

**CLASS 292** - Vegetable &/or Herb Gardening History Interview - Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the report cover. SF

**CLASS 293** - Vegetable Seed Display - Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (Pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and cite references on where the scientific name information was found. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the display. SF

**CLASS 294** - World of Vegetables Notebook - Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names, pictures of plants from your garden or seed catalogs, tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the report cover or notebook. SF

## **DEPARTMENT D - CONSERVATION & WILDLIFE**

**Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00**

The word "Animal" or "Wildlife" in the following classes 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. Exhibitor's name, county, age must be on the back or bottom of all displays. For guidelines on specific projects, refer to appropriate project booklets. Displays should be made self-explanatory as possible so that viewers understand the educational points or what the exhibit is all about. All exhibitors are encouraged to show evidence of their personal field experiences 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. Show proper credit by listing the sources of plans or other supporting information used in exhibits. 4-H'ers enrolled in projects such as Bird Behavior, Fishing for Adventure, Amphibians, Wildlife Conservation, Environment 1, 2 or 3, and Shooting Sports can enter these classes.

Board and 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 standard size (22" x 28") but half size, 22" x 14", is recommended.

## **DEPARTMENT D, DIVISION 340 - CONSERVATION & WILDLIFE**

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. SF

**CLASS 1** - Mammal Display SF

**CLASS 2** - Bird Display SF

**CLASS 3** - Fish Display SF

**CLASS 4** - Reptile or Amphibian Display SF

**CLASS 5** - 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 directions of 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. 4) Show 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. SF

**CLASS 6** - Wildlife Tracks - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are three options. For all options, include a brief description of your experiences in making the tracks so the judge can better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required. 1) Option one should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. OR 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. OR 3) Option three 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. SF

**CLASS 7** - 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. SF

**CLASS 8** - 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 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. SF

**CLASS 9** - 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 the 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. The essay is between 100 and 1000 words long and typed, double spaced on 8 1/2 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

**CLASS 10** - Wildlife Values Scrapbook - Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125). SF

**CLASS 11** - 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). SF

#### **DEPARTMENT D, DIVISION 342 - WILDLIFE HABITAT**

**CLASS 1** - 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 a 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. SF

**CLASS 2** - Feeders/Waterers - 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. SF

**CLASS 3** - 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. SF

#### **DEPARTMENT D, DIVISION 343 - HARVESTING EQUIPMENT**

**CLASS 1** - 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) the 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). SF

**CLASS 2** - 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: Explanation of cost of materials/components, where materials/components were purchased and how many numbers 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. SF

**CLASS 3** - Casting Target - Make a casting target for exhibit and use, following guidelines on the reference sheet. Target must be under 36" x 36". The bullseyes/rings must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable and weather resistant. SF

**CLASS 4** - 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). SF

**CLASS 5** - 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. SF

#### **DEPARTMENT D, DIVISION 346 - TAXIDERMY**

**CLASS 1** - Tanned Hides or Taxidermy - Any legal fish, bird or other wild animal properly processed by the member. No requirements 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. SF

#### **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, nor live ammunition; however, information can be shared through pictures. Classes 4-9 can be entered by anyone in the conservation and wildlife area.

**CLASS 1** - 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. SF

**CLASS 2** - Storage Case - Any 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. SF

**CLASS 3** - Practice Game or Activity - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 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. SF

**CLASS 4** - Science, Engineering, Technology Advancements of Shooting Sports, Conservation or Wildlife 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. SF

**CLASS 5** - Healthy Lifestyles Plan - Include a shooter's, (hiker's, camper's, angler'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. SF

**CLASS 6** - 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, Conservation or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results. SF

**CLASS 7** - 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. SF

**CLASS 8** - Community Vitality Display - Explore the difference shooting sports, conservation, fishing 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. SF

**CLASS 9** - 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 findings in an interesting way for the public to learn from. SF

#### **DEPARTMENT D, DIVISION 361 - OTHER NATURAL RESOURCES**

**CLASS 1** - 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. 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. SF

**DEPARTMENT H, DIVISION 800 - ENTOMOLOGY**  
**Premium: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00**

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. All specimens must be from the collector.

Boxes are preferred to be 12" high x 18" wide and landscape orientation. Purchase of commercially made boxes is allowed.

4-H'er may enter only ONE of these classes: class 1, 2 or 3. All 4-H'ers in entomology may enter classes 4-8.

**CLASS 1** - Entomology Display (1<sup>st</sup> Year Project) collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box. SF

**CLASS 2** - Entomology Display (2<sup>nd</sup> Year Project) collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit 2 boxes. SF

**CLASS 3** - Entomology Display (3<sup>rd</sup> Year or more Project) collection to consist of a minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit of 3 boxes. SF

**CLASS 4** - Special Interest or Advanced Insect Display. Educational display developed according to personal interests and/or advanced identification capability. This also is an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.). SF

**CLASS 5** - Insect Habitats. Habitats consist of any hand-crafted objects, made of natural or artificial materials which are placed outdoors, and which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit. SF

**CLASS 6** - Macrophotography. Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8" x 10" or 8½" x 11" and mounted on rigid, black 11" x 14" poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board. SF