



Personal Development Department

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Rules (Note: All General Rules and rules for Building Division apply)

Personal Development Projects

Classes

806A—Citizenship

Any exhibit which is an outgrowth of participation in a citizenship project or program such as responsibilities with family, club, community, world, plan community service activity, learn about local and county government, study family heritage, etc.

811A—Communication

Any exhibit which is an outgrowth of participation in a communication project or program such as describing the communication process, methods of communicating, a product based on a communications method which might include slide/tape, videotape (done in standard play), or feature news stories; or theatre arts such as costuming, sound effects, props and staging, make-up, etc.

831A—Health

Any exhibit which is an outgrowth of participation in a health project or program such as personal health analysis, physical fitness plan, home health hazard hunt, body systems and functions, daily food intake plan, minor injury treatment, community health services, effects of smoking, etc.

841A—Leadership

Any exhibit which is an outgrowth of participation in a leadership project or program such as types of leadership, analysis of personal leadership styles and qualities, identification of community needs, resource analysis, develop a plan for an activity, or youth as partners.

871A—Music

Any exhibit which is an outgrowth of participation in a music project or program such as study of a composer, music history, comparison of types of music, composing an original song, teaching music to others, making a musical instrument, sharing musical programs, etc.

881A—Safety

Any exhibit which is an outgrowth of participation in a safety project or program such as home hazard hunt, organize safety poster contest, conduct farm safety program, attend CPR training, develop home fire safety plan, etc.

891A—Self Determined

Any exhibit which is an outgrowth of participation in a self determined project or program which does not fit any other project class.

Issues Project

Rules: (Note: All General Rules and rules for Building Division apply)

This class is open to ALL community club 4-H'ers, and participants in 4-H special interest and school enrichment programs. Entries can be any exhibit by an individual or group which is an outgrowth from an Extension education program related to the Societal Issues class. Participants must be in grades 5-12 or equivalent to be eligible for State Fair.

Class 950A—Societal Issues

Exhibits might include, but are not limited to, topics such as water quality, erosion, pollution, radon, substance abuse, teen pregnancy, animal welfare/rights, etc.

Include information on:

- What is the societal issue?
- How does my/our goal relate to the issue?
- What did I/we learn about the issue?
- What did I/we do to educate others about the issue?
- How can I/we best communicate the importance of the issue and educate others?

4-H History/Family Heritage Project

Note: All General Rules and rules for Building Division apply

Purpose—This class is designed to help participants gain a greater appreciation for and to focus on 4-H history and family heritage. Emphasis is also provided for an intergenerational focus. Participants (youth and adults) are encouraged to learn and share more about the history of 4-H in Iowa and/or their family heritage. This class is designed and intended to provide an opportunity for 4-H'ers and adults to form a team in planning and developing an exhibit to share together learning related to 4-H history and heritage.

Special rules

1. Each county may enter two exhibits in this class at the State Fair. If two exhibits are selected, at least one must be a 4-H history/4-H heritage exhibit. The 4-H youth exhibitor(s) will receive a special recognition certificate.
2. The exhibit must be an outgrowth of a 4-H learning experience **planned and completed** by one or more 4-H'ers, of eligible exhibitor age, **with one or more adult(s)**.
3. The exhibit is to be an outgrowth of work done, through 4-H, to accomplish a goal(s) **determined jointly** by all the participating 4-H'ers and adults.
4. Exhibits might be an actual product, poster, display, report, notebook, model, video tape, audio cassette, etc.
5. The exhibit should include the following information:
 - What was the goal(s)? Include for both 4-H and adult participant(s).
 - How was the idea for the exhibit determined and developed?
 - What responsibilities did each participant, youth and adult, involved in the learning experience complete?
 - What did each individual learn? This might include what you learned about working with each other.
 - What were the benefits of this experience for the participants (youth/adults/together)?
 - What plans do you have to continue this interest?
6. Exhibitors are responsible for size, copyright, safety to be eligible for Iowa State Fair entry.

Class 811L—4-H Historical/Family Heritage

Any exhibit **by one or more 4-H'ers with one or more adult(s)** which is an outgrowth of a goal identified by the participants. Topics might be related to the history of: Iowa, 4-H, a 4-H project, educational experience, activity, family heritage, etc.