

this class. Suggested for Ages 14-19 Provide details listed for those ages 10-13 plus include body shape discussion, construction quality details, design features that affected your selection, cost per wearing, and care of garment. Provide 3 color photos of you wearing the garment (front, side, back views).

- CLASS 3** **Revive Your Wardrobe** - Take at least two items in your wardrobe that still fits but that you don't wear anymore and pair them with something new to make them wearable once again. Create a photo story that includes before and after photos and a description of what was done. Entry can be a poster, binder or video (see GENERAL RULES – CONSUMER MANAGEMENT #3).
- CLASS 4** **Show Me Your Colors** - Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the *Shopping in Style* manual page 23 for more information. Entry should be on a poster (see GENERAL RULES – CONSUMER MANAGEMENT #3).
- CLASS 5** **Clothing First Aid Kit** - Refer to page 73 of the *Shopping in Style* manual and complete a clothing first aid kit. Include a list of items in the kit and a brief discussion of why each was included. Put in an appropriately sized box or tote with a lid. No larger than a shoebox.
- CLASS 6** **Mix, Match & Multiply** - Using this concept from page 32 of the *Shopping in Style* manual take at least five pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothes line, in a tree, or on a mannequin). Include a brief discussion of each outfit, which demonstrates what you have learned by completing this entry. Entry can be a poster, binder or video (see GENERAL RULES – CONSUMER MANAGEMENT #3).

<b>DEPARTMENT C</b>	<b>DIVISION 247</b>			<b>MY FINANCIAL FUTURE</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>

**BEGINNING/INTERMEDIATE**

- CLASS 1** **3 SMART Financial Goals** – Write three SMART financial goals for yourself (one should be short term, one intermediate, and one long term). Explain how you intend to reach each goal you set.
- CLASS 2** **Income Inventory** – Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Where there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.
- CLASS 3** **Tracking Expenses** – Use an app or chart like the one on page 17 to track your spending over two months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based on what you learned? Why or why not? Include your chart in your exhibit.
- CLASS 4** **Money Personality Profile** – Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike and how are you different) your money personality profile with theirs.
- CLASS 5** **What Does It Really Cost?** – Complete Activity 8 “What does it really cost?” on pages 39-40.
- CLASS 6** **My Work; My Future** – Interview three adults in your life about their career or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display: What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/why not? What careers interest you at this point in your life? What are the steps you need to do now to prepare for this career?

**INTERMEDIATE/ADVANCED**

- CLASS 7** **Pay** – Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have the answer the following questions plus any additional questions you may have: What are some of the benefits of receiving your pay the way you do (salary, commission, or hourly wage)? What are some negative outcomes for getting paid the way you do? Does your pay keep pace with inflation? Why do you think this? Summarize: Based upon your interviews, which payment method would suit you the best? Discuss your answer.
- CLASS 8** **The Cost of Not Banking** – Type your answers to the questions about Elliot on page 50.
- CLASS 9** **Evaluating Investment Alternatives** – Complete the case study of Jorge on page 64. Answer all three questions at the bottom of the page.
- CLASS 10** **Understanding Credit Scores** – Watch the video and read the resources listed on page 71. Answer the following questions: Name 3 prudent actions that can reduce a credit card balance. What are the main factors that drive the cost of credit? List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.
- CLASS 11** **You Be the Teacher** – Create an activity, story board, game or display that would teach another youth about the “Key Terms” listed on page 62. Activity/display must include at least five of the terms.

## ENTREPRENEURSHIP

**GENERAL RULES – ENTREPRENEURSHIP**

1. **GENERAL RULES** – See GENERAL RULES
2. **ENTRY LIMITS** – 4-H members are allowed entries in only ONE UNIT of competition. 4-H members may only enter ONE EXHIBIT per class. 4-H members in ANY UNIT may also enter Class 6: Entrepreneurship Challenge.
3. **LABELING** – The 4-H member's name, age, town, and county must be listed on the back of the exhibit.
4. **EXHIBIT STANDARDS** –
  - Posters must be 14" x 22" and may be arranged either horizontally or vertically.
  - Posters may not use copyrighted materials, such as cartoon characters or commercial product names.
  - Posters may include photographs, charts or examples as well as a written explanation.
  - Posters may be laminated to protect them.
  - ALL exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.
5. **TOP EXHIBIT** – A top exhibit will be selected from those exhibits receiving purple ribbons in the entrepreneurship division.
6. **MANUALS** – All entrepreneurship exhibits are directly related to the activities in the project manuals. Refer to the manual for ideas, suggestions, and additional information to enhance project exhibits. Printed materials are available from the Johnson County Extension Office for all currently enrolled 4-H members in Johnson County.

<b>DEPARTMENT F</b>	<b>DIVISION 531</b>			<b>ENTREPRENEURSHIP</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>

**ESI: DISCOVER THE E-SCENE – UNIT 1**

- CLASS 1** **Interview an Entrepreneur** - Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (based on pages 2.1 - 2.4 of ESI Unit 1 manual). Submit a poster, see GENERAL RULES – ENTREPRENEURSHIP #4.

**CLASS 910**      **Other Exhibit** – Exhibit showcasing knowledge gained in ESI – Unit 1.

**ESI: THE CASE OF ME – UNIT 2**

**CLASS 2**      **Social Entrepreneurship Presentation-** Prepare a five-slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community (social entrepreneurs are people who are in business to help others). Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report with fasteners (no slide bars) (refer to page 2.4 of ESI Unit 2 manual).

**CLASS 920**      **Other Exhibit** – Exhibit showcasing knowledge gained in ESI – Unit 2.

**ESI: YOUR BUSINESS INSPECTOR – UNIT 3**

**CLASS 3**      **Marketing Package** (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

**CLASS 4**      **Sample of an Original Product** - Product with an information sheet (8 ½" x 11") answering the following questions (If exhibiting in both Division 531 Class 4 and Class 5 products must be entirely different products):

- What did you enjoy the most about making the product?
- What challenges did you have when making the product? Would you do anything differently next time? If so, what?
- What is the suggested retail price of the product? How did you decide on the price?
- Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 of the ESI Unit 3 manual and survey at least 10 people in your community about your product.
- How much would you earn per hour? Show how you determined this figure.
- What is unique about this Product?

**CLASS 5**      **Photos of an Original Product** – (mounted on a 14" x 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions (if exhibiting in both Division 531 Class 4 and Class 5 products must be entirely different products):

- What did you enjoy the most about making the product?
- What challenges did you have when making the product? Would you do anything differently next time? If so, what?
- What is the suggested retail price of the product? How did you decide on the price?
- Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 of the ESI Unit 3 manual and survey at least 10 people in your community about your product.
- How much would you earn per hour? Show how you determined this figure.
- What is unique about this Product?

**CLASS 930**      **Other Exhibit** – Exhibit showcasing knowledge gained in ESI – Unit 3.

**ESI: YOUR BUSINESS INSPECTOR – ALL UNITS**

**CLASS 6**      **Entrepreneurship Challenge** – Take on the entrepreneurship challenge. The Entrepreneurship Challenge is open to 4-H members enrolled in any of the three ESI units. Complete five or more of the challenges from the following list. The exhibit will include highlights from these five challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video report, or scrapbook related to the learning from the challenge. Use your creativity to show what you learned. Select five challenges from the list below:

- Sell something.
- Introduce yourself to a local entrepreneur and take a selfie with them.
- Be a detective! Look for Nebraska-made products and find out more about the business.
- Tour 2-3 entrepreneurial businesses and create a photo story.
- Investigate what it takes to be an entrepreneur (Skills Assessment ESI 4.1).
- Make a prototype (sample/model) of a new product idea (Include the prototype of a photo of prototype).
- Work with a friend to develop a new business idea!
- Contact your local Extension Office to learn about entrepreneurship opportunities.
- Create an activity to teach other about entrepreneurship (coloring page, puzzles, game, etc.).

## **HOME ENVIRONMENT**

### **GENERAL RULES – HOME ENVIRONMENT**

- 1. GENERAL RULES** – See GENERAL RULES
- 2. ENTRY LIMITS** – 4-H members may enter ONLY ONE EXHIBIT PER CLASS.
- 3. HOME ENVIRONMENT EXHIBIT REQUIREMENTS** –
  - ALL items MUST be designed to be used for home decorating, home furnishing, or home management.
  - Accessories should be of high quality and suitable for use in the home several months throughout the year. Holiday specific items is discouraged.
  - Entering delicate, breakable, or valuable items is highly discouraged.
  - Items entered that are NOT for home decorating (clothing, purses, note cards, toys, scrapbooks/photo albums, etc.) will NOT BE JUDGED.
  - Exhibits made from prepackaged kits will NOT be accepted. Kits are defined as any prepackaged item where the materials and design are predetermined by the manufacturer.
  - Articles that use pattern or pictures from magazines or websites as a starting point are acceptable.
  - Exhibits may be no taller than seven feet and no wider than six feet. ALL exhibits must be able to be easily lifted by two people.
- 4. LABELING** – All pieces of a Home Environment exhibit should be labeled with the exhibitor's name and county.
- 5. SUPPORTING INFORMATION** –
  - Supporting information is required ALL Home Environment exhibits.
  - Attach information to explain steps taken.
  - Information must also include element or principle of design used.
  - Any exhibits not providing the required supporting information will be lowered one ribbon placing.
- 6. EVALUATION CRITERIA** –
  - Item must be designed to be used for home decorating, home furnishing, or home management (NO clothing, purses, note cards, toys, scrapbooks/photo albums, etc.)