

Environmental Education & Earth Sciences - Department D

Conservation, wildlife and shooting sports gives 4-H members an opportunity to share their knowledge and field experience about conservation, wildlife, and shooting sports. When creating an exhibit make sure to take close account of the rules while taking into account the different laws that surround those areas.

General Rules:

A. **SHOW WHAT YOU DID & LEARNED**-All exhibitors must 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.

B. **PROPER CREDIT**-Show proper credit by listing the sources of plans or other supporting information used in exhibits.

Example to attach to your exhibit

Name: Chris Clover

County: Clover County

Age: 10

Field Experience, Study, or Observations:

I attended a 4-H workshop where we put out a food plot, and then made turkey calls. We played a game about attracting turkeys. Sometimes we acted like a female to draw in a tom turkey. Sometimes we acted like a lost baby turkey to call in a whole flock. I was able to use my turkey call and play the game successfully. While I never turkey hunted in person, I went on-line to research more turkey calls. I hope to turkey hunt someday, and I want to use a box call to hunt fall turkeys.

Credits/Source:

Information was obtained from Nebraska Game & Parks website

C. **WHOSE EXHIBIT?**-The exhibitor's name, county, and age must be on the back or bottom of all displays.

D. **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.

E. **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-H 125), Geology, and Outdoor Adventure. Other resources to include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) outdoornebraska.gov/afterschool/ and www.whep.org.

F. **BOARD AND POSTER EXHIBITS**- Mount all board exhibits on ¼" 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 by 28 inches) but half size, 22 by 14 inches, is recommended.

Eligibility

Exhibit must receive a purple ribbon at the county fair to be chosen to advance to the State Fair.

Quota

Maximum of 4 entries per class.

Each individual is limited to a total of four exhibits, each in a different class.

Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>.

Environmental Education & Earth Sciences - Department D

Division 343 – Harvesting Equipment

CLASS 1 FISH HARVESTING EQUIPMENT (Scoresheet SF168)

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:

1. the purpose of each item,
2. when or where each item is used,
3. any personal experiences you've had with the item(s).

CLASS 2 BUILD A FISHING ROD (Scoresheet SF169)

- 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.
- Include with the exhibit:
 - Explanation of cost of materials/components,
 - where materials/components were purchased,
 - how made, and
 - number of hours required for construction.
- 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, information, and neatness.

CLASS 3 CASTING TARGET (Scoresheet SF170)

Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2 feet, outer band must be 1 foot 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.

- CLASS 4 WILDLIFE HARVESTING EQUIPMENT BOARD EXHIBIT** (Scoresheet SF171)
- 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:
 - 1. the purpose of each item,
 - 2. when or where it is used, and
 - 3. any personal experiences you've had with the item(s).

- CLASS 5 INVENTING WILDLIFE/FISH HARVESTING EQUIPMENT, AID OR ACCESSORY** (Scoresheet SF168)
- 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.

Environmental Education & Earth Sciences - Department D Division 361 – Other Natural Resources

- CLASS 1 DESIGN YOUR OWN EXHIBIT IN NATURAL RESOURCES, GEOLOGY, CONSERVATION, OR ECOLOGY** (Scoresheet SF164)
- 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.

Environmental Education & Earth Sciences - Department D Division 341 – Outdoor Adventures- Level 2

RULES

- See general rules.
- 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.
- Display exhibits other than posters to be no larger than 18" X 24".
- Journal/Binder exhibits measure no larger than 16" X 16".
- Consider neatness and creativity.

CLASS 1 POSTER (SF281)

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.

CLASS 2 JOURNAL/BINDER (SF281)

Written report of 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 larger than 16" X 16".

CLASS 3 CAMPING/HIKING SAFETY (SF281)

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".

CLASS 4 DIGITAL MEDIA (SF281)

Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources 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.

CLASS 5 OTHER CAMPING ITEMS (SF281)

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".

Environmental Education & Earth Sciences - Department D Division 341 – Outdoor Adventures- Level 3

Rules

- See General Rules.
- 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.
- Display exhibits other than posters to be no larger than 18" X 24".
- Journal/Binder exhibits measure no larger than 16" X 16".
- Consider neatness and creativity.

CLASS 6 POSTER (SF281)

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.

CLASS 7 JOURNAL/BINDER (SF281)

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, challenges in leading a group, teaching others about wildlife and nature identification and "Leave No Trace." Exhibits measure no larger than 16" X 16".

CLASS 8 EXPEDITION SAFETY (SF281)

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"

CLASS 9 DIGITAL MEDIA (SF281)

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.

CLASS 10 OTHER EXPEDITION ITEMS (SF281)

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"

Environmental Education & Earth Sciences - Department D Division 347 - 4-H Shooting Sports Exhibits

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. Classes 004-009 can be entered by anyone in the conservation and wildlife area.

Class 1 Shooting Aid or Accessory (Scoresheet SF253)

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.

Class 2 Storage Case (Scoresheet SF254)

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.

Class 3 Practice Game or Activity (Scoresheet SF255)

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.

Class 4 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display (Scoresheet SF256)

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.

- Class 5 Healthy Lifestyles Plan (Scoresheet SF257)**
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.
- Class 6 Citizenship/Leadership Project (Scoresheet SF258)**
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.
- Class 7 Career Development/College Essay, Interview or Display (Scoresheet SF252)**
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.
- Class 8 Community Vitality Display (Scoresheet SF251)**
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.
- Class 9 Ag Literacy-Value Added Agriculture Interview or Research Project (Scoresheet SF250)**
Explore how traditional agricultural 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.

*** The following class is not eligible for State Fair consideration***

CLASS 901 Shooting Sports Poster Exhibits

This is an **educational** exhibit that demonstrates lessons learned in the Shooting Sports practice sessions.

Poster should not exceed 22" x 28" and may be either vertical or horizontal. Photographs, slides, charts, drawings may be used.

Examples of subjects for this exhibit:

- Parts of a bow or rifle.
- Explain the differences between pellet and BB rifle.
- Explain the different types of arrows - including shaft, tips.
- Explain the different types of bows.
- Demonstrate or explain the 11 Archery Shooting Steps.
- Demonstrate or explain the correct method for removing arrow from target.

Sarpy County Fair Shooting Sports Contest information is in the Contests section of the fair book.

Environmental Education & Earth Sciences - Department D Division 346 – Taxidermy

CLASS 1 TANNED HIDES (SF172)

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.
2. Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

CLASS 2 Taxidermy (SF172)

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

Environmental Education & Earth Sciences- Department D Division 340 – Wildlife and How They Live

- Classes 1-4 are board or poster exhibits.
- Display may show any aspect of wildlife, wildlife habitat, or related conservation. For more ideas, refer to the project booklets.
 - Examples: life history or other facts about one type of wildlife
 - How to manage wildlife on a farm or in town
 - Managing habitat for one kind of wildlife
 - Life requirements for one kind of wildlife during one season or through the year
 - Wildlife study methods
 - Wildlife behavior
 - Habitats

For more ideas, refer to project booklets.

CLASS 1 MAMMAL DISPLAY (SF154)

CLASS 2 BIRD DISPLAY (SF154)

CLASS 3 FISH DISPLAY (SF155)

CLASS 4 REPTILE OR AMPHIBIAN DISPLAY (SF156)

CLASS 5 WILDLIFE CONNECTIONS (SF157)

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 interactions, then make a display of what you saw.

CLASS 6 WILDLIFE TRACKS (SF158)

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 more kinds of wildlife along with a picture or illustration of each kind of animal.
(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. O
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.

CLASS 7 WILDLIFE KNOWLEDGE CHECK (SF159)

Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.

CLASS 8 WILDLIFE DIORAMA (SF160)

Exhibit 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 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.

CLASS 9 WILDLIFE ESSAY (SF161)

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 ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long, typed, double spaced, on standard size paper - 8 ½ x 11. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

CLASS 10 WILDLIFE VALUES SCRAPBOOK (SF162)

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 (4-H 125).

CLASS 11 WILDLIFE ARTS (SF163)

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.

Environmental Education & Earth Sciences - Department D

Division 342 – Wildlife Habitat

CLASS 1 HOUSES (SF165)

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, and 4) any evidence of your personal observations to experiences. Tips: check NebGuide on bird houses and shelves.

CLASS 2 FEEDERS/WATERS (SF166)

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 animal(s) for which the water/feeder is intended, 2) where are 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.

CLASS 3 WILDLIFE HABITAT DESIGN (SF167)

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.

