project Record Sheet

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Cat



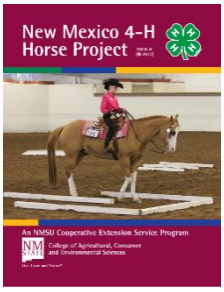
Cat level I will teach youth about being a good cat owner including cat breeds, behavior, parasites, disease prevention, grooming, and feeding. Unit II will build on Unit I knowledge with learning about diseases, genetics, first aid, showmanship and more! Unit III will bring everything together and focus on leadership, investigation of complicated issues and passing knowledge on to others. Project materials will include the cat activity and workbook corresponding to each unit.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project):

- Cat I: Purr-fect Pals Exhibit – example exhibit: poster about cat parasite prevention
- Cat II: Climbing Up Project Exhibit – example exhibit: poster about cat genetics
- Cat III: Leaping Forward Exhibit – example exhibit: poster about a complicated issue discussed in the project
- Self-determined advanced Cat Exhibit including SD Project Record Sheet

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Horse



The NM 4-H Horse Project will teach youth about how to properly care for and enjoy horses. Youth will learn about horsemanship skills and basic safety and handling principles in addition to breeds, equipment, health and much more! Project materials provided will include the NM 4-H Horse Project Book.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned while working through the project):

- NM 4-H Horse Exhibit – example exhibit: poster about how to determine a horse’s age
- Horse Science Exhibit – example exhibit: model of the horse digestive track
- Self-determined advanced Horse Exhibit including SD project record sheet.

Youth who are enrolled in the 4-H horse project also have the option to compete in 4-H horse shows throughout the summer months. In order to participate in 4-H horse shows, a youth must be enrolled in the 4-H Horse Project and have submitted a 4-H Horse Certificate to the Socorro County Extension Office by May 1 of the current year. The 4-H horse show schedule will be published online

at nm4h.nmsu.edu. Families wanting to participate in 4-H horse shows will be responsible for entering as well as traveling to and from shows.

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Rodeo

The goal for the 4-H Rodeo project is to involve youth in all aspects of 4-H Rodeo Events and to develop the skills necessary to be successful competitors, leaders and well-rounded individuals.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned and worked on while going through the project):

- Rodeo Exhibit – example exhibit: poster about how to tie a goat
- Self-determined advanced Rodeo Exhibit including SD Project Record Sheet

The 4-H Rodeo project is designed for youth to compete in 4-H rodeos throughout the spring and summer months. In order to participate in 4-H rodeo, a youth must be enrolled in the 4-H rodeo project, watched the required online safety videos (available on nm4h.nmsu.edu), and completed a signed assumption of risk liability waiver by March 1 of the current year. Contact the extension office for a copy of the waiver.

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Poultry

The 4-H Poultry project is designed to teach youth about how to brood, feed and care for chickens, turkeys, ducks, geese, guinea fowl, pheasants and other wild game birds. Many 4-H youth enrolling in the poultry project plan to exhibit live poultry at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned through the project):

- Poultry Production Exhibit – example exhibit: poster about breeds of meat chickens
- Self-determined advanced Poultry Exhibit including SD project record sheet

Live animal exhibition options include:

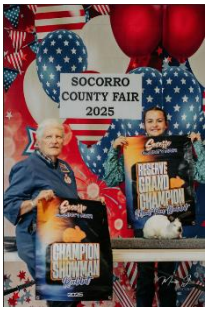
- Socorro County Fair (meat and fancy poultry)
- New Mexico State Fair

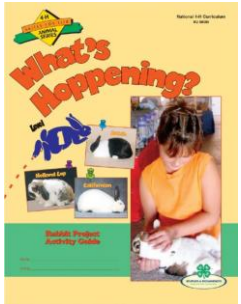
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Be sure to thoroughly review the fairs rules of the respective fair in which you plan to attend for age, breed, weight, and other important requirements if applicable. Online entries for the Socorro County Fair typically close two Friday's prior to the fair (August 28, 2026).

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Rabbit





The goal of the 4-H Rabbit Project Book is to learn about all things rabbit including parts, breeds, cost of raising, how to care for rabbits and much more! Many 4-H youth enrolling in the poultry project plan to exhibit live rabbits at the Socorro County Fair.

Fair exhibits consist of the following in-door entries
(no live animals; exhibits should reflect what the youth learned through the project):

- Rabbit I: What's Hoppening Exhibit – example exhibit: poster about the breeds of rabbits
- Rabbit II: Making Tracks Exhibit – example exhibit: poster about how to judge meat rabbits
- Rabit III: All Ears Exhibit – example exhibit: poster with a line breeding chart
- Self-determined advanced Rabbit Exhibit including SD project record sheet

Live animal exhibition options include:

- Socorro County Fair (meat and fancy rabbits)
- New Mexico State Fair
- Southern New Mexico State Fair
- Eastern New Mexico State Fair
-

Be sure to thoroughly review the fairs rules of the respective fair in which you plan to attend for age, breed, weight, and other important requirements if applicable. Online entries for the Socorro County Fair typically close two Friday's prior to the fair (August 28, 2026).

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Sheep

The primary goal of the sheep project is to teach interested youth about basic sheep husbandry practices, selecting, raising and exhibiting show sheep. Many 4-H youth enrolling in the sheep project plan to exhibit live market lambs at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned through the project):

- Market Lamb Exhibit – example exhibit: poster about sheep nutrition
- Sheep Production Exhibit – example exhibit: poster about important vaccines needed for breeding sheep
- Self-determined advanced Sheep Exhibit including SD project record sheet

Live animal exhibition options include:

- Socorro County Fair (market lambs and county bred lambs)
- New Mexico State Fair (must be nominated via DNA submission by June 15 of current year)
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Be sure to thoroughly review the fairs rules of the respective fair in which you plan to attend for breed, weight, and other important requirements if applicable. Online entries for the Socorro County Fair typically close two Friday's prior to the fair (August 15, 2025).

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Swine

Youth completing the 4-H Swine Project will learn about basic swine husbandry, selection, raising and exhibiting market show swine. Many 4-H youth enrolling in the swine project plan to exhibit live market swine at the Socorro County Fair.

Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned through the project year):

- Market Swine Exhibit – example exhibit: poster or model about the parts of a hog
- Self-determined advanced Swine Exhibit including SD Project Record Sheet

Live animal exhibition options include:

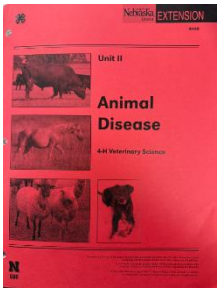
- Socorro County Fair (market swine and county bred swine)
- New Mexico State Fair (must be nominated via DNA submission by June 15 of current year)
- Southern New Mexico State Fair
- Eastern New Mexico State Fair

Be sure to thoroughly review the fairs rules of the respective fair in which you plan to attend for breed, weight, and other important requirements if applicable. Online entries for the Socorro County Fair typically close two Friday's prior to the fair (August 15, 2025).

Corresponding Project Sheet for submission : Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Veterinary Science

The 4-H Veterinary Science Projects consist of two units. In Unit I, the normal animal, youth will become familiar with normal appearance, behavior and presentation of animals and be able to recognize abnormalities indicating an issue. In Unit II, Animal Disease, youth will learn all about diseases, how they are transmitted, how to recognize them and much more!

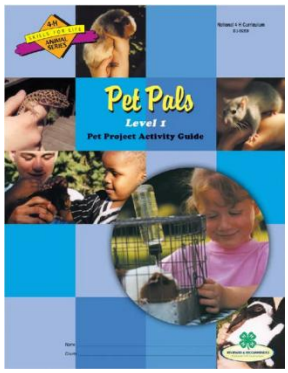


Fair exhibits consist of the following in-door entries (no live animals; exhibits should reflect what the youth learned through the project year):

- The Normal Animal Exhibit – example exhibit: poster about the signs and symptoms of a sick animal
- Animal Disease Exhibit – example exhibit: poster about the different types of bacteria than can cause disease in an animal
- Animal Health and Our World Exhibit – example exhibit: poster about important animal diseases that can affect the world around us
- Self-determined advanced Veterinary Science Exhibit with SD project record sheet

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD.1 for projects that are "self-determined".

Small Pets



There are several Units of 4-H projects focusing on small pets. In Pet Pals, youth will learn about different kinds of pets, costs to raise them, pet care, showmanship and more! Through the Scurrying Ahead Project, youth learn to keep pet records, invent or design toys, compare costs of pet supplies, read pet food labels, plan diets and much more. The Tropical Fish Projects teaches youth all about caring for and keeping tropical fish aquariums. The Hamster, Guinea Pig and Bird Projects teach youth all about hamster nutrition, care, grooming and even breeding.

Fair exhibits consist of the following in-door entries (no live animals; should reflect what the youth learned while completing the project):

- Pet Pals Exhibit – example exhibit: poster about the origins of different pet animals
- Scurrying Ahead Exhibit – example exhibit: poster explaining how to read a pet food label
- Tropical Fish Exhibit – example exhibit: model of a proper tropical fish tank set up

- Hamster Exhibit – example exhibit: poster about establishing a hamster breeding program
- Guinea Pig Exhibit – example exhibit: poster about selection of guinea pig breeds
- Birds (indoor) Exhibit – example exhibit: poster about beak types on birds
- Self-determined advanced Small Pets Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Livestock/Animal Project Record Sheet 300.L-5 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Youth interested in Animal Science projects may also be interested in hippology, horse bowl, horse judging, livestock, livestock skill-a-thon, or meats judging opportunities. See page 68 for more details.

Horticulture & Agronomy

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Plant & Soil Science

The plant and soil science project will teach participants about soils, factors affecting plant growth, parts of plants, parts of flowers, how plant reproduce, and how to grow and use plants.

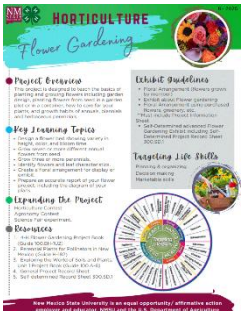
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Poster about Soils – example exhibit: poster about soil formation
- Display Board utilizing Soils – example exhibit: display board demonstrating soil texture types
- Poster about Plant Parts and Functions – example exhibit: poster with labeled plant parts
- Display utilizing a Live Plant to Illustrate Plant Parts (parts must be labeled) – example exhibit: display with a mature plant showing parts
- Terrarium
- Self-determined advanced Plant & Soil Science Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Gardening (Flower)

Learn about planting and growing flowers by designing and planting a flower garden, growing flowers from seeds, creating a floral arrangement and creating a science experiment with flowers.



Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Floral Arrangement (flowers grown by member)
- Exhibit about Flower Gardening – example exhibit: poster about making flower arrangements
- Floral Arrangement using Purchased Flowers, Greenery, etc. with Project Information Sheet

- Self-determined advanced Flower Gardening Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Gardening (Landscape)

The landscape gardening projects consist of 4 units which will teach youth all about the principles of designing, starting and maintaining landscapes.

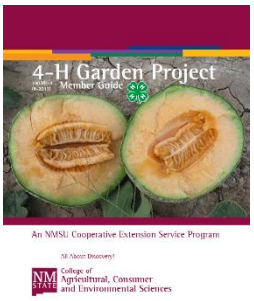
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Landscape Gardening Exhibit – example exhibit: poster of yard design
- Self-determined advanced Landscape Gardening with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Gardening (Produce)

The produce gardening project teaches 4-H youth about growing vegetable gardens by instilling knowledge about designing gardens, plant selection, planting dates, maintenance, pest management, harvesting and much more!



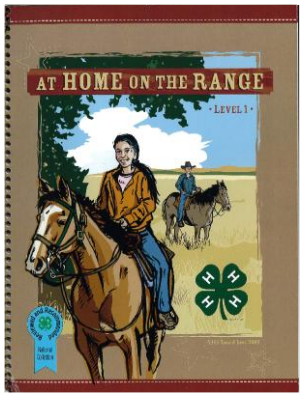
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Produce Basket (collection of produce grown by the member) with a List of Vegetables Included
- Gardening Exhibit – example exhibit: poster about when to plant different crop types
- Self-determined advanced Vegetable Gardening Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Range Plant Management

The Range Plant Management project teaches interested youth about the principles of range management, plant types and characteristics and how to collect and mount range plants.



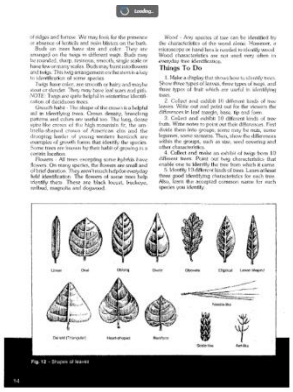
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Poster about Range Plant Management – example exhibit: poster comparing grasses, shrubs and forbs
- Ten mounted Range Plants with 3x5 Label Exhibited in a Notebook
- Self-determined advanced Range Plant Management Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Forestry

The Forest project focuses on what trees are and how they grow, how they reproduce, how to identify and why they are important.



Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Poster about Forestry – example: poster about how trees grow throughout the four seasons
- Forest Tree Collection – cross-section of tree trunk/large branch with parts labeled & purpose of parts listed
- Self-determined advanced Forestry Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Youth interested in Horticulture & Agronomy projects may also be horticulture or wildlife judging opportunities. See page 68 for more details.

Natural Science

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Entomology

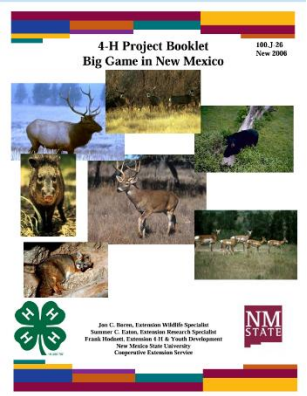
Learn all about bugs, butterflies, beetles & beasties! Learn all about the orders of insects and making insect collections.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Entomology I Exhibit (not an insect collection) – example exhibit: poster about how to identify the orders of insects
- Entomology II Insect Collection (20 specimens from at least 5 orders)
- Entomology III Insect Collection (30 specimens from at least 10 orders)
- Entomology IV Insect Collection (30 specimens from at least 10 orders)
- Entomology V Insect Collection (30 specimens from at least 10 orders)
- Self-determined advanced Entomology Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Wildlife



The 4-H wildlife project consists of five units beginning with discovery wildlife in which youth gain knowledge about wildlife management principles, habitat improvement, hunting and safety and career opportunities. The remaining exhibits focus specifically on different classes of wildlife.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

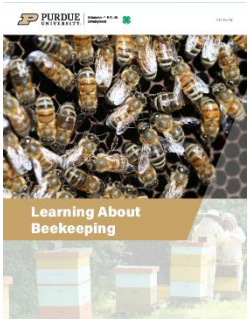
- Discovering Wildlife in New Mexico Exhibit – example exhibit: poster about the career options related to wildlife
- Small Game of New Mexico Exhibit - example exhibit: poster about the types of small game in your area
- Waterfowl Management Exhibit – example exhibit: poster about where to find different types of waterfowl
- Big Game of New Mexico Exhibit – example exhibit: poster about plant succession stages

- Furbearers Exhibit - example exhibit: poster about types of furbearers in your area
- Self-determined advanced Wildlife Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Beekeeping

There are two units of beekeeping project books. Unit I introduces bees and beekeeping and is intended to prepare learners to set up their own hives. Unit II guides participants through setting up their hive and record keeping. Unit III covers increasing size of an apiary, management with changing seasons and troubleshooting.



Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Learning about Beekeeping Exhibit – example exhibit: poster about the different races of honey bees
- Working with Honeybees Exhibit - example exhibit: poster about how the youth set up their hive
- Advanced Beekeeping Exhibit - example exhibit poster about common issues and how to avoid them

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Shooting Sports

Enrollment in a Shooting Sports project discipline comes with extra activities that are unique to the shooting sports project. Many youth who are enrolled in a discipline choose to compete in contests. Novice and junior aged 4-H members can compete in the Socorro County Shooting Sports Contest to qualify to compete in the Southwest District 4-H Contest (locations vary by the year each June). Senior aged 4-H members can compete in the Socorro County Senior Shooting Sports Contest to qualify to compete in the State 4-H Shooting Sports Championship (held in Raton each May). In order to prepare for a contest members attend practices held by the certified 4-H discipline coach where they learn safety, marksmanship, and other important skills related to their discipline. Socorro County 4-H requires a member to attend one of two mandatory safety meetings held each January and attend the minimum number of practices set forth by their discipline coach prior to competing in a contest. Socorro County 4-H offers compound and recurve archery, .22 rifle, pistol (seniors only), and shotgun as disciplines in which youth can enroll. All youth planning to participate in a firearms discipline (everything except archery), must have a Hunters Safety Certification Card on file with the extension office prior to participating in a practice.

In order to full participate in shooting sports a youth must:

1. Be a fully enrolled 4-H member with liability waivers on file by the mandatory safety meetings held each January.
2. Attend one of two safety meetings held in January of each year.
3. Attend the minimum number of practices set forth by their coach prior to the Socorro County Contest.
    a. Senior County Contest is typically held in April of each year
    b. Novice/Junior County Contest is typically held in May of each year
4. Have their Hunter's Safety Certification card on file with the Extension Office (archery is exempt from this)
5. Be a 4-H member in good standing with their club

Fair exhibits (often posters) consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Rifle Exhibit showing terms, history, parts, equipment or techniques
- Pistol Exhibit showing terms, history, parts, equipment or techniques
- Shotgun Exhibit showing terms, history, parts, equipment or techniques
- Archery Exhibit showing terms, history, parts, equipment or techniques
- Muzzleloading Exhibit showing terms, history, parts, equipment or techniques
- Self-determined advanced Shooting Sports Exhibit with SD Project Record Sheet

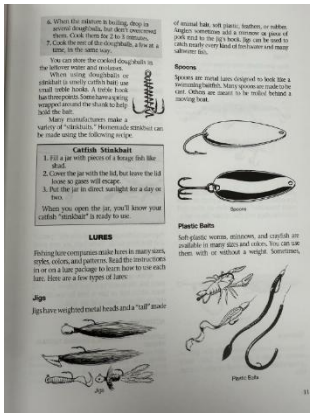
Corresponding Project Sheet for submission: Shooting Sports Project Record Sheet 300.F-3 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Sport Fishing

Youth in the sport fishing project learn all about fishing: how to, tackle types, cooking, and much much more!

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Poster demonstrating common sports fish species found in your county and the water where they can be found
- Exhibit on Fishing Safety
- Exhibit using rope to demonstrate tying the common knots used in fishing
- One original fly or lure crafted by the member with a poster describing which fish and conditions the fly is designed for and how to use the tackle properly
- Self-determined advanced Sport Fishing Exhibit with SD Project Record Sheet


4. When the mixture is boiling, drop in several doughballs, but don't overcrowd them. Cook them for 2 to 3 minutes.
5. Cook the rest of the doughballs, a few at a time, in the same way.

You can store the cooked doughballs in the leftover water and molasses.

When using doughballs as stinkbait to snelly catfish bait, use small treble hooks. A treble hook has three points. Some have a spring wrapped around the shank to help hold the bait.

Many manufacturers make a variety of "stinkbaits." Homemade stinkbait can be made using the following recipe.

Catfish Stinkbait

1. Fill a jar with pieces of a forage fish like shad.
2. Cover the jar with the lid, but leave the lid loose so gases will escape.
3. Put the jar in direct sunlight for a day or two.

When you open the jar, you'll know your catfish "stinkbait" is ready to use.

LURES

Fishing lure companies make lures in many sizes, styles, colors, and patterns. Read the instructions in or on a lure package to learn how to use each lure. Here are a few types of lures:

Jigs

Jigs have weighted metal heads and a "tail" made of animal hair, soft plastic, feathers, or rubber. Anglers sometimes add a minnow or piece of pork rind to the jig's hook. Jigs can be used to catch nearly every kind of freshwater and many saltwater fish.

Spoons

Spoons are metal lures designed to look like a swimming baitfish. Many spoons are made to be cast. Others are meant to be trolled behind a moving boat.

Spoons

Plastic Baits

Soft-plastic worms, minnows, and crayfish are available in many sizes and colors. You can use them with or without a weight. Sometimes,

Jigs

Plastic Baits

11

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Youth interested in Natural Science projects may also be interested in entomology, range plant ID, range management, or wildlife judging opportunities. See page 68 for more details.

Science, Technology, Engineering & Math

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

STEAM

The STEAM project category does not have any associated project books or specific project exhibits to be completed. These are completely self-determined by the member. This is recommended for youth who have a particularly keen interest in agri-science or STEAM based projects. Youth should have an idea of what they'd like to complete as their project prior to enrolling.

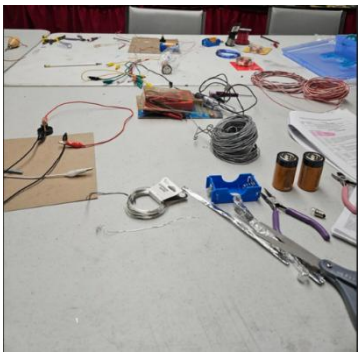
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Self determined advanced Agri-Science Exhibit with SD Project Record Sheet
- Self determined advanced STEAM Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Self-determined Project Record Sheet 300.SD-1

Electricity

There are four guided units of the Electricity Project. Unit I serves as an introduction to electricity with the units progressing through an advancement of knowledge and skills. All units include hands on building of project exhibits from flashlights to a 6 to 8 watt amplifier.



Fair exhibits consist of the following in-door entries:

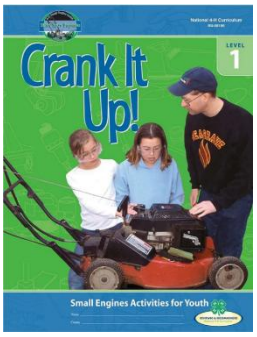
- Electricity I: Flashlight
- Electricity I: A simple switch
- Electricity I: Electromagnet
- Electricity II: Complete circuit demonstrating DC and AC current
- Electricity II: Parallel circuit board labeled with proper symbols
- Electricity II: Series circuit board labeled with proper symbols
- Electricity II: Battery alarm
- Electricity III: Exhibit of various electrical wires, labeled with gauge, type and usage
- Electricity III: Poster demonstrating 3 major types of light bulbs
- Electricity III: Poster showing circuits and switches floor plan of your home, including receptacles and fixtures, labeled with proper symbols
- Electricity IV: Circuit using diodes, label all parts with proper symbols
- Electricity IV: Circuit that intermittently flashes the LED

- Electricity IV: A 6 to 8 watt amplifier
- Self determined advanced Electricity Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Small Engines

Learn about all things small engines through three units in this project. Great for youths interested in mechanics and understanding how things work. Exhibits are fairly open ended but should reflect what the youth learned through the project year.



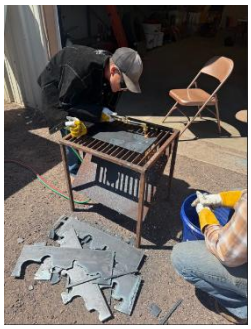
Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Crank it Up Exhibit
- Warm it Up Exhibit
- Tune it Up Exhibit
- Self-determined advanced Small Engines Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Welding

There are two units in the welding project. Unit I covers the basics of oxy-acetylene cutting, a skill necessary to welding. Unit II covers the basics of welding and will include lap, butt and tee welding. This project is recommended for youth who are 12 years of age and older.



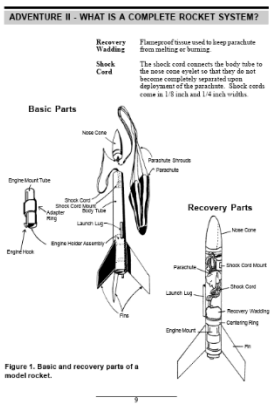
Fair exhibits consist of the following in-door entries:

- Unit I Name Plate – no larger than 12” x 24” x 3/16” or 1/4”
- Unit I Silhouettes – set of 4 NRA small bore rifle regulation animals 1/4” or 3/16” thick
- Unit I Clover – 12” across by 1/4" or 3/16” thick
- Unit II – Skill Plate
- Unit II – Adjustable Sawhorse
- Self-determined advanced welding exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Rocketry

The Rocketry project is composed of two units and is focused on teaching new rocketeers about Model Rocketry. 4-Hers will learn everything from safety to assembling and launching their model rockets. This project does not include a model rocket kit which must be purchased separately. There are suggestions for companies and places to purchase model rockets included in the project book.



*Do not install igniters or engine for display***.** *Stages and skill levels are indicated on model rocket kits.*

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Unit I – Model Rocket – Skill Level I
- Unit I – Model Rocket – Skill Level II
- Unit II – Model Rocket – Multi-Stage
- Unit II – Rocketry Exhibit – example exhibit: poster about rocket launching safety
- Self-determined advanced Rocketry Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Wood Science

A total of four wood science units teach 4-H youth about the basics of woodworking and take them through increasing levels of building. Youth start with flower boxes and finish with a table top hockey game.

Fair exhibits consist of the following in-door entries:

- Measuring Up – Flower Box
- Measuring Up – Napkin or Letter Holder
- Measuring Up – Picture Frame
- Making the Cut – Napkin or Letter Holder
- Making the Cut – Birdhouse
- Making the Cut – Foot Stool
- Nailing it Together – Bookcase
- Nailing it Together – Learning Tree Jigsaw Puzzle
- Nailing it Together – Box of Many Uses
- Finishing Up – Name Plate with inlay and overlay
- Finishing Up – Step Stool/Chair
- Finishing Up – Table Top Hockey Game

- Self-determined Wood Science Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Robotics

The robotics project category does not have any associated project books or specific project exhibits to be completed. These are completely self-determined by the member. Youth should have an idea of what they’d like to complete as their project prior to enrolling.

Fair exhibits consist of the following in-door entries:

- Self-determined advanced Robotics Exhibits with SD Project Record Sheet

Computer

The computer project category does not have any associated project books or specific project exhibits to be completed. These are completely self-determined by the member. Youth should have an idea of what they’d like to complete as their project prior to enrolling.

Fair exhibits consist of the following in-door entries:

- Self-determined advanced Computer Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Self-determined Project Record Sheet 300.SD-1

Personal Growth & Development

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Welcome to NM 4-H

A beginner 4-H project that teaches youth about the history and traditions of 4-H. Includes fun exhibit projects outline below.

Required for all first year 4-H members.

Fair exhibits consist of the following in-door entries:

- 4-H Banner (no larger than 18x24 inches) including name, club, county and clover. Embellished using an electronic craft cutting machine (also know as a die cutter or cutting plotter).
- 4-H Banner (no larger than 18x24 inches) including name, club, county and clover. Embellished using any other technique other than an electronic craft cutting machine (examples: plaint, glitter, button, sequins, etc.)
- Decorate 4-H T-shirt (must have a 4-H theme). Embellished using an electronic craft cutting machine (also known as a die cutter or cutting plotter).
- Decorate 4-H T-shirt (must have a 4-H theme). Embellished using any other technique other than an electronic craft machine (examples: paint, glitter, buttons, etc.)
- Frame decorated with 4-H clover and slogan or motto – no larger than 9x12 inches with a photo of 4-H members or a 4-H activity (frame may not contain glass)
- Poster showing your participation in a 4-H event or activity.
- Self-determined advanced Growth & Development Exhibit with SD Project Record Sheet.

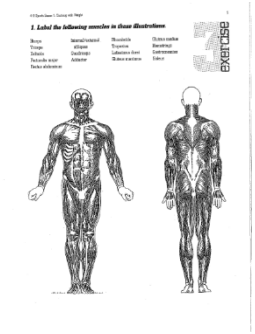
Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Health & Safety

The health and safety project is focused on sports and physical fitness with two self-determined options in health and safety respectively.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while working through the project):

- Sports Fitness Exhibit – example exhibit: a poster explaining the difference in muscle fiber types
- Self-determined advanced Physical Fitness Exhibit with SD Project Record Sheet
- Self-determined advanced Health Exhibit with SD Project Record Sheet
- Self-determined advanced Safety Exhibit with SD Project Record Sheet



Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Citizenship

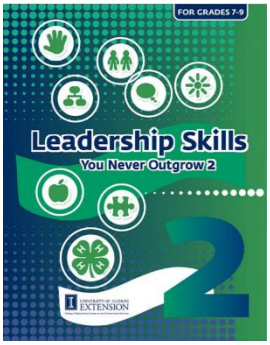
There are five units of citizenship geared towards teaching youth about the role they can play in their communities and with the world around them. Unit I will teach youth about being a team member and holding meetings. Unit II focuses on teaching youth about how they can get involved in their community. Heritage is the focus of Unit III in which participants learn about their own personal history and that of the community around them. Unit IV aims to educate youth on government. Unit V wraps about learning about citizenship with a focus on differing cultures and backgrounds of people across the globe.

Fair exhibits consist of the following in-door entries (should each be reflective of what the youth learned through their project):

- Unit I – My Clubs and Groups Project Exhibit – example exhibit: poster about proper flag placement at meetings
- Unit II – My Community Project Exhibit – example exhibit: poster about the natural resources found in their communities
- Unit III – My Heritage Project Exhibit - example exhibit: poster about the history of their county
- Unit IV – My Government Project Exhibit - example exhibit: poster about the division of power within the government
- Unit V – My World Project Exhibit - example exhibit: poster about the importance of architecture to different cultures
- Self-determined advanced Citizenship Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”.

Leadership



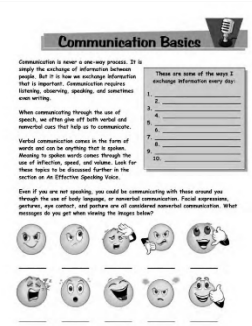
The leadership project instills important leadership skills on members through three units. Skills learned included understanding self, communicating, getting along with others, learning to learn, making decisions, working with groups and much more!

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while completing the project):

- Leadership I – Poster demonstrating personal leadership
- Leadership II – Photo story showing personal leadership event
- Leadership III – Written goals, action plan and result of a leadership event encouraging leadership in others
- Self-determined advanced Leadership Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined".

Speaking



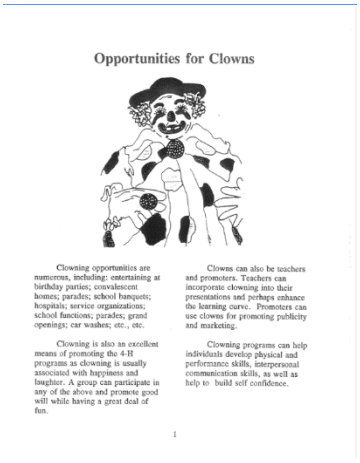
Entitled simply speaking, the speaking project focuses on teaching youth how to prepare and present winning presentations. Topics include communication basics, types of presentations, planning presentations, visual aids and more.

Fair exhibits consist of the following in-door entries:

- Written speech on a topic of choice given at a 4-H event
- Portfolio on a speech given at a 4-H event. Must include written speech, supporting materials (such as photos, news articles, letters, awards or other pieces of information that support speech given), and a reference list of sources used
- Picture display of visual aids used to support a presentation
- Video of speech (include a one-page document to display which includes title of speech, name, county, age division and 5 x 7 picture of member presenting speech in addition to jump drive)
- Written story of your public speaking experience
- Self-determined advanced Public Speaking Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Clowning



Opportunities for Clowns

Clowning opportunities are numerous, including: entertaining at birthday parties; convalescent homes; parades; school banquets; hospitals; service organizations; school functions; parades; grand openings; car washes; etc., etc.

Clowning is also an excellent means of promoting the 4-H programs as clowning is usually associated with happiness and laughter. A group can participate in any of the above and promote good will while having a great deal of fun.

Clowns can also be teachers and promoters. Teachers can incorporate clowning into their presentations and perhaps enhance the learning curve. Promoters can use clowns for promoting publicity and marketing.

Clowning programs can help individuals develop physical and performance skills, interpersonal communication skills, as well as help to build self confidence.

1

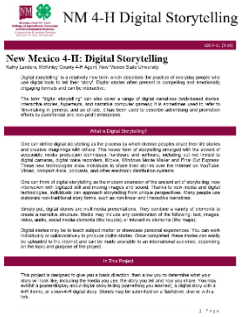
The 4-H clowning project teaches youth about clowning entertainment. The project book covers the history of clowning, clown etiquette, clown costumes, wig-making, props and equipment, archetypes and more.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned through the project activities):

- Clowning Project Exhibit – example exhibit: poster about makeup guidelines
- Self-determined advanced Clowning Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Digital Story Telling



NM 4-H Digital Storytelling

New Mexico 4-H: Digital Storytelling

What is Digital Storytelling?

In This Project

Digital Story Telling refers to using digital tools to tell a story. This project book will help 4-Hers find a basic direction and then allow them to use the media of their choice to tell their personal story.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned while doing the project):

- Exhibit about digital story telling – example exhibit: poster about how you can tell a story with photos
- Digital story with a 4-H theme (include a one-page document to display which includes title of digital story, name, county, age division and 5 x 7 picture of a slide, screenshot, link, QR code, etc. of your story in addition to jump drive)
- Digital story with a non-4-H theme (include a one-page document to display which includes title of digital story, name, county, age division and 5 x 7 picture of a slide, screenshot, link, QR code, etc. of your story in addition to jump drive.

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

New Mexico Flavor

The New Mexico Flavor project teaches youth about the state’s rich culture and learn more about the role agriculture, foods and traditions have in New Mexico deep heritage.

Fair exhibits consist of the following in-door entries:

- Plate of three (3) flour tortillas (specify flour type)
- Chile Ristra
- Recipe Box with Recipes
- Plate of three (3) Biscochitos
- Plate of three (3) NM Wedding Cookies
- Plate of three (3) Corn Tortillas
- Plate of three (3) Empanadas

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Uniquely New Mexico

The second project in the series focused on the heritage of New Mexico, Uniquely New Mexico immerses 4-Hers in the traditions of New Mexico. This project includes several hands-on activities.

Fair exhibits consist of the following in-door entries:

- Journal about a County Trip
- Small Sand Art Article (4”x4”, 5”x5”, or 6”x6”)
- Large Sand Art Article (8”x11” or 12”x12”)
- Tin Art Article
- Corn Necklace
- Cornhusk Doll
- Pinata using technique from the project book (ex: star or donkey)
- Any Pinata using other techniques
- Craft of your own

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

New Mexico Roundup

Rounding out the New Mexico culture projects, New Mexico Roundup focuses specifically on agriculture in the state.

Fair exhibits consist of the following in-door entries:

- Rope Article
- Plate of three (3) sourdough biscuits
- Beef Jerkey – four (4) strips
- Poster of Your County Agricultural Products
- Poster on the Cattle Industry in New Mexico
- Poster on the Sheep Industry in New Mexico

- Craft of Your Choice using a recycled boot (boot must be deconstructed or altered from original state)
- Self-determined advanced Cultural Education Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Youth interested in Citizenship projects may also be interested in presentations/illustrated talks or public speaking opportunities. See page 68 for more details.

Creative Arts

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Leathercraft

Leathercraft is a popular 4-H project with three units to teach youth the basics of stamping in Unit I, carving in Unit II and advanced stamping, carving, dyeing, etc. in Unit III.

Fair exhibits consist of the following in-door entries:

- Unit I – Coaster
- Unit I – Dog Collar
- Unit I – Coin Purse
- Unit I – Knife Sheath
- Unit I – Other Stamped Item
- Unit I – Practice Board
    - A practice board consists of leather items attached to a 12”x18”x1/8” or ¼” piece of pegboard. The attached items should illustrate the skills the youth has learned and show a progression. For example, coasters showing the progression of stamping.
- Unit II Exhibit Board
    - Youth will create a comprehensive exhibit board in Unit II consisting of the following each on a separate leather sample: carving; use of a seeder, pear shader, camouflage and veiner; use of a beveler and backgrounder; complete tooled sample with decorative cuts – sample should be finished with a clear finish only. Also on the exhibit board: a snap fastener and two completed articles that combine the techniques demonstrated in this unit (clear or antique finish).

- Unit III & Advanced – Wallet/Checkbook Cover
- Unit III & Advanced – Belt
- Unit III & Advanced – Chaps/Chinks
- Unit III & Advanced – Purse/Bag
- Unit III & Advanced – Notebook/Portfolio/Tablet Case
- Unit III & Advanced – Home or Office Accessory
- Unit III & Advanced – Tack and Saddle Accouterments
- Unit III & Advanced – Gun Cases/Holsters
- Unit III & Advanced – Saddle

- Unit III & Advanced – Any other small item not suitable for the above classes (no larger than an 8 ½ x 11 sheet of paper)
- Unit III & Advanced – Any other large item not suitable for the above classes (larger than an 8 ½ x 11 sheet of paper)
- Self-determined advanced Leathercraft Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Braiding

There are three units of braiding for 4-H youth to work through with advancing skills and activities through each. Unit I begins with an exhibit board demonstrating several basic braiding techniques and advances through keychains and bracelets to a belt in Unit III.

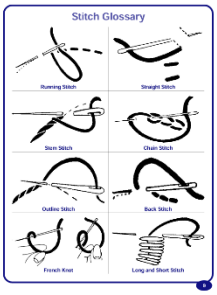
Fair exhibits consist of the following in-door entries:

- Unit I Exhibit Board
    - A 14"x20"x1/8" or 1/4" preferably peg board including: 3 strand wall knot, 4 strand wall knot, 3 plait braid with burned end, 4 plait flat braid with burned end, 4 plait round braid with a wall knot tied on one end, 4 plait flat braid with a 3 plait split out and back in, and 3 completed article of your choice (key chain, bookmark, hatband, round bracelet, dog collar, headband, jump rope, sheep/goat halter, and dog leash).
- Unit II Exhibit Board
    - A 14"x20"x1/8" or 1/4" preferably peg board including a sample of the basic braids shown in Unit II and three of the following: lead shank 4 plait switch, dog collar 6 plait, dog leash 4 plait, napkin rink 3 plait, trivet 3 plait, belt 8 plait, wall hanging 8 plait, headstall split ear 8 plait, tie down headstall 4 plait flat and round, tie down strap 8 plait, and roping rein 4 plait.
- Advanced Braided Belt
- Self-determined advanced Braiding Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Embroidery

The embroidery project teaches youth the age-old art of applying decorative stitches to fabric. There are three units within the book for 4-Hers to work through with advancing skills and techniques.



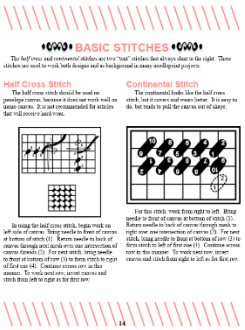
Fair exhibits consist of the following in-door entries:

- Unit I – Embroidery Article for Yourself
- Unit I – Embroidery Article for your Home
- Unit II – Embroider article Meeting Unit II Requirements
- Unit III – An article using colcha
- Unit III – An article using crewel

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Cross-Stitch

The cross-stitch project teaches youth all they need to know about the popular needlework techniques in three units with advancing skills and techniques.



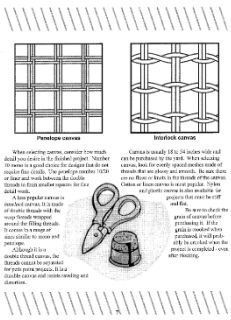
Fair exhibits consist of the following in-door entries:

- Unit I – Cross-stitch article using pre-stamped design
- Unit I – Cross-stitch article using transfer design
- Unit II – Cross-stitch article on even weave fabric from charted design
- Unit II – Cross-stitch article on gingham from charted design
- Unit II – Cross-stitch article on perforated paper from charted design
- Unit III – Cross-stitch article charted from a picture
- Unit III – Cross-stitch article from an original chart
- Unit III – Cross-stitch exhibit done in assisi

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Needlepoint

Youth in the needlepoint project will learn to create designs in many different stitches of advancing skill level and create custom designs and articles.



Fair exhibits consist of the following in-door entries:

- Unit I – Design in half cross-stitch with Project Information Sheet
- Unit I – Design in half cross-stitch & continental stitch with Project Information Sheet

- Unit II – Sampler with 12 stitch variations finished appropriately with Project Information Sheet
- Unit II – Knife-edge pillow or picture including at least six stitch variations with Project Information Sheet
- Unit III – Article in Bargello, Florentine, Hungarian, Parisian, Brick or upright Gobelin stitch with Project Information Sheet
- Unti III – Article using at least five slanted and two straight stitch variations with Project Information Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Crochet

Youth in the crochet project will learn to create a variety of articles with different yarn, thread and equipment of advancing skill level.

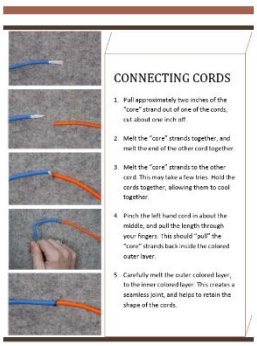
Fair exhibits consist of the following in-door entries:

- Unit I – scarf, cap or beret (choose one) using combination of single and double crochet stiches
- Unit I – Pillow using granny square design
- Unit II – Potholder using basic crochet stitches and one or more pattern stitches
- Unit II – Decorative stich pillow using basic stitches and one or more pattern stitches
- Unit III – An Afghan, shawl, scarf or throw (choose one) using one or a combination of the following stitches: Afghan Stitch, Broomstick Lace, or Hairpin Lace
- Other item not in project book with Project Information Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Macrame

4-H offers three units of macrame, the art of tying knots. Through the three units, youth will learn various knots and braids to create bracelets, keychains, wall hangings, plant holders and more!



Fair exhibits consist of the following in-door entries:

- Unit I – Cobra Braid Stickman or Dragonfly Keychain
- Unit I – Buckle Bracelet
- Unit I – Knot Bracelet
- Unit I – Horse Halter
- Unit I – Handle Wrapped Item
- Unit I Other Item Using Knots or Braids within Project Book
- Unit II – one article using different knots or knot variations of different types of yarn or cord with Project Information Sheet

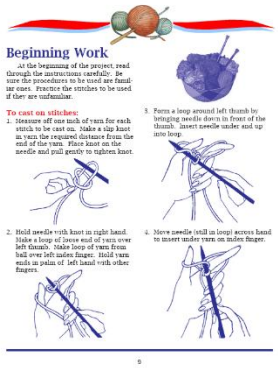
- Unit III – Article of original design with chart and with Project Information Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Knitting

Youth in the knitting project will learn to create a variety of articles with different stiches and techniques of advancing skill level.

Fair exhibits consist of the following in-door entries:



- Unit I – Two small articles, using the basic knitting stitches – knit and purl (head band, cap, slippers, belt, purse, placemats, pillow top, scarf, muffler, or other items).
- Unit II – Two articles (shrink, vest, simple sweater, poncho, shawl, cap, and/or mittens) showing:
  - Increasing and decreasing stitches
  - Two or more connected pieces
  - Use of two or more colors (as in stripes)
  - A combination of at least two variations of basic knit and purl stitches in *each* article
- Unit III – Garment or large article such as an afghan, coat, sweater, dress, suit or other item, using a pattern that includes a design variation in stitch pattern and/or color
- Unit III – Mittens, socks or hat knitted using four needles

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

4-H Weaving

The 4-H weaving project is a Native American cultural project in which youth will learn how to weave a coaster on a cardboard loom, how to make their own loom, and how to weave a place mate on their loom.

Fair exhibits consist of the following in-door entries:

- Constructed Loom
- Woven coasters (set of 4)
- Woven Placemat
- Other Item not in book with Project Information Sheet
- Self-determined advanced Fibrecraft Exhibit including Self-determined Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Ceramics

The ceramics project is divided into six units consisting of glazes, underglaze, overglaze, unfired finishes, hand-molded clay and greenware application to teach youth a variety of pottery techniques. Each unit can be completed with any of three clays: earthenware, stoneware or porcelain.

DEFINITIONS:

- Earthernware: Low-fire clay body that is still porous after firing
- Stoneware: High-fire and chip resistant clay body
- Porcelain: Fine-grained and translucent when fired is highly chip resistant
- Air Dry Clay: (modeling clay) soft pliable craft for sculpting, modeling, and mold that naturally hardens without firing in a kiln
- Mold Formed Slip Cast: Uses a liquid clay poured into a plaster mold then low-fired when dry
- Pottery: Articles formed from clay

Fair exhibits consist of the following in-door entries:

- One glazed item
- One underglazed item – a ceramic color was used under a glaze
- One overglazed item – decorative finish fired on a glazed surface
- One unfired finish item – stains, dry brush, gold leaf, air brush, etc.
- Molded form slip cast item (no commercial made item; exhibitor must have prepared themselves)
- One hand-molded (built) clay item using pinch pot method
- One hand-molded (built) clay item using coil pot method
- One hand-molded (built) clay item using slab method
- One wheel formed (thrown) item
- One air-dry decorative item
- Self-determined advanced Ceramic Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Photography

Three Units of Photography will teach 4-H youth how to take beautifully composed photographs. Each unit focuses on advancing knowledge in three major areas: equipment, lighting, composition and skill building.

Guidelines – ALL UNITS:

- Single photographs (3 ½" x 5", 4" x 6", 5" x 7" prints) must be mounted on a 8" x 10" backing <u>without frames or glass</u>, with a caption
- Sets of 2 or 3 photographs (3 ½" x 5" or 4" x 6" prints) must be mounted on a 11" x 14" backing <u>without frames or glass</u>, with a caption for each photo.
- Sets of 4 or 5 (3 ½" x 5" or 4" x 6" prints) must be mounted on a 14" x 22" backing <u>without frames or glass</u>, with a caption for each photo.
- Panorama – 3 individual 4" x 6" photos, or a 6" x 18" print must be mounted no larger than 8" x 22", with a caption
- Backing needs to be sturdy enough to support photo and travel well

Fair exhibits consist of the following in-door entries:

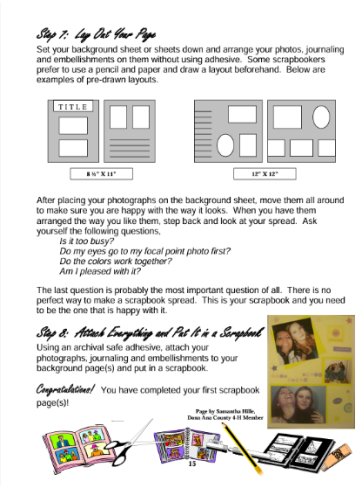
- Unit I – Set of 2 portraits (two photos of the same person one using landscape and one using portrait position)
- Unit I – Set of 2 shadow photos (one with item casting shadow, one of shadow only)
- Unit I – Trick photo
- Unit I – Same subject taken with front, back, side and top lighting (4 photos)
- Unit I – Set of birds eye view and bugs eye view photos (2 photos)
- Unit I – Black & white photo
- Unit I – Flash photo
- Unit I – Selfie photo
- Unit I – Photo with completed scorecard – use scorecard from photography project book. Mount photo with caption and scorecard on a 8" x 10" backing.:
- Unit II – Photo showing good composition
- Unit II – Panorama photo – a single image comprised of at least 3 individual images, placed end-to-end OR a single image taken using the Panorama setting in camera
- Unit II – Photo set at night
- Unit II – Photo featuring a reflection
- Unit II – Creative use of color photo (without editing)
- Unit II – Black & white photo with some color added
- Unit II – Five (5) photos of the same subject taken from different angles
- Unit II – Photo documenting a 4-H event with caption
- Unit III – Action photo
- Unit III – Still-life photo

- Unit III – Silhouette photo
- Unit III – Portrait photo
- Unit III – Photo featuring interesting shapes/textures/patterns
- Unit III – Create a photo joiner include title – mounting size no larger than 11” x 14”
- Unit III – Color photo converted to black and white – original and black and white photo must be mounted on the same display
- Unit III – Display of 3 photos for a marketing brochure
- Unit III – Exhibit of 5 specialty photos (photos using special lens, special effects, lighting and/or other specialized equipment for labelled for technique)
- Self-determined Photography Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Scrapbooking

4-H members in the scrapbooking project book will learn the ins and outs of how to create beautiful scrapbooks that can stand the test of time.



Step 7: Lay Out Your Page

Set your background sheet or sheets down and arrange your photos, journaling and embellishments on them without using adhesive. Some scrapbookers prefer to use a pencil and paper and draw a layout beforehand. Below are examples of pre-drawn layouts.

After placing your photographs on the background sheet, move them all around to make sure you are happy with the way it looks. When you have them arranged the way you like them, step back and look at your spread. Ask yourself the following questions,

Is it too busy?
Do my eyes go to my focal point photo first?
Do the colors work together?
Am i pleased with it?

The last question is probably the most important question of all. There is no perfect way to make a scrapbook spread. This is your scrapbook and you need to be the one that is happy with it.

Step 8: Attach Everything and Put It in a Scrapbook

Using an archival safe adhesive, attach your photographs, journaling and embellishments to your background page(s) and put in a scrapbook.

Congratulations! You have completed your first scrapbook page(s)!

Page by Samantha Hills, Dona Ana County 4-H Member

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Fair exhibits consist of the following in-door entries:

- One scrapbook page in a 8.5” x 11” or 12” x 12” format
- Two scrapbook pages in a 8.5” x 11” or 12” x 12” format that go together in a set (a two-page spread)
- One completed theme album of any size
- One completed gift album of any size
- One covered phot album
- Two scrapbook pages in digital format – printed scrapbook using online digital scrapbooking software
- Self-determined advanced Scrapbooking Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Duded up Denim

The Duded up Denim project is all about crafting and creating with denim. Participants will create several fun and exciting exhibit items using upcycled denim.

Fair exhibits consist of the following in-door entries:

- Pocket purse
- Pot holder
- Apron
- Pocket frame
- Magnetic board
- Rag quilt
- Any other item from the project book with Project Information Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Jewelry Making

Youth learn the basics of jewelry making in the Jewelry Project including the history of jewelry making, identification of different gems and stones, basic jewelry making techniques, identification of jewelry tools and supplies, construction of a variety of jewelry and accessories and creating a marketing plan to build a business.

Fair exhibits consist of the following in-door entries:

- Pair of earrings
- Keychain
- Leather bracelet
- Necklace
- Bookmark
- One complete set: including earrings, necklace and bracelet
- Jewelry business portfolio: including business name, logo, outline of 5 step marketing plan and product pricing worksheets
- Other item using memory wire, elastic bead cord or flex bead cord
- Jewelry item not in project book with Project Information Sheet
- Self-determined advanced Jewelry Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Origami

The origami or paper folding project teaches youth all about the history of and basic skills of folding paper to create fun and exciting exhibits.

Fair exhibits consist of the following in-door entries:

- Origami exhibit – types of paper, techniques, history, etc.
- Origami house
- Origami piano
- Origami crane
- Origami ball
- Origami four leaf clover
- Origami item not in project manual with Project Information Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Family & Consumer Science

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

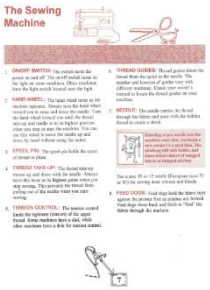
There are several sewing projects in 4-H. While these projects may be exhibited at the county and state fairs, select projects can also be judged and exhibited at district (novice and juniors) and state contest (seniors) clothing reviews. Youth participating in clothing review will attend the contest and have their articles judged up closely and will then participate in a runway fashion show where they will model their articles. We highly encourage our sewing youth to participate. Contact the extension office for contest details and the projects that are eligible.

Sewing I

4-H offers several sewing projects for youth to master sewing and creating many different articles and garments. Sewing I is a great place to start learning to sew and teaches the basics of sewing to build a good foundation for advancing skills.

Fair exhibits consist of the following in-door entries:

- Unit I – Sewing took kit
- Unit I – Simple gathered skirt
- Unit I – Quick and easy tote bag
- Unit I – Scrunchie



Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Sewing II

Sewing II building on the skills youth learning in sewing I with more advanced patterns and projects to complete.

Fair exhibits consist of the following in-door entries:

- Unit II – Patchwork pillow
- Unit II – Hand dandy apron
- Unit II – X-citing pants or shorts
- Unit II – X-tra special shirt

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

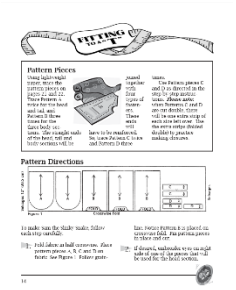
Mix & Match I

The Mix & Match I project focuses on clothing. Youth will learn more than just sewing by covering coordinating lines, color, fabric and style; presenting a pleasing, personal appearance; new sewing construction techniques and caring for clothing.

Garments have no zippers

Fair exhibits consist of the following in-door entries:

- Sam, the slinky snake
- Skirt and top
- Vest and skirt/pants
- Top and pants/shorts
- Jumper and top



Corresponding Project Sheet for submission: General Project Sheet 300.A-7

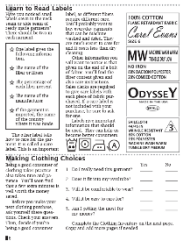
Mix & Match II

Mix & Match II dives deeper into clothing by teaching youth about planning wardrobes to meet needs, spending money and time wisely for the best value, repairing clothing and many new construction techniques.

One Garment must include a zipper

Fair exhibits consist of the following in-door entries:

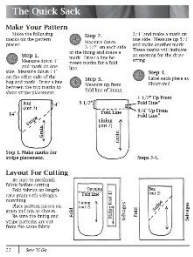
- Top and skirt
- Top and pants/shorts
- Jumper and top
- Outfit with three pieces
- Vest and pants/skirt



Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Sew and Go

The Sew and Go project focuses on the creation of luggage items that can be used for traveling.



Fair exhibits consist of the following in-door entries:

- Quick sack
- Jumbo garment bag
- Handy duffle bag
- Super duffle bag

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Creative Touches

Creative Touches is an intermediate level project in which youth learn a variety of decorative techniques.

Fair exhibits consist of the following in-door entries:

- Embellished shirt or top
- Embellished jacket or outerwear
- Embellished bottoms (pants, capris, skirt or shorts)
- Embellished shoes
- Embellished hat
- Other embellished item or accessory

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

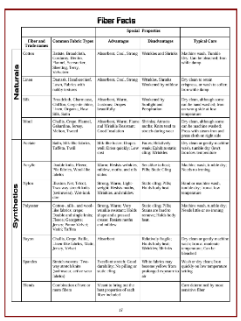
Senior Clothing Construction I – Senior Level Only

Senior Clothing Construction I is an intermediate level project focusing on casual wear, coordinates, dress-up attire and formal wear.

<u>Casual wear:</u>

Fair exhibits consist of the following in-door entries:

- Casual dress – one or two pieces
- Pants/slacks with blouse/shirt/top (2 pieces)
- Shorts and blouse/shirt/top (2 pieces)
- Skirt and blouse/shirt/top (2 pieces)
- Jumper and blouse/shirt/top (2 pieces)
- Jumpsuit



<u>Coordinates:</u>

Fair exhibits consist of the following in-door entries:

- Three (3) piece coordinates skirt/shorts/pants/vest/jacket/dress
- Four (4) piece coordinates skirt/shorts/pants/vest/jacket/dress

Dress-Up Attire:

Fair exhibits consist of the following in-door entries:

- Dress (non-formal)
- Suit – skirt/pant and jacket (at least 2 pieces)
- Dress and jacket (2 pieces)

Formal Wear:

Fair exhibits consist of the following in-door entries:

- Prom dress or bridesmaid's dress (short)
- Prom dress or bridesmaid's dress (long)
- Wedding dress
- Tuxedo
- Cutaway coat and slacks

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Senior Clothing Construction II – Senior Level Only

Senior Clothing Construction II is an advanced level project focusing on designing and constructing clothing items from scratch with a pattern created by the member.

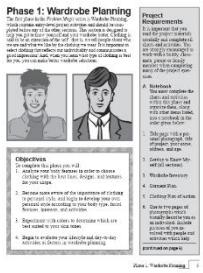
Fair exhibits consist of the following in-door entries:

- Shirt/blouse/top
- Pants/shorts/skirt
- Dress
- Two-piece outfit – shirt/top/jacket & pants/skirt
- Three-piece outfit – jacket, blouse/shirt/top & pants/skirt

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Fashion Magic Project Series

The Fashion Magic Series, is a project series of three units focused on learning to dress successfully. These are non-sewing projects and offer depth and experience to 4-H'ers with interest in the field of clothing and textiles.



Fashion Magic Phase I: Wardrobe Planning

Fair exhibits consist of the following in-door entries:

- Planning notebook & clothing ensemble
- Wardrobe planning exhibit

Fashion Magic Phase II – Clothing Coordination

Fair exhibits consist of the following in-door entries:

- Coordination notebook & clothing ensemble
- Clothing coordination exhibit

<u>Fashion Magic Phase III – Fashion Consumerism & Careers:</u>

Fair exhibits consist of the following in-door entries:

- Fashion consumerism & careers exhibit

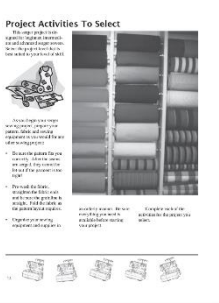
Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Serger Sewing

Serger Sewing is a clothing and textiles project teaching youth to recognize types of sergers, identify machine parts and what they do; sew seam finishes; apply lace, elastic, and ribbing; use a variety of threads; and use serger construction techniques.

Fair exhibits consist of the following in-door entries:

- Tissue cover
- Eyeglass case
- Book cover
- Tote bag
- T-shirt
- Running shorts
- T-shirt dress
- Half slip
- Fringed skirt and shawl (2 pieces)
- Scarf
- Set of four place mats and napkins
- Advanced garment with Project Information Sheet



Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Clothing SD

Fair exhibits consist of the following in-door entries:

- Self-determined advanced sewing & clothing exhibit with Self-Determined Project Sheet

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Quilting I

Quilting I is the first of two 4-H projects focused on quilting. Unit I will teach the basics to the beginning quilter and builds a firm foundation for quilting II.

Fair exhibits consist of the following in-door entries:

- Quick & easy throw
- Rag throw – approximate size 49” x 64”
- Large rag quilt - approximate size 66” x 77”
- Rail fence throw – quilted by member (tied, hand or machine quilted) – approximate size 45” x 54”
- Rail fence throw – quilted by other – approximate size 45” x 54”
- Rail fence quilt – quilted by member (tied, hand or machine quilted) – approximate size 80” x 92”
- Rail fence quilt – quilted by other – approximate size 80” x 80”
- 9-patch throw – quilted by member (tied, hand or machine quilted) – approximate size 45” x 54”
- 9-patch throw – quilted by other – approximate size 45” x 54”
- 9-patch quilt – quilted by member (tied, hand or machine quilted) – approximate size 80” x 92”
- 9-patch quilt – quilted by other – approximate size 80” x 92”
- Quick & easy pillowcase
- Rag quilt pillow
- Rail fence pillow
- 9-patch pillow

Corresponding Project Sheet for submission: General Project Sheet 300.A-7

Quilting II

Quilting II builds on the skills youth learn in Quilting I and teaches several more advanced techniques.

Fair exhibits consist of the following in-door entries:

- Half squares throw – quilted by member (book pattern or other half squares pattern of choice) – approximate size 36” x 48”
- Half squares throw – quilted by other (book pattern or other half squares pattern of choice) – approximate size 36” x 48”
- Half squares quilt – quilted by member (half squares patter of choice) – anything larger than a throw size

- Half squares quilt – quilted by other (half squares pattern of choice) – anything larger than a throw size
- Half squares quilt bag
- Bergello strip throw – quilted by member (pattern from book other bargello patter of choice)
- Bargello strip throw – quilted by other (pattern from book or other bargello pattern of choice)
- Bargello strip quilt – quilted by member (pattern from book or other bargello pattern of choice) – larger than 60”
- Bargello strip quilt – quilted by other (pattern from book or other bargello pattern of choice) – larger than 60”
- Bargello Strip Placemat or Table Runner
- Paper piecing throw – quilted by member (paper piecing pattern of choice) – smaller than 50”
- Paper piecing throw – quilted by other (paper piecing patter of choice) – smaller than 50”
- Paper piecing quilt – quilted by member (paper piecing pattern of choice) – larger than 50”
- Paper piecing quilt – quilted by other (paper piecing patter of choice) – larger than 50”
- Paper piecing mug rug/hot pad (book pattern of paper piecing pattern of choice)
- Mixed technique throw – quilted by member – smaller than 50”
- Mixed technique throw – quilted by other – smaller than 50”
- Mixed technique quilt – quilted by member – larger than 50”
- Mixed technique quilt – quilted by other – larger than 50”
- Self-determined advanced Quilting Exhibit with Self-determined Project Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Youth interested in Home Economics projects may also be interested in consumer decision making or fashion/clothing revue opportunities. See page 68 for more details.

Food & Nutrition

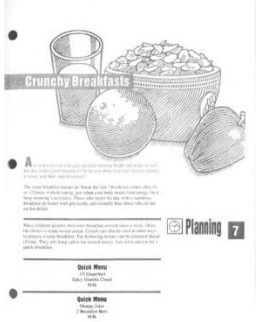
Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Quick Meals

The Quick Meals project teaches 4-H'ers how to plan, prepare and serve a variety of easy-to-prepare meals.



Fair exhibits consist of the following in-door entries:

- Spicy granola cereal (1/2 pint jar)
- Breakfast bars (3)
- Oatmeal applesauce cookies (3)
- Menu for a day (mounted on firm paper 8 1/2" x 11")

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Outdoor Cooking Unit I – On the Grill

The Outdoor Cooking Project teaches youth about just that, cooking outdoors. Unit I focuses on grilling and covers planning, food safety, cooking methods and a variety of delicious recipes divided into proteins, vegetables and fruit and desserts

Fair exhibits consist of the following in-door entries:

- Unit I – outdoor cooking – grilling exhibit
- Unit I – outdoor cooking – grilling recipe (original or adapted – mounted on firm paper 8 ½" x 11") and completed meal planning worksheet (pg 43-45) of the On The Grill project book

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Outdoor Cooking Unit II – Going Dutch

Outdoor Cooking Unit II is the final installment of the outdoor cooking projects and focuses on cooking outdoors with a Dutch oven. Unit II teaches youth about safety, planning, caring for and cleaning their dutch ovens, and more!

Fair exhibits consist of the following in-door entries:

- Unit II – outdoor cooking – dutch oven exhibit
- Unit II – outdoor dutch oven recipe (original or adapted – mounted on firm paper 8 ½" x 11") and completed Meal Planning Worksheet (pages 20-22) of the Going Dutch Project Book

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Super Snacking

The Super Snacking project teaches youth about planning and creating health snacks to be part of a healthy lifestyle.

Fair exhibits consist of the following in-door entries:

- Super snacking exhibit
- Snack attack recipe box (15 recipes with all five parts of the recipe)
- Weekly snack record (7 days' worth of snacks, serving size, and appropriate food group mounted on 8 ½" x 11" paper)
- My plate exhibit
- Self-determined advanced Food & Nutrition Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Coming Soon!! New Project Adopted

Teen Cuisine

Youth interested in Food & Nutrition projects may also be interested in favorite foods contest opportunities. See page 68 for more details.

Baking

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Baking I

Baking I is the beginning baking project for 4-H members. It will teach participants baking basics, nutrition, measuring and kitchen safety.

Fair exhibits consist of the following in-door entries:

- Three (3) biscuits
- Three (3) plain muffins
- Three (3) chocolate chip cookies
- Three (3) ginger cookies
- Three (3) snickerdoodles
- Three (3) plain brownies – 3” x 3” squares

Choose your best 3 items from the batch in which they are made for exhibition. We recommend submitting them on a small paper plate inside a plastic storage bag.

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Baking II

Baking II builds upon the basic concepts learning in Baking I. This project teaches youth how to make more advanced types of quick breads, scones, muffins, cornbread and cookies.

Photo by Desareé Jimenez

Fair exhibits consist of the following in-door entries:

- Banana nut bread – one loaf
- Zucchini bread – one loaf
- Three (3) cranberry orange refrigerator cookies
- Three (3) jam thumbprint cookies
- Two (2) strawberry scones
- Cornbread – two 3” x 3” squares
- Three (3) hidden veggie muffins
- Fruit-filled coffee cake – any fruit in recipe (two 3” x 3” squares)

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Breads

This breads project focuses on basic yeast breads and rolls. Youth will learn about the basic ingredients and functions, basic steps to make yeast breads, common problems, and more!

Fair exhibits consist of the following in-door entries:

- Three (3) cinnamon rolls – (iced and made from the crescent roll dough recipe provided in the project book)
- Three (3) whole wheat refrigerator rolls
- One (1) 9x5 loaf of white yeast bread
- Three (3) crescent rolls
- Three (3) angel biscuits
- One (1) loaf or three (3) rolls of any other specialty bread from project book
- Self-determined yeast bread exhibit

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Pastries & Pies

The 4-H Pastries and Pies project teaches youth the art of making flaky pastry or pie crust. Through completion of this project, 4-H'ers will learn to make tender, flaky pastry; flavorful cream, custard and fruit fillings; attractive meringue; and unique pastries.

Fair exhibits consist of the following in-door entries:

- Two apple green chile empanadas
- Apricot pastelitos – three 2" x 2" squares
- A viscosity display including experiment result sheets and line spread viscometer, laminated or enclosed in plastic cover
- One 8" or 9" double crust peach or apricot pie
- One 8" or 9" double crust berry pie
- Two fruit-filled turnovers or empanadas
- One 8" or 9" double crust apple pie

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cakes

The Cakes project teaches 4-H'ers about basic cake ingredients; troubleshooting; to prepare butter, sponge, specialty, and "everyday" cakes; making frosting; and frosting layered cakes. It is recommended that members start with this project before working into the cake decorating projects.

Fair exhibits consist of the following in-door entries

- One 8” or 9” round one-layer yellow cake, unfrosted
- White or yellow two layer cake with butter cream frosting
- Chocolate two layer cake with chocolate butter cream frosting
- Sponge cake – unfrosted
- Angel food cake – unfrosted
- Pound cake – unfrosted
- German chocolate cake
- Jelly roll
- Apple bundt cake – unfrosted

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cake Decorating Units 1-3

Cake Decorating Units 1-3 are encompassed in the first cake decorating project book. Unit I teaches the basics of cake decorating with a single layer not using decorator tips, followed by a single layer with basic tips in unit II, and finished with two-layer cakes decorated with basic tips plus a side border in unit III.

All entries must be real cakes (no forms or foam) and will be cut and tasted for judging. Cake recipes utilizing alcohol are ineligible. Royal icing or fondant cannot be used as a base frosting in these units.

Fair entries consist of the following in-door entries:

- Unit I – one decorated single layer cake – 8” or 9” round, square 9” x 13” using edible decorations, no decorator tips, character pans or cut up cakes
- Unit II – one decorated single layer cake using the writing, leaf, and star tips
- Unit III – one decorated two-layered cake using 3-5 tips including the writing, leaf and star tips in decorating, a side border and demonstrate figure piping

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cake Decorating Units 4-6

Cake decorating units 4-6 are included together in the creative cake decorating manual. Please note that units four and above do not have to be completed sequentially. Unit IV includes creating a character real cake, unit V is decorating cupcakes, and unit VI is a cut-up cake.

All entries must be real cakes (no forms or foam) and will be cut and tasted for judging. Cakes utilizing alcohol are ineligible.

Fair exhibits consist of the following in-door entries:

- One decorated character cake which resembles the shape of a character or object made without cutting
- Three (3) decorated cupcakes of a similar design or theme
- Character or design using a single layer of cupcakes on one cake board no larger than 9”x13”
- One decorated cut-up cake using three different types of tips (frosting, edible materials – including royal icing and fondant are allowed; internal non-edible supports allowed, but must not show)

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cake Decorating Units 7-9

Cake decorating unit 7-9 are in the flower power cake decorating manual. These units cover creating icing flowers, gum paste decorations, and string work.

All entries must be real cakes (no forms or foam) and will be cut and tasted for judging. Cake recipes utilizing alcohol are ineligible.

Fair exhibits consist of the following in-door entries:

- One two-layer 8”, 9” or 10” cake using a minimum of one flat surface flower, one flower made on a flat flower nail, one border and one side trim
- One decorated two-layer 8”, 9” or 10” round or square cake using fondant and gum paste decorations as well as any skills from unit 3-7
- One decorated two layer 8”, 9” or 10” cake using string work and flower(s) made on a lily flower nail and border

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cake Decorating Units 10-12 – Senior Only

Cake decorating units 10-12, the advanced cake decorating manual, finish out the 4-H Cake Decorating project books. The units in this manual cover cakes with three or more tiers, modeled and shaped objects, and a detailed notebook for setting goals, planning and evaluating cake projects.

All entries must be real cakes (no forms or foam) and will be cut and tasted for judging. Cake recipes utilizing alcohol are ineligible.

Fair entries consist of the following in-door entries:

- One decorated cake of three or more tiers of graduated sizes, using supports and separator plates. Pillars may be used but are not required. A border is required.
- One molded or shaped object may be on a decorated cake or an independent display in a case (no larger than 10 inches) to protect the item from harm.
- One detailed notebook describing your cake decorating project including goals, plans, accomplishments, evaluation (pages 24-28) and photos.

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Baking SD

Fair entries consist of the following in-door entries:

- Self-Determined advanced Baking Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Youth interested in Baking projects may also be interested in favorite foods contest opportunities. See page 68 for more details.

Dairy Food

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Milk – Unit I

Milk is the focus of the first unit of Dairy Food. Participants will learn all about the nutrition of milk, milk production, labeling on dairy products, different kinds of milk, how to prepare foods with milk, and other foods containing dairy products.

Fair entries consist of the following in-door entries:

- Buttermilk cornbread – one 3" piece
- Three (3) oatmeal cookies
- Unit I – milk exhibit (no actual food items will be accepted as an exhibit)

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Ice Cream – Unit II

Unit II of dairy foods cover ice cream. It teaches about how ice cream can contribute to nutrition, labels on ice cream products, comparing the cost, taste and nutritional value of different ice creams and about some other products that contain dairy.

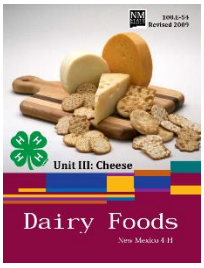
Fair entries consist of the following in-door entries:

- Granola cookies (3)
- Ice cream exhibit (no actual food items will be accepted as an exhibit)

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Cheese – Unit III

The final unit of the dairy food project series covers cheese. Participants will learn about the history of cheese, where to find cheese, how cheese is made and recipes for making cheese at home.



Fair entries consist of the following in-door entries:

- Cheese sticks
- Cheese exhibit (no actual food items will be accepted as an exhibit)
- Self-determined Dairy Exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Youth interested in Dairy Foods projects may also be interested in favorite foods contest opportunities. See page 68 for more details.

Food Preservation

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Freezing

4-H offers four projects in the home food preservation series. The first is focused on freezing. In this project, youth will learn about nutrition, nutrition labels, food safety, and the basic of freezing various food groups.

Fair entries consist of the following in-door entries:

- Home freezer inventory record (8 ½" x 11") and completed page 34 of the freezing project book
- Menu plan for three (3) meals, using frozen foods from your freezer inventory (8 ½" x 11") and completed page 36 of the freezing project book

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Drying

Drying foods is the focus of the second project in the food preservation series. Youth participants will learn all about the basics of nutrition, kitchen safety and drying various types of food.

Fair entries consist of the following in-door entries:

- Poster: two (2) samples of different dried fruits are attached. Each sample should be in a small Ziploc plastic bag (for display purposes only) & should contain approximately ¼ cup of dried fruit. Label each fruit sample with drying method used and date prepared
- Poster: two (2) samples of different fruit or fruit/vegetable leathers are attached. Each sample should be in a small Ziploc bag (for display purposed only) & should contain a strip or square of fruit leather approximately 16 square inches (4" x 4" or 2" x 8"). Label each fruit leather with drying method used and date prepared.
- Poster: two (2) samples of different dried vegetables are attached. Each sample should be in a small Ziploc bag (for display purposes only) & should contain approximately ¼ cup of dried vegetables. Label each vegetable sample with drying method used and date prepared.

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Boiling Water Bath Canning

Unit III of the food preservation project series is all about boiling water bath canning. Through this project, 4-H'ers will learn all about how to can several types of foods including pickles, tomatoes, salsa and more!

All canning exhibits must be labeled with the name of product, date & processing information. Recipes used must be in project book. Make sure processing times are adjusted for your altitude.

Fair entries consist of the following in-door entries:

- One (1) jar pickle relish
- One (1) jar bread & butter pickles
- One (1) jar fresh pack dill pickles
- One (1) jar tomatoes, in juice
- One (1) jar tomato salsa
- One (1) jar peaches, apricots, nectarines or pears
- One (1) jar berries
- One (1) jar cherries
- One (1) jar any variety jelly (may use any recipe of your choice)
- One (1) jar any variety jam (may use any recipe of your choice)
- One (1) jar no sugar jam or jelly (may use any recipe of your choice)

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Pressure Canning

The food preservation project series is finished out with pressure canning. In this project youth will learn to can via pressure canning including peppers, corn, peas, spaghetti and more! l

All canning exhibits must be labeled with the name of the product, date and processing information. Recipe used must be in project book. Make sure processing times are adjusted for your altitude.

Fair entries consist of the following in-door entries:

- One (1) jar canned green beans
- One (1) jar chile peppers
- One (1) jar corn, whole kernel
- One (1) jar carrots
- One (1) jar green peas
- One (1) jar spaghetti sauce without meat

- One (1) jar dried beans or peas

Corresponding Project Sheet for submission: Foods Project Record Sheet 300.A-20

Food Preservation

Fair entries consist of the following in-door entries:

- Self-determined advanced food preservation exhibit with SD Project Record Sheet.

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Youth interested in Food Preservation projects may also be interested in favorite foods contest opportunities. See page 68 for more details.

Consumer Education & Home Management

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Housing & Interior Design – Unit I

The first unit of Housing & Interior Design introduces 4-H youth to color, design and function in the home. Participants will explore the principles of neatness, design and function to make rooms more attractive, convenient and comfortable.

Fair entries consist of the following in-door entries:

- Stenciled item
- Framed fabric
- Simple Covered Can – using self-adhesive paper and application techniques/directions as outlined in project book
- Advanced Covered Can – using fabric or other covering and application techniques/directions as outlined in project book
- Mini-tack board
- Mounted poster
- Covered box
- Covered brick doorstop/bookends
- Article for living room – must include project information sheet
- Article for bedroom – must include project information sheet
- Article for kitchen – must include project information sheet
- Article for bathroom - must include project information sheet
- Article for specialty room – must include project information sheet
- Self-determined advanced housing/interior design exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Helpful, Handy Home How 2's

The Helpful, Handy Home How 2's project is a DIY home improvement project that teaches youth about home repairs and improvements.

Fair entries consist of the following in-door entries:

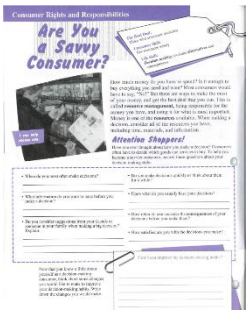
- Helpful, Handy Home How 2's Poster – example exhibit: a poster about a repair the youth made in their home
- Photo journal of a home repair project
- Self-determined advanced Helpful, Handy Home How 2's exhibit with SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Consumer Education

There are three units of consumer education projects designed to teach youth how to become smart and effective consumers. Youth will learn the basics of consuming, saving, spending and service; how to make smart consumer decisions, respond to advertising, and internet safety; and consuming in the global marketplace.

Fair exhibits consist of the following in-door entries (should reflect what the youth learned through the project books):



- Consumer Savvy Level I Exhibit – example exhibit: poster about strategies for saving money
- Consumer Savvy Level II Exhibit - example exhibit: poster about making consumer decisions between specific products
- Consumer Savvy Level III Exhibit - example exhibit: poster about making purchases when living alone.
- Self-Determined advanced Home Management & Consumer Education Exhibit including SD Project Record Sheet

Corresponding Project Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are "self-determined"

Youth interested in Consumer Education projects may also be interested in consumer decision making contest opportunities. See page 68 for more details.

Arts & Crafts

Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

The arts and crafts projects are entirely self-determined. They do not have any associated project books or instructions; youth are able to take creative liberty within these projects. All exhibits will need to be accompanied by a Self-Determined Project Sheet. Exhibits will need to fit into one of the following categories.

Arts

Fair entries consist of the following in-door entries:

- Self-determined advanced Arts (acrylic) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (crayon or marker) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (drawing – ink or pencil) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (mixed media) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (oil) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (pastels) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (watercolor) Exhibit with SD Project Record Sheet
- Self-determined advanced Arts (miscellaneous) Exhibit with SD Project Record Sheet (other art exhibits not appropriate in any other category)

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Crafts

Fair entries consist of the following in-door entries:

- Self-determined Crafts (fabric) Exhibit with SD Project Record Sheet
- Self-determined Crafts (glass – stained, mosaic, etc.) Exhibit with SD Project Record Sheet
- Self-determined Crafts (leather) Exhibit with SD Project Record Sheet
- Self-determined Crafts (metal) Exhibit with SD Project Record Sheet
- Self-determined Crafts (sculpture) Exhibit with SD Project Record Sheet
- Self-determined Crafts (wreath arrangements) Exhibit with SD Project Record Sheet
- Self-determined Crafts (wooden) Exhibit with SD Project Record Sheet
- Self-determined Crafts (miscellaneous) Exhibit with SD Project Record Sheet (other handmade craft items not appropriate in any other category)

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Hobby Crafts

Hobby crafts classes are exhibits that utilize a kit.

Lego kit exhibits: entry must have a sturdy base other than the one included with Legos. Fair will not provide material for bases. Secure legos to a base to prevent legos from coming apart or falling off when moved.

Entries can be no larger than 12" wide and 18" long x 16" high.

Fair entries consist of the following in-door entries:

- Self-determined advanced Hobby Craft (art kit) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (craft kit) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (model kit) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – x small: 0-500 pieces) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – small: 501-1,000 pieces) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – medium: 1,001-2,500 pieces) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – large: 2,501-5,000 pieces) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – x large: greater than 5,001 pieces) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (lego kit – self designed) Exhibit with SD Project Record Sheet
- Self-determined advanced Hobby Craft (miscellaneous) Exhibit with SD Project Record Sheet (other hobby craft kit items not appropriate in any other category)

Corresponding Project Sheet for submission: Self-Determined Project Record Sheet 300.SD-1

Family Life

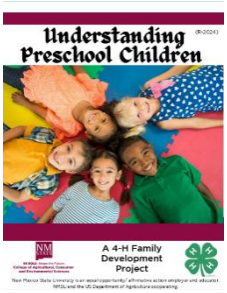
Refer to page 5 for guidelines regarding in-door exhibits, posters, etc.

All project sheets and record book instructions can be found online at socorroextension.nmsu.edu

Youth do NOT have to complete all exhibits listed in each project

Understanding Preschool Children

The Understanding Preschool Children project focuses on teaching 4-H'ers about 3-5 year old children and how to understand and help them.



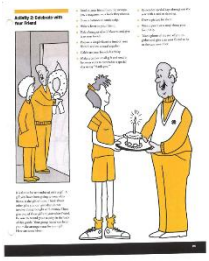
Fair entries consist of the following in-door entries:

- Display of how to choose foods for a preschooler
- DIY early childhood toy with Project Information Sheet
- Display showing safe and unsafe toys for young children
- Poster showing what member learned about young children

Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7

Generation Celebration

The Generation Celebration project educates and encourages youth to spend time with older adults.



Fair entries consist of the following in-door entries:

- Photo poster of an experience with an older friend
- Story told by an older person, recorded or written with illustrations by a 4-H member
- Other generation celebration exhibit

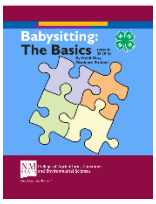
Corresponding Project Sheet for submission: General Project Record Sheet 300.A-7

Babysitting Basics

Babysitting Basics is a project designed to teach youth how to be safe and fun babysitters. It explore babysitting as a potential job opportunity and introduces participants to many important childcare concepts.

Fair entries consist of the following in-door entries (should reflect what the youth learned through completing the project):

- Babysitting basics – example exhibit: a poster about age appropriate learning activities



- Babysitting advertising flyer
- Babysitting exhibit
- Self-determined advanced family life exhibit with SD Project Record Sheet

Corresponding Project Record Sheet for submission: General Project Sheet 300.A-7 or Self-Determined Project Record Sheet 300.SD-1 for projects that are “self-determined”

Other Opportunities in 4-H

Personal Growth: 4-H offers endless opportunities for youth who are interested. Each year, youth can attend leadership and personal growth events like Youth Getaway (YGA, Novice-Juniors; senior leadership opportunity available) and Senior Leadership Retreat (SLR, senior aged members only). Older 4-H youth may elect to combine previous year's record books into a 4-H portfolio submitted for judging at SLR. Winning portfolios are awarded an all-expense paid trip to National 4-H Congress in Atlanta, GA.

Judging: All Socorro County 4-H Members are invited to participate in 4-H judging. Judging in 4-H is an activity that requires participants to either evaluate or identify one of several different kinds of objects or animals, sometimes rank these items/animals from best to worse, and at times determine WHY they made the rankings they did. Participating in these activities allows for developing skills in decision making, critical thinking, public speaking and much more! Members interested in judging will need to express their interest to the extension office and then attend judging practices (running February/March-June). All judgers will compete in a county contest (late May) to qualify to move on to district or state judging contests. Novice and Junior members compete in district contest while senior members compete at state.

Contest options are as follows:

- Agronomy
- Fashion/Clothing Review
- Consumer Decision Making
- Favorite Foods
- Hippology
- Horticulture
- Horse Bowl
- Horse Judging
- Entomology
- Livestock
- Livestock Skill-a-thon
- Meat Judging *
- Presentations/Illustrated Talk
- Public Speaking
- Range Plant ID**
- Range Management*
- Talent Show*
- Welcome to 4-H Bowl**
- Wildlife

*Seniors Only
**Novice/Juniors Only; Welcome to 4-H Bowl participants must be a first year novice

Cloverbud Program

The objective of the 4-H Cloverbud program is to foster the development of life skills that are essential for the cognitive, social, emotional and physical maturation of youth (ages 5 and in kindergarten, 6, 7, or 8 years old in the 2nd grade) by providing a unique educational opportunity. A large emphasis is placed on "developmentally appropriate" programming for Cloverbuds. It is important to note that sometimes a Cloverbud member will be physically capable of doing something but will not be able to understand the reason for the process or the result; thus such activities are not developmentally appropriate. Cloverbud members may enroll in Cloverbud specific projects that are activity-focused, not project-focused, and built on cooperative learning, rather than competitive activities. Overall, it is important that 4-H families of Cloverbud members are aware that it is not the intent of the Cloverbud program to duplicate the 4-H member experiences designed for older youth, nor to create a "mini-4-H" concept.

Socorro County 4-H offers several fun, safe and appropriate Cloverbud activities throughout the 4-H year. Cloverbud members may attend 4-H meetings, though they are not required to attend a certain number of meetings as older members are. The Extension Office holds at least one Cloverbud based project day for youth to come complete small projects that may be displayed at the Socorro County Fair. Keep an eye on the monthly Cloverleaf Newsletter for Cloverbud activities.

Cloverbuds are not required to complete project sheets or record books, but they may choose to turn in their completed activity books when record books are due for older members. Those Cloverbuds will receive a special incentive at the annual 4-H banquet.

Cloverbuds may enroll to receive the following activity books:

- Welcome to Cloverbuds
- Our Animal Friends
- Having Fun with Art
- Shopping Smarts
- Fun with Food and Nutrition
- Playing it Safe
- Nature's Treasures
- Look at Me—I'm Growing Up
- Family, Friends & Community
- The Way Things Grow
- Having Fun with Science
- Stomp, Blow, Splash: Soil, Air & Water
- Me, My Family & My Friends
- My Neighborhood