

## DEPARTMENT D -- ENVIRONMENTAL EDUCATION & EARTH SCIENCES

Divisions	Purple	Blue	Red	White
331	\$1.00	\$.75	\$.50	\$.25
All Others	2.00	1.50	1.00	.50

All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations related to their exhibit. This helps judges understand what they did and learned about conservation and wildlife through the process that led to the exhibit.

Show proper credit by listing the sources of plans or other supporting information used in exhibits.

The exhibitor's name, address, and parent's or guardian's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.

The word "animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or any of their parts.

Each individual may enter up to one exhibit per class.

For guidelines on specific projects, refer to appropriate project booklets including *Exploring Your Environment Series*, *4-H Shooting Sports*, *Amphibians*, *Bird Behavior* (EC 5-93-81), *Fishing* (EC 5-15-82), *Wildlife Conservation* (4-H 125), *Outdoor Skills: Learning Science in the Outdoors* series (Science Signature Outcome Program).

Board & Poster exhibits - these are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 1/4" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than 22" x 28", but half size, 22" x 14" is recommended. Sample score sheets are available at the Nebraska Extension office and on the UNL 4-H Web page (<http://4h.unl.edu>).

### DEPARTMENT D, Division 340 - WILDLIFE

Wildlife and How They Live (Classes 1-4) are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife study methods; wildlife behavior (example: when nesting, finding food, moving, etc.); habitats (example: wetlands, grasslands, river or stream corridors) and what wildlife is found there; habitat needs for a specific kind of wildlife.

For more ideas, refer to project booklets.

#### D340001 - Mammal Display

#### D340002 - Bird Display

#### D340003 - Fish Display

#### D340004 - Reptile Or Amphibian Display

**D340005 - Wildlife Connections-Board or Poster Exhibit**-The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.

Examples: 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow. 2) Show the role of predators, scavengers, insect eaters, or others in nature. 3) Show how wildlife numbers (populations) change through the year or with their habitat. 4) Show predation, competition, or other behavior interactions of wildlife. 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw. 6) For more ideas, refer to project booklets.

**D340006 - Wildlife Tracks**-Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks

so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred. 1) Option 1 should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. 2) Option two should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. 3) Option 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water and space in addition to picture or illustration of the animal.

**D340007 - Wildlife Knowledge Check**-Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size & shape to fit transportation and display; maximum size 24" x 24". Example: prepare a list of animals and questions about where each would most likely live. Rabbits-brushy area along field borders; ducks-marshes, etc.

**D340008 - Wildlife Diorama**-Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for area-sensitive species such as meadowlarks, greater prairie chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or prong-horn; and/or show an area interspersed with several habitats such as wind-breaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, ring-necked pheasants, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and indicate, in relation to the habitats shown, at least five kinds of wild animals that should occur there.

**D340009 - Wildlife Essay**-Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a specific species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets.

The essay should be between 100 and 1,000 words long, typed and double spaced, or written so that it can be easily read. Letter size paper (8 1/2 x 11) format is preferred. You may use books, magazines, or personal interviews as resources, but must give credit to all sources by listing them.

**D340010 - Wildlife Values Scrapbook**-Make a scrapbook about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in *Wildlife Conservation* (4-H 125).

**D340011 - Wildlife Arts**-The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys or songs or poems written by the exhibitor.

Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel.

All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

### DEPARTMENT D, Division 342 - WILDLIFE HABITAT

**D342001 - Houses**-Make a house for wildlife. Examples: bird house (wren, bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house - no insect houses. Make the house functional so dimensions, hole size, etc. are appropriate to fit the intended species' needs. Indicate the kinds of animals(s) for which the house is intended. Also indicate where and how the house should be located for best use and any seasonal maintenance needed. Check NebGuide 2002, Backyard Wildlife Bird Houses and Shelves.

**D342002 - Feeders and Waterers**-Make a bird feeder or bird bath. Examples: seed, suet, or nectar feeders. Squirrel feeder OK; no insect feeders. Indicate the kind(s) of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so it fits wildlife needs. Also indicate where and how the feeder or waterer should be located for best use and how it should

be maintained. Check NebGuide 2003, Backyard Wildlife Feeding Birds.

**D342003 - Wildlife Habitat Design**-Board or poster exhibit. Choose a backyard, acreage or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check the Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H 4300).

#### DEPARTMENT D, Division 343 - HARVESTING EQUIPMENT/FISHING

##### \*D343901 - Fishing completed Activity Book

**D343001 - Fish Harvesting Equipment**-Board Exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed.

Include a brief explanation of purpose of each item and when or where it is used in relation to other equipment. Indicate any personal experiences you've had with the item(s).

**D343002 - Build a Fishing Rod** - Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96" length. Exhibit must be mounted on a board and labeled with the member's name, county and class number. Include with the exhibit the following items as a brief attachment: (1 Explanation of cost of materials/components, where materials/components were purchased, how made, and number of hours required for construction. (2 Identify all parts. Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread. Exhibit will be judged on workmanship labeling of parts (guides, etc.), correct information and neatness.

**D343003 - Casting Target**-Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing for Adventure manuals.

**D343004 - Wildlife Harvesting Equipment**-Board exhibit. Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition), steel traps, hide stretchers, fleshers, etc.

For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include a brief explanation of purpose of each item and when or where it is used in relation to other equipment. Indicate any personal experiences you've had with the item(s).

**D343005-Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory**-Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustments you made.

#### DEPARTMENT D, Division 346 - TAXIDERMY

**D346001 - Tanned Hides or Taxidermy**-Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. The exhibit should show the animal's name and include information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

#### DEPARTMENT D, Division 347, 4-H SHOOTING SPORTS

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, blackpowder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, however information can be shared through pictures.

**D347001-Shooting Aid or Accessory**-Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.

**D347002-Storage Case**-An item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows, examples: soft sided shotgun case, quivers, firearm safe. Include your design, or plans you adapted. Explain how the

storage case is used.

**D347003-Practice Game or Activity**-Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials for 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.

**D347004-Science, Engineering, Technology Advancements of Shooting Sports Essay or Display**-Choose a specific area of shooting sports and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 1/2" x 11" paper.

**D347005-Healthy Lifestyles Plan**-Include a shooter's diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.

**D347006-Citizenship/Leadership Project**-Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was and any results.

**D347008-Career Development/College Essay, Interview or Display**-Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 1/2" x 11" paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

**D347009-Community Vitality Display**-Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.

**D347010-Ag Literacy-Value added Agriculture Interview or Research Project**-Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

#### DEPARTMENT D, Division 361 - OTHER NATURAL RESOURCES

##### \*D361902 - Eco-Wonders completed Activity Book.

**D361001 - Design Your Own Exhibit** in natural resources, conservation, or ecology. This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Examples may come from the Exploring Your Environment series, or the exhibitor may determine what the exhibit will be. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message - what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

#### DEPARTMENT D, Division 331 - SCHOOL ENRICHMENT

4-H'ers who have taken any 4-H school enrichment programs may enter an exhibit explaining some area in the project. Exhibits may be in any form: poster, notebook, or display.

##### \*D331901 - Other School Enrichment

#### DEPARTMENT D, Division 320 - FORESTRY

The official reference for all forestry projects is *Tree Identification Manual* (4-H 332). Other helpful references include *Trees of Nebraska* (EC92-1774), *Leafing Out* (4-H 431), and *Plant a Tree* (EC 17-11-80).

Display "boards" must be made from wood or wood composite, i.e., plywood, masonite or fiber board, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted/varnished on both sides to prevent warping.

Display posters must be made from a material, e.g. foamboard or posterboard, that will stand upright without buckling. Length and width must be no more than 24" x 24".

Display "books" must measure no more than 16" x 16".

At least 5 of the 10 samples in Classes 2, 3, 4 & 5 must be from the list of 60

species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e. *Acer platanoides*. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged.

Remember that other general labeling standards apply, for example. scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names (e.g. Norway maple), even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway Maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

Another important judging factor is how well the exhibitor follows the directions for the exhibit class.

**D320001 - Design-Your-Own Exhibit**-Prepare an educational exhibit about some aspect of trees, forests or forestry that is of special interest to you. Possible topics include paper recycling, forest fire, forest products, forest wildlife, or forest pests. The only requirement is that the display must be no larger than 24 inches by 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.

**D320002 - Leaf Display**-The leaf display must include samples of "complete leaves" from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried and mounted.

*Collection:* Whenever possible, collect leaves from mature trees. Collect leaves anytime after they have reached full size, usually beginning in early summer. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact.

After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine but they should be properly pressed and dried for display. Be sure to record pertinent information during collection.

*Mounting:* Leaves may be displayed in a notebook or on a display board. Any method, may be used to mount leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.

*Labeling:* The label for each sample must include:

- 1) common name
- 2) scientific name
- 3) leaf type
- 4) leaf arrangement (for broadleaf trees)
- 5) leaf composition (for broadleaf trees)
- 6) exhibitor's name
- 7) collection date
- 8) collection location (be specific, state & county at a minimum).
- 9) If a twig is included with a sample, indicate "twig included" on the label. For example, the twig may be included with an eastern red cedar sample because the leaves are very small and difficult to remove from the twig. Supplemental information, e.g. general uses, common products, fall color, etc., may be included with the display to enhance its educational value.

**D320003 - Twig Display**-The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.

*Collection:* Twig samples should be collected during the dormant season (November-April) when the buds are mature. Twig samples must be at least 6 inches long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length.

*Mounting:* Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc. may be used to mount twigs, but be sure all features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.

*Labeling:* The label for each sample must include:

- 1) common name
- 2) scientific name
- 3) leaf arrangement (for broadleaf trees)
- 4) exhibitor's name
- 5) collection date
- 6) collection location (be specific, state & county at a minimum).

Supplemental information, e.g. general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

**D320004 - Seed Display**-The seed display must include seed samples from at least 10 different tree species.

*Collection:* Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Remember to display seeds not fruit. For example, the seed of honeylocust is enclosed in a pod. Remove and display the seed, not just the pod. It is acceptable to display the fruit with the seed, but clearly label each.

*Mounting:* Seeds may be displayed in a variety of ways, e.g. mounted on a display board, displayed in jars in a rack, etc. but they must be securely mounted and easily viewed. Be as creative as you like.

*Labeling:* The labels for each sample must include:

- 1) common name
- 2) scientific name
- 3) type of fruit, if known (e.g. -samara, pod, nut, legume, ect.)
- 4) exhibitor's name
- 5) collection date
- 6) collection location (be specific, state & county at a minimum).

Supplemental information, e.g. maturity date, average number of seed in the fruit, etc. may be included with the display to enhance its educational value.

**D320005 - Wood Display**-The wood display must include wood samples from at least 10 different tree species.

*Preparation:* Samples may be of any shape, e.g. sections from a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc. but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be no larger than 4" by 4". Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional.

*Mounting:* Samples may be displayed in a variety of ways e.g. mounted on a display board, displayed in a box or rack, etc. but they must be securely mounted and easily viewed. Be as creative as you like.

*Labeling:* The label for each sample must include:

- 1) common name
- 2) scientific name
- 3) wood type (softwood or hardwood)
- 4) exhibitor's name
- 5) collection date
- 6) collection location (be specific, state & county at a minimum).

Supplemental information, e.g. common products, wood density, etc. may be included with the display to enhance its educational value.

**D320006 - Cross Section**-Display a disc cut from a tree species listed in 4H332. The sample must be collected within one year of the state fair judging day. The disc must measure 6-12 inches in diameter and 1-3 inches thick. The bark should be firmly attached which may be difficult if the tree was dead when the disc was cut. Sand one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish, treat both sides to minimize warping. As the disc dries some cracking can be expected and is allowed.

*Labeling:* The following parts must be clearly and accurately labeled on the cross section with pins, paper tags or some other form of identification.

- a) pith
- b) heartwood
- c) sapwood
- d) one growth ring (beginning and end)
- e) cambium
- f) bark

A separate label attached to the back of the disc must include:

- 1) common name
- 2) scientific name
- 3) tree classification (softwood or hardwood)
- 4) age (of the cross section)
- 5) exhibitor's name
- 6) collection date
- 7) collection location (be specific, state & county at a minimum)

**D320007 - Parts of a Tree**-This project is only for ages 8-11. Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree: a. trunk; b. crown; c. roots; d. leaves; e. flowers; f. fruit; g. buds; h. bark. Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc. is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age.

**D320008 - Living Tree**-Display a living tree seedling, grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H332. The seedling must be 60 days to 1 year old (on State Fair judging day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil), have drainage holes, and a drain pan to catch drainage water.

*Labeling:* A waterproof label must be attached and include:

- 1) common name
- 2) scientific name
- 3) seed treatments (if any)
- 4) planting date
- 5) emergence date
- 6) exhibitor's name

Supplemental information about the tree, e.g. (where the seed was collected, growth measurements, uses for that species, etc.) may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.