

FORESTRY

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1. The official reference for all forestry projects is the TREE IDENTIFICATION MANUAL (4-H 332) which was recently revised and is available from UNL Marketplace. Other helpful forestry reference includes Trees of Nebraska (EC92-1774-X), Leafing Out (4-H431) and Plant a Tree (EC17-11-80).
2. Display "boards" must be made from wood or wood composite, e.g., plywood, fiberboard, or masonite 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
3. Display "posters" must be made from a material, e.g., foam board or poster board that will stand upright without buckling and be no larger than 24" x 24".
4. Display "books" must measure no more than 16" x 16".
5. At least 5 of the 10 samples in Class 2, 3, 4, and 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.
6. Due to emerald ash borer infestation, no true ash species (Green Ash, White ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result in the project being disqualified.
7. 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 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.
8. How well the exhibitor follows the written directions for the exhibit is an important factor in judging.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hforestry>

Premier 4-H Science Award is available in this area.

- *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, wildfire, forest wildlife, or forest pests. The only requirement is that the display be no larger than 24" x 24" x 24". 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 10 different tree species. The display must include at least two samples each 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 any time 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 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. All collection must be done by the exhibitor.

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.

LEAF DISPLAY 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. Collector's name
7. Collection date
8. Collection location (Be specific, including state and county at the 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 to enhance educational value.

***D320003 Twig Display** - Display must include twig samples from at least 10 different tree species. The display must include at least two samples each 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. All collection must be done by the exhibitor.

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

TWIG DISPLAY LABELING - The label for each sample must include:

1. Common name
2. Scientific name
3. Leaf Arrangement for Broadleaf Trees
4. Collector's name
5. Collection date
6. Collection location (Be specific, including state and county at the minimum)

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

***D320004 Seed Display** - Collection 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. Seed samples should be free of insect or disease symptoms. Remember to display seeds, not fruit. For example, the seed of honey locust 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. All collection must be done by the exhibitor.

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.

SEED DISPLAY LABELING - The label for each sample must include:

1. Common name
2. Scientific name
3. Type of fruit, if known (e.g., samara, pod, nut, legume, etc.)
4. Collector's name
5. Collection date
6. Collection location (be specific, including state and county at a minimum)

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

***D320005 Wood Display** - 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 inches by 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collection must be done by the exhibitor.

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.

WOOD DISPLAY LABELING - The label for each sample must include.

1. Common name
2. Scientific name
3. Wood type (softwood or hardwood)
4. Collector's name
5. Collection date
6. Collection location (be specific, including state and county at a minimum)

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

***D320006 Cross Section Display** - Display a disc cut from a tree species listed in 4-H 332. The sample must be collected by the exhibitor, within one year of the fair judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.

CROSS SECTION OF A TREE LABELING - The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification:

1. Pith;
2. Heartwood
3. Sapwood
4. One growth ring (beginning and end)
5. Cambium
6. Bark

CROSS SECTION OF A TREE LABELING - A separate label attached to the back of the disc must include:

7. Common name
8. Scientific name
9. Tree classification (softwood or hardwood)
10. Age (of the cross section)
11. Collector's name
12. Collection date
13. Collection location (be specific, including state and county at a minimum)

***D320007 Parts of a Tree** - Prepare a poster, no larger than 24" x 24" that clearly identifies the main external parts of any tree.

PARTS OF A TREE

1. Trunk
2. Crown
3. Roots
4. Leaves
5. Flower
6. Fruit
7. Buds
8. Bark Identifying other internal parts, e.g., phloem, xylem, cambium, annual ring, pit, etc., is optional.

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** - Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4-H 332. 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.

LIVING TREE 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.

- *D320009 Forest Product Display** - Prepare a visual display and/or collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24" x 22" x 28". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22" x 28" and may be either vertical or horizontal. The contestant must identify what species of tree the product is derived from and where the product is harvested, grown, or otherwise collected. The product listed must be partially or fully derived from trees, if partial the approximate percentage should be articulated in the display.
- The goal of this exhibit is for students to learn that many products come from trees and forests and to explore one of these products through in-depth study.

Information about the tree or forest product: e.g., information about harvesting, processing, industry information, and environmental or other benefits may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

- Personal interviews with industry professionals are encouraged as a source of information.

- *D320010 Forest Health Display** – Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal or human-caused damage, or an abiotic issue such as weather damage. The display must be no larger than 24" x 24" x 24". Original photographs, drawings, samples, charts, posters, etc. can be used. Actual specimens are strongly encouraged but must be properly preserved, i.e., insects pinned or placed in vials of alcohol, leaves pressed, and dried. Posters submitted may be no larger than 24" x 24".
- Explain through the display what species of trees the health issue affects, diagnostic features of issue (symptoms in trees, identifying features of the pest, etc.) and management options
 - Include common and scientific names of trees and pests.
 - Supplemental information about the tree or forest health issue: e.g., origin, proliferation in Nebraska/United States, and physiological effects on the tree may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
 - Attach a separate label on the back of the display that includes the exhibitor's name and age.

- *D320011 Wildfire Prevention Poster**- Prepare a poster, no larger than 24" x 24" that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and/or land management actions. Attach a separate label on the back of the poster that includes the exhibitor's name and age.
- Supplemental information about wildfire prevention should be attached to the poster: e.g., frequency of wildfires in Nebraska/United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

- *D320012 Sustainable Landscape Diorama** – Box must be no larger than 24" x 24". The exhibit must show a Nebraska landscape that includes elements such as windbreaks, fields, pastureland, CRP, public lands, community/municipal landscapes. The goal of this exhibit is for students to articulate conservation and sustainability best-practices that can be implemented on a landscape, while addressing landowner and other stakeholder

interests.

- Label point/nonpoint sources of pollution, carbon sequestration, water-wise practices, wildlife prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama.
- Attach to the exhibit a brief report including supplemental information describing the diorama, defining conservation practices, and outlining opportunities for landscape improvements to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

***D320013**

Tree Planting Project Display – Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps take to continue care for the tree after initial planting. The display must be no larger than 24" x 24". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24" x 24". The tree must have been planted 60 days to 1 year before State Fair judging day. Students must obtain permission from necessary authorities and property owners before planting any trees.

- Labeling: the following information about the tree must be included in the display 1. Common name 2. Scientific name 3. Planting location 4. Planting date 5. Tree source 6. Planter's name 7. Proper tree planting steps 8 tree care (after planting).
- Supplemental information about the tree: e.g., why the species was chosen, 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 but should not exceed three printed pages of text. Cite sources of information.

WILDLIFE CONSERVATION

WILDLIFE AND HOW THEY LIVE

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1. Show what you did & learned - All exhibitors will show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
2. Proper Credit- Show proper credit by listing the sources of plans or other supporting information used in exhibits.
3. Whose Exhibit? - The exhibitor's name, address, and parent's or guardian's name must be on the back or bottom of all displays.
4. Wildlife & Wildlife Laws - "Animal" or "Wildlife" in the following classes includes wild fish, amphibians, reptiles, birds, or mammals. Please make sure you are following all wildlife laws.
5. Project Materials – Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H125), Geology, and Outdoor Adventure. Other resources include Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) ooudoornebraska.gov/afterschool/ and www.whep.org.
6. Board and Poster Exhibits -Mount all board exhibits on ¼" plywood, Masonite, or similar panel no larger than 24" x 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" x 28") but half size, 22" x 14", is recommended. Poster exhibits normally will be stapled in the corners for fair display and to prevent blowing in the wind.

Scoresheets, forms, contest study materials, and additional resources can be found at

<https://go.unl.edu/ne4hconservation-wildlife-shooting>

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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 behavior; and habitats. For more ideas, refer to project booklets.

- *D340001 Mammal Display** – Examples: life history or other facts about one type of wildlife; ow 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 behavior and habitats. (SF 154)
- *D340002 Bird Display** - Examples: life history or other facts about one type of wildlife; ow 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 behavior and habitats. (SF 154)
- *D340003 Fish Display** - Examples: life history or other facts about one type of wildlife; ow 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 behavior and habitats. (SF 154)
- *D340004 Reptile or Amphibian Display** - Examples: life history or other facts about one type of wildlife; ow 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 behavior and habitats. (SF 154)
- *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: 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; Show the role of predators, scavengers, insect eaters, or others in nature; Show how wildlife numbers (populations) change through the year; Show predation, competition, or other behavioral interactions of wildlife; Choose one kind of wildlife and make observations through a season or year, keep notes of inter-actions, then make a display of what you saw
- *D340006 Wildlife Tracks** – Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are 3 options. For all 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, but not required. 1) Option 1 should show plaster-of-paris tracks of five OR 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, waster, and space in addition to picture or illustration of the animal. (SF 158)
- *D340007 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". (SF 159)
- *D340008 Wildlife Diorama** –Exhibit must be no larger than 24" x 24". The exhibit might show a river corridor, wetland, and/or other area with wildlife habitat. Example: 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, ring-necked pheasants, 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. (SF 160)

- *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 particular 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 ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8 ½ x 11 paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them. (SF 161)
- *D340010 Wildlife Values Scrapbook** – Make a scrapbook about the various values of wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet 4H 125. (SF162)
- *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, 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).

WILDLIFE HABITAT

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- *D342001 Houses** – Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or 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, 3) any seasonal maintenance needed, 4) any evidence of your personal observation or experiences. Tips: Check NebGuide on bird houses and shelves. (SF 165)
- *D342002 Feeders/Waterers** – Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Include the following information: 1) the kinds of animals(s) for which the water/feeder is intended, 2) where and how the water/feeder should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: Check NebGuide on feeding birds. (SF 166)
- *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 kinds of animals you would like to attract. Draw an outline of the area and show what plants or another 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. (SF 167)

HARVESTING EQUIPMENT/FISHING

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- *D343001 Fish Harvesting Equipment** – Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), and lures.

Label all items displayed. Include in your exhibit the following information: the purpose of each item, when or where each item is used, and any personal experiences you have had with the item(s).

- *D343002 Build A Fishing Rod** – Rod building 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.

Include with the exhibit the following items as a brief attachment:

1. Explanation of cost of material/components, where materials/components were purchased, how made, and number of hours required for construction.
2. Label 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. Target must be under 48" x 48". The bullseyes must be 2', outer band must be 1' in diameter and can have up to 3 rings. The exhibit must be easy to store, durable and weather resistant. Include the purpose and rules of using your casting target.

- *D343004 Wildlife Harvesting Equipment Board exhibit.** Display of equipment used in harvesting wildlife. Examples: expended ammunition casing (no live ammunition permitted) steel traps, hide stretchers, fleshers, etc. For displays of shotgun, rifles, or bows, use drawings or pictures. Label all items displayed, the purpose of each item, when or where it is used, and any personal experiences you have 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.

TAXIDERMY

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- *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 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.

OTHER NATURAL RESOURCES

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- *D361001 Design Your Own Exhibit** in Natural Resources, Conservation, Geology or Ecology. This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. 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.

OUTDOOR ADVENTURES

Rules

1. Display posters must be made of material, e.g., foam board or poster board and measure no

- larger than 22" x 28". Poster material should be sturdy enough to hold display items.
2. Display exhibits other than poster can not be larger than 18" x 24".
 3. Journal/Binder exhibits measure no larger than 16" x 16".
 4. Consider neatness and creativity.

OUTDOOR ADVENTURES – LEVEL 2

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- *D341001 Poster** - Create a poster display no larger than 22" x 28". Topics may include, but not limited to one or more of the following: how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, "leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.
- *D341002 Journal/Binder** – Written report of actual, virtual, or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no large than 16" x 16".
- *D341003 Camping/Hiking Safety** – Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit. Exhibits measure no larger than 18" x 24".
- *D341004 Digital Media** - Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting a natural resource or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *D341005 Other Camping Items** – Must include what inspired the creation of the item, and its purpose. May include but are not limited to one of the following: nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no larger than 18" x 24".

OUTDOOR ADVENTURES LEVEL 3

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- *D341006 Poster** – Create a poster display, no larger than 22" x 28". Topics may include but not limited to one of the following: topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived). Collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.
- *D341007 Journal/Binder** – Written report of actual, virtual, or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.) Explain growth in project, challenged in leading a group, teaching others about wildlife and nature identification and "Leave No Trace." Exhibits measure no larger than 16" x 16".
- *D341008 Expedition Safety** – Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include but are not limited to travel-sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18" x 24".
- *D341009 Digital Media** – Use digital media to show video/slideshow/presentation of one of the

following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment, and getting it onto you teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.

- *D341010 Other Expedition Items** – Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions and nutritional facts included). Exhibits measure no larger than 18" x 24"

SHOOTING SPORTS

Shooting Sports is open to members enrolled in a 4-H shooting club and taught by a certified instructor.

Shooting Sports Rules:

1. The Cheyenne County Fair Shoot is opened to Shooting Sports members who have been in a club with a certified instructor and who have met the requirements described in the following paragraphs.
2. Shooters will be divided into age divisions:
Junior Division – 8 to 13 years old (Trap Junior Division must be 9 years old by Jan 1); Senior Division – 14 years and older.
Junior Division – 8, 9, 10; Intermediate – 11, 12, 13; Senior- 14 and older
3. All requirements must be met by July pre-fair registration to shoot at fair. All fair registration forms and qualifications must be turned into the Extension Office by pre-fair registration deadline, July 10.
4. To shoot at fair, you must meet the following safety and shoot requirements. All shooters must attend the scheduled safety class and pass the test provided by the shooting sports committee. This includes all shooters signed up for any discipline and from any club shooters. A test will be given at the safety class for each discipline that each shooter wants to participate in. Shooters unable to attend the county wide safety class may meet the requirements through a club with a certified shooting sports 4-H leader.
5. Any Shooter who has passed the hunter's safety course has met the 4-H safety requirements and is not required to attend a safety class.
6. Dress Code – Appropriate shoes are required – NO flip flops, sandals, or dress shoes. Exhibitors may wear caps, hats, or scarves for head wear. Ear and eye protection are mandatory for each exhibitor in trap. There will be no exceptions due to the safety factor.
8. All firearms will be inspected prior to the shoot by two judges who will have the final say on all questionable firearms. Unsafe firearms will be disqualified, not the 4-H member.
9. Shooting Sports instructors will have authority to set safety rules and regulations the day of the shoot and may disqualify any participant who endangers the safety of their fellow shooters or spectators.
10. All age divisions load their own firearms for trap. For the trap shoot, all age divisions will load their guns with a certified instructor present with each shooter in the Jr. Division. A shell holder or vest is mandatory for trap.
11. Telescopic sights shall not be allowed. No battery-operated sights allowed.
12. All safety and shoot qualifications will be at the discretion of the county superintendent and the main superintendents in each discipline.

Purple \$5.00 Blue \$ 4.00 Red \$3.00 White \$2.00

- D331016** **Shotgun Junior** – 9, 10, 11, 12, and 13 years old
- D331018** **Shotgun Senior** – 14 and older
- D331019** **Archery Junior Using Visual Aid** - 8, 9, 10 and 11 years old
- D331019** **Archery Senior Using Visual Aid** -12 & Older
- D331920** **Archery Junior Without Visual Aid** – 8, 9, 10 and 11 years Old

- D331021** **Archery Senior Without Using Visual Aid** - 12 and older
- D331022** **BB Gun Junior** – 8, 9, and 10 years old
- D331023** **BB Gun Senior** – 11 and older
- D331024** **Rimfire/.22**

Shooting Sports Exhibits

Purple \$ 3.00 Blue \$ 2.00 Red \$1.00 White \$.50

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, black powder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, nor live ammunition; 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. (SF253)
- *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. (SF254)
- *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. (SF255)
- *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 ½ x 11 paper. (SF256)
- *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. (SF257)
- *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. (SF258)
- *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 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers. (SF251)

***D347009 Community Vitality Display** – Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from. (SF 251)

***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. (SF250)