

predation, competition, or other behavioral 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.

D-340-006 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 2 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. (OR) 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.

D-340-007 Wildlife Knowledge Check

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

D-340-008 Wildlife Diorama

Box must be no larger than 24 x 24 inches. 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 species such as meadowlarks, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

D-340-009 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 particular species of wildlife that you have observed or about the values of wildlife. 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 and should be typed, double spaced, or written so that it can be easily read. Standard size paper (8½" x 11") format is preferred. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

D-340-010 Wildlife Values Scrapbook

Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125).

D-340-011 Wildlife Arts

The purpose for 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).

Division 342 – Wildlife Habitat

D-342-001 Houses

Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or a bat house; no insect houses. Make the house functional so that dimensions, hole size, etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended; 2) where and how the house should be located for best use; and 3) any seasonal maintenance needed. Tips: check NebGuide on bird houses and shelves.

D-342-002 Feeders/Waters

Make a bird bath or feeder. Examples: seed, suet or nectar feeders. Squirrel feeder okay, no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information: 1) where and

how the feeder or waterer should be located for best use; and 2) how it should be maintained. Tips: check NebGuide on feeding birds.

D-342-003 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 kinds of 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, Participant's Manual (4H-4300).

Division 343 – Harvesting Equipment

D-343-001 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 in your exhibit the following information: 1) purpose of each item; 2) when or where each item is used in relation to other equipment; and 3) any personal experiences you've had with the item(s).

D-343-002 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 inches 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, 2) where materials/components were purchased, 3) how made, and 4) number of hours required for construction. 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.

D-343-003 Casting Target

Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing For Adventure manuals.

D-343-004 Wildlife Harvesting Equipment

Board exhibit. Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item; 2) when or where it is used in relation to other equipment; and 3) any personal experiences you've had with the item(s).

D-343-005 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.

Division 346 – Taxidermy

D-346-001 Tanned Hides or Taxidermy

Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: 1) the animal's name and 2) information about the exhibitor's personal field experiences, study or observations that relate to the exhibit.

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.

D-347-001 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.

D-347-002 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.

D-347-003 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.

D-347-004 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 8½" x 11" paper.

D-347-005 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.

D-347-006 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 the 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.

D-347-008 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 8½" x 11" paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

D-347-009 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.

D-347-010 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.

Division 361 – Other Natural Resources

D-361-001 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 (Eco Wonders, Eco-Adventures, Eco-Actions), or the exhibitor may determine what the exhibit will be. Entries must be appropriate for fair display and no larger than 24 x 24 inches. 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 E – SAFETY

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Division 440 – Safety

E-440-001 First-Aid Kit

A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, page 6 & 7 and Scoresheet SF110 for guidance.

Kits containing any of the following will be automatically disqualified:

1. Prescription medications (If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.)
2. Materials with expiration dates on or before the State Fair judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)
3. Any controlled substance.

E-440-002 Disaster Kit (Emergency Preparedness)

Disaster Kits must contain the materials to prepare a person or family for emergency conditions caused by a natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose,

the number of people supported, and a list of contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit. Refer to Scoresheet SF111.

E-440-003 Safety Scrapbook

The scrapbook must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8½" x 11" size paper. Correct sentence structure, readability, and thorough explanations are an important part of judging. Scoresheet SF292

E-440-004 Safety Experience

The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes. Scoresheet SF190

E-440-005 Careers in Safety

The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator and more. It is recommended youth interview a professional in the field in their research. Additional research sources might include books, articles, career websites, job-related government websites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes. Scoresheet SF191

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Division 450 – Fire Safety

E-450-001 Fire Safety Poster

This is a home floor plan drawn to scale showing the primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room: include all doors and windows. Use black or blue arrows showing primary escape routes from each room. Use red arrows showing secondary routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28". Scoresheet SF269

E-450-002 Fire Safety Scrapbook

This scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hard cover binder or notebook for 8½" x 11" paper. Correct sentence structure, readability and thorough explanations are an important part of judging. Scoresheet SF270

E-450-003 Fire Prevention Poster

Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.). Originality, clarity and artistic impression will all be judged. Do not include live fireworks, matches or other flammable/explosive/hazardous materials. An entry containing this material will be disqualified. Poster must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28". Scoresheet SF 268

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Division 902 – ATV & Bicycle Safety

All fair exhibits and posters should include the name, age, year, full address and county on the back side.

E-902-001 All Terrain Vehicles (ATV) Educational Display - An educational presentation on some aspect of the project. This exhibit may be presented in poster 14" x 22" or display form.

E-902-002 Cycling or Bicycle Educational Display - An educational presentation on some aspect of the project. This exhibit may be presented in poster 14" x 22" or display form.

DEPARTMENT E – LIFETIME SPORTS ACTIVITIES

Division 904 – Shooting Sports/Firearms – BB Gun or Air Rifle

No premiums in keeping with amateur status.

4-H members enrolled in the Shooting Sports 4-H program may enter the 4-H shooting competition. Eye protection is required for everyone on the **firing line and in the on-deck area**. Hearing protection is required in the small bore and trap shoot divisions. Contestants must have one coach (leader, instructor and parent) to assist and supervise them on the range. Contestants must furnish their own firearm and ammunition. All guns must arrive and depart the range cased and unloaded.

All rules, regulations and safety procedures concerning a shooting competition and shooting range must be followed by all participants, leaders, instructors and parents or a shooter may be disqualified from the competition. All participants names are required on the instructors certification listing the disciplines they have been instructed in. Contestants must have consistently demonstrated to the leaders in charge that they are physically capable of properly and safely handling the firearm or are willing to comply with safety rules.

Shooting Sports contestants may enter all areas in which they have received qualified instruction. Exception: May not enter both BB Gun and Air Rifle Divisions.

Clear Barrel Indicators will be required on all open breech firearms. Clear Barrel Indicators or CBI's are synthetic monofilament cords (0.065" - 0.095" dia...trimmer string) in fluorescent orange or a similar bright color that are inserted into the bores of air rifles so that the ends of the CBI protrude out of both the muzzle and open breech. CBI's must be inserted in all air rifles when they are brought to a range or removed from a gun case on a range. CBI's may be removed only during preparation periods, change-over periods, and firing times. The use of CBI's is mandatory in all Three-Position Air Rifle Competitions.

BB Gun Division

Only smooth bore guns will be allowed. E.G. Daisy Avante 499 is allowed but the Crosman 1077 is not allowed even though it will shoot BBs. Ten (10) shots will be fired from 5 meters in the following positions - prone, standing, sitting and kneeling (fired in this order) - or a total of 40 shots. Each contestant will be allowed 10 minutes for record shots plus sighters per target. AR4/10 targets will be used. Contestants will fire one shot at each bull. No scopes allowed.

E-904-001 8-11 years old by January 1 of the current year.

E-904-002 12-13 years old by January 1 of the current year.

E-904-003 14 and over by January 1 of the current year.

Air Rifle Division (Sporter)

Ten (10) shots will be fired from 10 meters in prone, kneeling and standing positions for a total of 30 shots. Each contestant will be allowed 15 minutes for record shots plus sighters per target. Rifles are limited to sporter grade target rifles as defined in the national Standard Three-Position Air Rifle rulebook section 3. (Retail value of \$600 or less) which shoot .177 caliber only. (Must be lead flat-nosed pellets; no pointed, hollow-point, ballistic or steel tipped pellets or BB's.) Example: Daisy models 753, 853, 888. Scopes are not allowed. AR5/10 targets will be used.

E-904-004 8-11 years old by January 1 of the current year.

E-904-005 12-13 years old by January 1 of the current year.

E-904-006 14 and over by January 1 of the current year.

Trap Shoot Division

Trap will shoot 50 shots. There will be two rounds of 25 with 5 per station. A ten shot shoot-off will break ties. Must wear eye and ear protection.

E-904-007 12-13 years old by January 1 of the current year.

E-904-008 14 and over by January 1 of the current year.

Air Pistol Division

Pistols are limited to sporter air pistols as defined by the NRA International Pistol rule 3.1. Air pistol will have 40 shots with 5 shot per target on eight targets. Junior and Intermediate can shoot with two hands.

E-904-009 Junior 10-11 years old by January 1 of current year.

E-904-010 Intermediate 12-13 years old by January 1 of current year.

E-904-011 Senior 14 and over by January 1 of current year.

Archery Division

All archers will shoot a total of 30 arrows with six ends of 5 arrows each. Junior archers will compete at 10 yards, Intermediate and senior archers will compete at 20 yards. Male and female shooters will shoot in a combined class. Scoring will be on a single spot target or a five spot target if one is available. X's serve as tie breaker. Range officers will be responsible for scoring. The maximum draw weight for any bow in 4-H archery is 60 pounds. Nocking points shall be snap-on type, shrink tubing, thread or dental floss tied or served on the string serving. All arrows shall be identical in length, weight, diameter, and fletching with allowance for wear. Color does not matter. Screw-in or glued arrow points shall be used. 4-H dress and shoes or boots is required. Archers are limited to two classes which must be declared at sign-in.

Barebow

E-904-012 8-11 years old by January 1 of the current year (junior)

E-904-013 12-13 years old by January 1 of the current year (intermediate)

E-904-014 14-18 years old by January 1 of the current year (senior)

Any bow, compound, recurve, or long bow that is shot with fingers, tabs or glove and without sights. Bows must be free of any sights, marks, or blemishes to aid in sighting. Stabilizers are permitted. No arrow rest may extend more than ¼" above arrow.

Freestyle Limited Recurve

E-904-015 8-11 years old by January 1 of the current year (junior)

E-904-016 12-13 years old by January 1 of the current year (intermediate)

E-904-017 14-18 years old by January 1 of the current year (senior)

Competitors must use recurve or long bows shot with fingers, tabs, or gloves. Levels, string peeps, and electronics are not allowed. Stabilizers and counter balances are allowed. Arrow rest that extend more than ¼" above the arrow are not allowed. Any sights with no magnification may be used. Archers shall touch the arrow, when nocked, with the index finger against the nock, such as the three fingers below the arrow draw.

Freestyle Limited

E-904-018 8-11 years old by January 1 of the current year (junior)

E-904-019 12-13 years old by January 1 of the current year (intermediate)

E-904-020 14-18 years old by January 1 of the current year (senior)

Any sights or scopes, any stabilizer, any rest, and release aids are limited to fingers, tabs, and gloves. NO mechanical releases allowed.

Freestyle

E-904-021 8-11 years old by January 1 of current year (junior)

E-904-022 12-13 years old by January 1 of current year (intermediate)

E-904-023 14-18 years old by January 1 of current year (senior)

Any type of sight or scopes, any stabilizer, any rest, and any release aid may be used provided it is hand-operated.

Bow Hunter Freestyle

E-904-024 8-11 years old by January 1 of the current year (junior)

E-904-025 12-13 years old by January 1 of the current year (intermediate)

E-904-026 14-18 years old by January 1 of the current year (senior)

Same as Freestyle except stabilizers cannot exceed 12 inches from the face of the bow. Pin sights only may be used. Sights may not be adjusted after the first scoring arrow is shot.

Small Bore Rifle Division

Rifle competition will be held at a site to be determined, and if one is available. Youth must be 12 years of age and be accepted into the rimfire program to participate. Rimfire rifle division will be shot

according to the CMP 3P rifle rules except distance will be increased to 50 yards. The match will consist of 30 shots for record.

All firearms must be factory .22 rifles, no thumbhole stocks, adjustable butt stocks or cheek pieces. No Stingers or other Ultra Velocity ammunition allowed. Guns and ammunition will be inspected prior to the match.

Class O Open Sight Rifles classes:

E-904-027 12-13 years old by January 1 of current year.

E-904-028 14 & over by January 1 of the current year.

Ten (10) shots will be fired from 50 yards in prone, kneeling and standing positions for a total of 30 shots. Each contestant will be allowed 15 minutes for record shots plus sighters per target. Rifles are limited to rimfire rifles. (Retail value of \$500 or less) which shoot .22 caliber only. (Must be lead bullets; no hyper-velocity, hollow-point, ballistic or stingers) Scopes are not allowed. CMP 12 25/50 yard targets will be used.

DEPARTMENT G – CROPS & RANGE (AGRONOMY)

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Including projects related to Field Crops, Weed Science and Range.

The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

FIELD CROPS:

Individuals in Crop Production, Field Crop Project may exhibit grain or plants or prepare an educational display representing their project.

Division 750 – Grain or Plant Exhibits

A. **IMPORTANT:** A two page (maximum) essay must accompany grain and plant exhibits. The essay must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects. The essay also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season, and what you learned from your crops project.

B. The essay counts as 50% of the total when judged. Essay must be the original work of the individual exhibitor. Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Refer to Scoresheet SF264.

C. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g. corn or soybeans) may be from the previous year's project.

D. Plant exhibits, with the exception of ears of corn, must be the result of the current year's project.

- Corn 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together);
- Grain Sorghum - 4 stalks (cut at ground level and bound together);
- Soybeans - 6 stalks (cut at ground level and bound together);
- Small grains (oats, barley, wheat, triticale) - sheaf of heads 2 inches in diameter at top tie with stems about 24 inches long.
- Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

G-750-001 Corn (includes yellow, white, pop, waxy, or any other type)

G-750-002 Soybeans

G-750-003 Oats

G-750-004 Wheat

G-750-005 Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

Division 750 – Displays

A. The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider

creativity and neatness. Refer to Scoresheet SF259

B. Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

G-750-006 Crop Production Display - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.

G-750-007 Crop Technology Display - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.

G-750-008 Crop End Use Display - Display information about the uses for a crop, such as food, feed, fuel or other products.

G-750-009 Water or Soil Display - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

G-750-010 Career Interview Display - The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview one person that works with crops about such topics as what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

Division 751 – Weed Science

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

A. Any individuals in the Conservation, Environment 1, 2 or 3, Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops projects may exhibit a weed book or weed display. The book cover and at least 15 of the specimens must represent this year's work. For assistance identifying plants, participants can use the Nebraska Department of Agriculture's "Weeds of Nebraska and the Great Plains" (1994) or "Weeds of the Great Plains" (2003).

Division 751 – Books

A. Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are no larger than 14" wide x 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.

B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness and conformity to exhibit requirements. Refer to Scoresheet SF261.

C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: 1. Scientific name (in italic or underlined), with authority, 2. Common name, 3. County of collection, 4. Collection date, 5. Collector's name, 6. Personal collection number, indicating the order that plants were collected in your personal collection. 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Scientific name: *Abutilon theophrasti* Medik.

Common name: Velvetleaf

County of collection: Hall County

Collection date: 6 July 2017

Collector's name: Dan D. Lion

Personal collection number: 3

Life Cycle: Annual

G-751-001 Weed Identification Book - A collection of a minimum of 15 plant mounts and including at least two of the following prohibited noxious weeds (Canada thistle, musk thistle, plumeless thistle, salt cedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, Bohemian knotweed, giant knotweed, sericea lespedeza, or phragmites), and at least five weeds that are a problem primarily in lawns.

G-751-002 Life Span Book - A collection of 7 perennials, 1 biennial, and 7 annual weeds.

Division 751 – Displays

A. The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF 259.

B. Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

G-751-003 Weed Display - The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or uses for weeds.

DEPARTMENT D – RANGE MANAGEMENT

Division 330 – Range Management

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

A. Individuals in the Reading the Range Unit 1 project may exhibit Classes 1-5, and 8.

B. Individuals in the Using Nebraska's Range Unit 2 project may exhibit in Classes 1-8.

C. Each exhibit must be properly identified with Unit and Class.

D. All plant displays and display covers must be the result of the current year's work.

E. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2009) and Common Grasses of Nebraska (EC 170) and Common Forbs and Shrubs of Nebraska (EC 118).

F. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

Division 330 – Books

A. For books, plants must be mounted on sheets that are no larger than 14" wide x 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue.

B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to Scoresheet SF260.

C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: 1) Scientific name (in italic or underlined), with authority, 2) Common name, 3) County of collection, 4) Collection date, 5) Collector's name, 6) Personal collection number, indicating order that plants were collected in your personal collection and 7) Other information depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

Scientific name: *Schizachyrium scoparium (Michx.) Nash*
Common name: Little bluestem
County of collection: Hall County
Collection date: 6 August 2017
Collector's name: Joe Smith
Personal collection number: 37
Value & Importance: Livestock Forage: High, Wildlife Habitat: High,
Wildlife Food: Medium Or Life Span: Perennial
Or Season of Growth: Warm Season Or
Origin: Nature

- D-330-001 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book – A collection of 12 different plant mounts with 4 classified as high value, 4 as medium value and 4 as low value for livestock forage, wildlife habitat or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2009) on pages 3 through 6. Plants can consist of any combination of grasses, grass-like plants, forbs or shrubs. Assemble plant mounts in order of high, medium and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.
- D-330-002 Life Span Book – A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- D-330-003 Growth Season Book – A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- D-330-004 Origin Book – A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- D-330-005 Major Types of Range Plants Book – A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like and 3 shrubs.
- D-330-006 Range Plant Collection Book – A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.) Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

Division 330 – Displays

A. The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Refer to Scoresheet SF 259.

- D-330-007 Parts of a Range Plant Poster – Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner. Put your name and 4-H county on the back of the poster.

Division 330 – Boards

A. Boards should be no larger than 30" wide by 36" tall or if hinged in the middle a maximum of 60" wide by 36" tall. Boards should be adequately labeled. Refer to Scoresheet SF 260.

- D-330-008 Range Plant Board – Will include 25 range forage species important to a particular county.
- D-330-009 Special Study Board – A display of the results of a clipping study, a degree of use study, or a range site study, etc.
- D-330-010 Junior Rancher Board – This exhibit should include the ranch map with record book or an appropriate educational display on some phase of rangeland or livestock management.

DEPARTMENT H – ENTOMOLOGY

Division 800 – Entomology

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Specimens in display collections should be mounted properly and labeled with location and date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology manual online as a pdf file.

(<http://4h.unl.edu/web/4hcurriculum/entomology>). Find scoresheets and resources on web under State Fair Scoresheets (<http://4h.unl.edu/web/4h/statefair4h#entomology>)

Boxes are preferred to be not more than 12" high x 18" wide, and landscape orientation so they fit in State Fair display racks. Purchase of commercially-made boxes is allowed. All specimens must be from the collector.

- H-800-001 Entomology Display, First Year Project (Class 1) Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box. Scoresheet SF 186
- H-800-002 Entomology Display, Second Year Project (Class 2) Collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. About 25 species should be present from after July 1 of the previous year. Limit 2 boxes. Scoresheet SF186
- H-800-003 Entomology Display, Third Year or more project (Class 3) Collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. About 25 species should be present from after July 1 of previous year. Limit

of 3 boxes. Scoresheet SF186

H-800-004 Special Interest Display (Class 4).

Educational display developed according to individual interest and abilities. Each display should be self-explanatory so that the audience can understand it without help. Examples include a specialty collection from a specific insect group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles, etc.) or by subject (e.g. insect pests of corn, aquatic insects, insect mimicry). Other displays include a research project with a report, a journal of an entomological activity, a poster display, an insect scrapbook, or artwork). Research project reports should discuss methods, results and what was learned. Poster displays should be no larger than 22" x 28". Three-dimensional displays such as artwork, models, dioramas are restricted to a base area no larger than 22" x 28" and a height of no more than 24". Artwork should include brief information about the work. Scoresheet SF187

H-800-005 Insect Habitats (Class 5).

Habitats consist of any hand-crafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report must accompany the exhibit. Scoresheet SF188

H-800-006 Macrophotography (Class 6).

Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibits prints should be 8 1/2" x 11" and mounted on rigid, black 11" x 14" poster or matt board. Either orientation is acceptable. No frames are allowed. A short caption explaining the subject, printed on white paper, should be glued below the print on the poster or matt board. Scoresheet SF189

DEPARTMENT H – VETERINARY SCIENCE

Division 840 – Veterinary Science

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

The purpose of a Veterinary Science exhibit is to inform the public about a common health problem of animals or a veterinary science principle. Do not confuse veterinary science exhibit topics with animal husbandry, history or production topics.

A Veterinary Science exhibit may consist of a poster, notebook or a display. The exhibit may represent material from exhibitors enrolled in Animal Disease or Animal Health.

If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.

First-Aid Kits: Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, NO ANIMAL FIRST AID KITS WILL BE PERMITTED. Animal first aid kits submitted will be immediately disqualified and not shown.

Veterinary Science Posters: This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.

Veterinary Science Display: A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example skeleton; teeth; samples of leather, fur or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three ring binder or another bound notebook format.

Appropriate Veterinary Science Topics:

- Maintaining health
- Specific disease information
- Photographic display of normal and abnormal characteristics of animals
- Animal health or safety
- Public health or safety
- Proper animal management to ensure food safety and quality
- Efficient and safe livestock working facilities
- Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science

****Remember, since these are science displays, all references and information needs to be properly cited.****

Proper sources included but are not limited to: Professional journals and publications, professional AVMA accredited websites, interviews with Veterinarians and excerpts from Veterinary Educational Literature.