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**WELCOME TO
2024 MERRICK COUNTY FAIR
JULY 27 - 31
4-H, FFA & OPEN CLASS EXHIBITS**

Merrick County Fairboard-308-940-0884

Merrick County Extension Office-308-946-3843

**YOUR MERRICK COUNTY AGRICULTURAL
AND FAIR ASSOCIATION**

Russ Kucera.....President
Isaac Jefferson.....Vice President
Troy Wells.....Secretary
Brad Wells.....Treasurer

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Steve Melvin, Extension Educator
Cindie Hostler, Office Manager
Kara L. Wells, Extension Assistant
Sherry Siwinski, Office Aide

FAIR SUPERINTENDENTS

Emily Soll- 4-H Division
Miriam Wells – Open Class Farm Produce
Theresa Lawrence and Eddra Ritta – Open Class Floral
Karen Knight-Kutschkau and Jean Waggoner – Open Class
Needlework, Fine Arts & Misc.
Marie Jensen - Open Class Foods and Preservation
Mollie Nielsen - Open Class Poultry and Rabbits

2024 MERRICK COUNTY 4-H COUNCIL

Justin Ferris, President
Matt Mottl, Vice President
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Heath Reimers, Treasurer
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Jen Myers, At-Large Representative
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Lane Mottl, Jr. Leader West Representative
Londyn Fisher, Jr. Leader Central Representative
Brady Myers, Jr. Leader At-Large Representative

MERRICK COUNTY 4-H AMBASSADORS

Keir Albert 2023-2024
Shelby Hostler 2023-2024
Makenna Mottl 2024-2025
Chloe Jefferson 2024-2025

**RULES AND REGULATIONS
MERRICK COUNTY'S 73rd
FREE FAIR**

- 1) Exhibits will get their entry card at each department where they wish to enter articles.
- 2) Open Class entries should be made **Sunday, July 28, 1:00 - 4:00 p.m.**
- 3) 4-H static exhibits will be entered on **Thursday, July 25, 1:00 p.m. - 5:00 p.m., Friday July 26, 8:00 a.m.-5:00 p.m., and Saturday, July 27, 8:00 a.m. - 12:00 p.m.**
- 4) Livestock exhibits will be entered **Sunday, July 28**
 - Youth poultry and rabbits must be in place by 4:00 p.m. on **Saturday, July 27.**
 - Youth hogs must be in place by 11:00 a.m.
 - Youth sheep and goats must be in place by 1:00 p.m.
 - Youth market beef must be in place by 2:30 p.m.
 - Youth breeding beef must be in place by 3:30 p.m.
 - Youth bucket calves must be in place by 4:00 p.m.
- 5) No ribbon will be given out until animals are properly checked-in with the superintendent of that area. Animals are judged according to merit.
- 6) All livestock owners will have their pens cleaned by 8:00 a.m. each day and put pen cleanings in the designated area.
- 7) Exhibit building will be open Monday, Tuesday, and Wednesday from 8:00 a.m. - 9:00 p.m.
- 8) 4-H Static Exhibits may begin release at 8 p.m. on Wednesday. 4-H Livestock must not be removed until after midnight. Open Class exhibits will be released from 8:00 a.m. - 10:00 a.m. on Thursday. Premiums will be paid at that time for Open Class only.

4-H AND FFA DEPARTMENT

- 1) It is the policy of the University of Nebraska - Lincoln, Institute of Agriculture and Natural Resources and Merrick County 4-H Council not to discriminate based on sex, age, handicap, race, color, religion, marital status, veteran status, national or ethnic origin or sexual orientation.
- 2) All exhibits are at the exhibitor's risk. The Merrick County Ag Society and Merrick County 4-H Council are not responsible for any damage, loss or death to an exhibit or animal.
- 3) If a project item or animal is shown at another county's fair as a 4-H or FFA project, it is **NOT** eligible for competition in Merrick County. It will be disqualified.
- 4) Judges will place awards based on merit. They will be instructed to use the group method similar to the plan followed by the Nebraska State Fair, whereby exhibits of nearly equal merit will receive equal ribbons. The judge's decision will be final in all classes. Awards will be given according to the rules and regulations set forth in this premium list.

Purple - Superior Blue - Excellent Red - Good White - Needs Improvement Orange- Flops Lime Green- Afterschool Project

- 5) **4-H AGE REGULATIONS** - The age regulations for Merrick County 4-H membership as determined by the Merrick County 4-H Executive Council shall be that a member must be 8 years of age on December 31st of the previous year (turn 9 during the current year) and the last year of eligibility is 4-H age 18 on December 31st (or the calendar year the member becomes 19).
- 6) FFA members may exhibit livestock until the age of 21. Enrollment must be confirmed with the FFA Advisor. Annual quality assurance training through Youth for the Quality Care of Animals (YQCA) must be completed online at yqca.org by July 10.
- 7) 4-H and FFA members show together in livestock, crops, and plant science. The total number of animals shown is indicated at the beginning of each species area. 4-H and FFA will follow the rules according to this fairbook.

CLOVER KIDS GUIDELINES: Clover Kids classes can be found on page 66.

- a) The 4-H Clover Kid Program is for youth between the ages 5-7 years old by January 1 of the current calendar year. 4-H Clover Kid exhibitors must be enrolled as a 4-H member by June 15.
- b) Clover Kid animal exhibits are to be no more than six months of age and no more than 350 pounds at time of show, with the exception of small animals (dog, cat, etc.) Age, size, and temperament of animal projects must be appropriate for the exhibitor's age and size. Clover Kids will only show in showmanship classes, no market or breeding classes. The horse project is not available for Clover Kids.
- c) Clover Kids may exhibit at the county fair and participate in 4-H contests receiving special ribbons with a premium of \$1.00. However, they will not be eligible for participation in the Livestock Sale, and will not be considered for any incentive, championship, trophy, medal, or plaque competition on an individual basis. They will be considered as part of a club competition in such activities as herdsmanship, performing arts or club contest.

ELIGIBILITY REQUIREMENTS FOR EXHIBITORS: An exhibitor must be a 4-H member enrolled in the project they are exhibiting.

- 8) All 4-H exhibits that do not conform to the specs, rules and regulations set forth in this premium list will drop one ribbon placing.
- 9) Be sure to check the number of entries per project and entry number for each division. **All projects other than livestock have only one entry per class number.**
- 10) Premiums will be paid when the 4-H member submits a completed Achievement Application to the Ext. Office **by October 1**. Premium money will be available at the year-end 4-H Achievement Celebration. If premium money is not picked up by Dec 1, monies will be turned back to the Merrick County Ag Society.
- 11) An * indicates an exhibit is eligible for State Fair. All items eligible for State Fair must receive a purple ribbon. The last year of eligibility is the calendar year the member becomes 19 years of age.
- 12) All exhibitors showing any animals are required to wear the required 4-H/FFA T-Shirt, black/blue jeans, and closed toe shoes. Hats, caps or other headgear are prohibited. Exhibitors in the horse show will wear a long white sleeve shirt or blouse, dark blue jeans, boots, hat and a 4-H armband. The 4-H armband may be purchased for \$3.00.
- 13) An exhibit or exhibitor must be at least purple ribbon quality before a rosette or award is awarded, and the judge must deem it worthy of the award.
- 14) Substance Abuse - Use or possession of tobacco, alcoholic beverages, or drugs (except for medical purposes) by any exhibitor who is participating in 4-H/FFA at the Merrick County Fair will result in immediate disqualification of that exhibitor's entry.

15) PROTESTS

- a) The respective division superintendent has the authority to make appropriate decisions based on the Premium List, and these will be adhered to by all.
- b) A committee shall be appointed to serve as a protest group. They will meet daily if needed to act upon concerns. All protests must be submitted in writing and signed. Written protests must be submitted to the Extension Educator. He/She will then convene the committee for their deliberation.
- c) The written protest must include: **1)Names of persons involved. 2)Nature of concerns. 3)Situation and documentation. 4)Recommendations for correction. 5)Specific action, rule, etc. in question. 6)Additional persons committee may contact for further clarification. (two Fairboard, two 4-H Council) 7)Procedures and/or steps carried out by person involved prior to submission to the Extension Educator.**
- d) The committee will review the written protest. They may discuss the situation with affected persons and show officials to include county fair management if appropriate, to make a final decision. The committee will recommend appropriate action to management in writing. The recommendations will be followed and communicated both verbally and in writing to the group or individual affected.
- e) In case of protest the exhibitor may be allowed to show but results of showing will be subject to change based on the outcome of the protest process. This allows for smooth operation of the show and facilitates appropriate processing.
- f) The management reserves the right to withhold premium and/or award. The exhibitor may also be excluded from the show if action warrants.
- g) The appeals process is limited to the 4-H/FFA exhibitor, 4-H/FFA parent or registered 4-H volunteer leader.
- h) Protests will not be accepted after the exhibit is released from the 4-H Division.

- 16) **Member/Parent Code of Conduct**-Character Development is the cornerstone of the 4-H program, and therefore we expect all people involved with the 4-H program to exemplify the six pillars of character, which are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Please make yourself aware of these expectations.
- Treat members, parents, Extension staff, judges and others with respect, courtesy and consideration. Avoid and prevent put-downs, insults, name-calling, yelling and other verbal and non-verbal conduct likely to offend, hurt or set a bad example.
 - Model kindness and compassion for others and be a team member, discouraging selfishness.
 - Practice fair-mindedness by being open to ideas, suggestions, and opinions of others.
 - Obey laws and rules as an obligation of being a good citizen, and promote the responsible treatment of animals and stewardship of the environment.
 - Provide and maintain a safe environment, not carelessly or intentionally harming youth or adults in any way: verbally, mentally, or physically.

UNIVERSITY OF NEBRASKA - LINCOLN ACCOMMODATIONS

The University of Nebraska-Lincoln is committed to providing accommodations necessary to allow individuals with disabilities to function effectively and safely while participating in 4-H events. If you believe you may need accommodation, please contact Faculty/Staff Disability Services at access@unl.edu or call 402-472-3417.

UNIVERSITY OF NEBRASKA - EEO STATEMENT

Nebraska Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture. The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska - Lincoln and the United States Department of Agriculture.

**4-H PRE-FAIR ACTIVITIES AND
2024 MERRICK COUNTY FAIR**

All dates, times, and contest/show formats are subject to change.

February

- 13 (Tues.) 6:00 p.m. Junior Indoor Archery Contest - 4-H Building
 18 (Sun.) 1:30 p.m.-4:30 p.m. Market Beef Rate-of-Gain Weigh-Day - Central City Vet Clinic
 20 (Tues.) 6:00 p.m. Intermediate & Senior Indoor Archery Contest - 4-H Building

March

- 2 (Sat.) 2:00 p.m. Air Rifle Contest - 4-H Building

April

- 1 (Mon.) 6:30 p.m. Communication Contest - 4-H Building
 27 (Sat.) 1:00 p.m. Shotgun Contest - Sportsman’s Club

May

- 16 (Thurs.) 5 p.m.-7 p.m. Market Sheep & Goat Rate-of-Gain Contest Weigh-in - Indoor Arena
 31 (Fri.) 5:00 p.m. State Horse ID’s and Levels Testing **DUE** to the Ext. Office

June





- 1 (Sat.) 5:00 p.m. State Horse Entry Forms **DUE ONLINE**
 14 (Thur.) 5:00 p.m. **ALL 4-H and FFA** County Animal ID’s **DUE** to the Extension Office
ALL 4-H and FFA State Fair Livestock DNA Envelopes **DUE** to the Extension Office
 29 (Sat.) 9:00 a.m. Outdoor Archery Contest - Fairgrounds

July

- 10 (Mon.) 5:00 p.m. **ALL 4-H and FFA** Static, Animal, Clothing Pre-entries **DUE** to the Extension Office
ALL 4-H and FFA YQCA training complete Vaccination records **DUE** for cats, dogs and ferrets



July continued

- 20 (Sat.) 9:00 a.m. Fair Cleanup - Fairgrounds
9:00 a.m. Bicycle Rodeo Contest - Fairgrounds
11:00 a.m. Ice Cream Roll Contest - 4-H Building
- 23 (Tue.) 9:00 a.m. Clothing Construction & Fashion Show Judging - 4-H Building
7:30 p.m. 4-H Night and Performing Arts Contest - 4-H Building
- 25 (Thurs.) 1 p.m.-5 p.m. 4-H Static Check-in - 4-H Building
- 26 (Fri.) 8 a.m.-5 p.m. 4-H Static Check-in - 4-H Building
- 27 (Sat.) 6:30 a.m.-4 p.m. 4-H Food Stand Open
6 a.m.-7 a.m. Horse Show Check-in - Indoor Arena
7:00 a.m. Horse Show - Indoor Arena
8 a.m.-12 p.m. 4-H Static Check-in - 4-H Building
5 p.m.-7 p.m. Poultry & Rabbit Check-in - Annex Building
-  28 (Sun.) 8 a.m.-8 p.m. 4-H Food Stand Open, 4-H Building closed for Judging
8 a.m.-11 a.m. Hog Weigh-in & Check-in - Hog Barn
8:00 a.m. Rabbit Show - Indoor Arena
11:00 a.m. Poultry Show or 30-minutes after Rabbit Show - Indoor Arena
11 a.m.-1 p.m. Goat & Sheep Weigh-in & Check-in - Southside Livestock Barn
1 p.m.-4 p.m. Open Class Exhibit Check-in - 4-H Building
1 p.m.-2:30 p.m. Market Beef Weigh-in & Check-in - Northside Livestock Barn
2:30-3:30 p.m. Breeding Beef Check-in - Northside Livestock Barn
3:30-4 p.m. Feeder & Bucket Calf Check-in, **DUE** Bucket Calf Project Record Book - Northside Livestock Barn
4:30 p.m. Livestock Judging Contest - Indoor Arena
- 29 (Mon.)  7 a.m.-9 p.m. 4-H Food Stand Open, 4-H Building Open
7:00 a.m. Hog Show - Indoor Arena
1:00 p.m. Meat Goat Show - Indoor Arena
4:00 p.m. Sheep Show or 30-minutes after Meat Goat Show - Indoor Arena
- 30 (Tue.) 7 a.m.-9 p.m. 4-H Food Stand Open, 4-H Building Open
8:00 a.m. Beef Show - Indoor Arena
- 31 (Wed.)  7 a.m.-9 p.m. 4-H Food Stand Open
7:30 a.m. Dog Check-in - Vendor and Exhibitor Building
8:00 a.m. Dog Show - Vendor and Exhibitor Building
10:30 a.m. Dog Agility - Indoor Arena
11:30 p.m. Cat & Companion Animal Check-in Indoor Arena
12:00 p.m. Cat & Companion Animal Show or immediately following the Dog Agility Show - Indoor Arena
-  1:30 p.m. 4-H Overall Livestock Showman Contest - Indoor Arena
4:45 p.m. 4-H & FFA Member Group Picture - Indoor Arena
5:00 p.m. Livestock Sale - Indoor Arena
8:00 p.m. Release ALL Static Exhibits - 4-H Building

August

- 1 (Thur.) 1 a.m.-10 a.m. Release ALL Livestock
6 a.m.-10 a.m. Release ALL Poultry & Rabbit
7 a.m.-8:30 a.m. FREE EXHIBITOR & FAMILY BREAKFAST
sponsored by Central City Area Chamber of Commerce
8 a.m.-10 a.m. Release ALL Static Exhibits
12:00 p.m. Extension Office Closed - Fair Recovery
- 2 (Fri.) 8 a.m.-5 p.m. Extension Office Closed - Fair Recovery

4-H AND FFA SUPERINTENDENTS

- Air Pistol, Small Bore, Hunting Skills – *TBD*
- BB Gun & Rifle – *Matt Douglass, Phillip Johnson*
- Beef – *Kane Brandes, Ryan Kucera*
- Beyond the Needle, Fiber Arts, Quilt Quest – *Darcy Ray*
- Bicycle Rodeo – *Jen Myers*
- Cat & Companion Animal – *Mollie Nielsen*
- Clover Kids – *Jr. Leaders*
- Consumer & Family Science, Citizenship & Entrepreneurship, Safety, Photography – *Nikki Ferraro*
- Dog – *Kim & Travis Stuhmer*
- Fashion Show – *Kendra Jefferson, Jamie Wright*
- FFA – *Payden Woodruff, Jessica Brondel, Alex Stocker, Katie Hornung*
- Food & Nutrition – *Angela Blomstedt*
- Herdsmanship – *TBD*
- Hog – *Brian Jefferson, Isaac Jefferson*
- Home Environment – *Kelly & Doug McHargue*
- Horse – *Russ & Carolyn Kucera*
- Indoor Archery – *Sara Umstead, Brian Thomas*
- Livestock Judging Contest – *Payden Woodruff, Darcy Ray, Alex Stocker*
- Meat Goat & Sheep – *Craig Nelson, Jon Root*
- Outdoor Archery – *Aaron Blanchard*
- Overall Livestock Showman – *Alex Stocker, Chase Samuelson*
- Plant Science – *Bailey Jefferson*
- Rabbits & Poultry – *Mollie Nielsen*
- Sewing for Fun, STEAM Clothing 1, 2, 3, – *Amy Greving, Nicole Greving*
- Shotgun – *Craig Nelson, Aaron Heins*
- STEM & Conservation – *Beth Johnson*

THANK YOU TO THE FOLLOWING BUSINESSES & INDIVIDUALS FOR SPONSORING 2023 AWARDS & INCENTIVES

- AKRS Equipment
- Albert Acres Cattle Company
- Bank of Clarks
- Bill and Missy Hillmer Family
- Bill's Volume Sales
- Brandes Brothers, LLC
- Brian and Kendra Jefferson
- Central City FFA
- Central City Mall
- Central City Scale
- Central City Veterinary Clinic
- Central True Value Hardware
- Christensen Cattle Co.
- Citizens Bank & Trust Co.
- Cornerstone Bank
- Darrel Widman In Memory of Twila Widman
- Dennis & Vicki Valentine
- Dinsdale Bros. Inc.
- Dinsdale Express LLC
- Dr. Jerome and Doris Gacke
- Eagles Club
- Earl & Harriet Meyer Family Memorial
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- Farm Bureau Insurance Shannon Hannappel
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- Green Plains Renewable Energy Central City LLC
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- Mike & Tricia Schuller
- Miller Cattle Co.
- Mr. K Angus and T & E Angus
- Agricultural Institute of Nebraska Husker Harvest Days
- Nelson Brothers Fencing
- Palmer Local Market
- Platte River Riders 4-H Horse Club
- Nona Lechtenberg
- Root-Collins Club Lambs
- Runza Attn: Rex and Noah Luebbe
- Schank Memorial
- Silver Creek Mini Mart
- Simonson Show Goats
- State Farm Insurance
- Stoltenberg Irrigation, Inc.
- Sullivan Agency
- Supernaw Law Office
- The Dentist
- Tom & Eve Reimers
- Trav's U-Save Pharmacy
- Trico Heating and Air
- Vlcek Gardens, Inc.
- Walts Aerial Spraying
- Wegner Monument
- Wert Show Lambs
- You Are Worth It LLC

CONSERVATION, WILDLIFE & SHOOTING SPORTS

Superintendent Beth Johnson

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 pay close attention to the rules while taking into account the different laws that surround those areas.

- 1) Show What You Did and 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.
- 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, county and age must be on the back or bottom of all displays.
- 4) Wildlife and 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. Domestic animal (i.e. domestic livestock or house pets) and insect exhibits are not appropriate for this area.
- 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-H 125), Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) outdoornebraska.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 24x24". Poster exhibits should be on regular poster sheets, no larger than standard size (22x28") but half size, 22x14", is recommended.
- 7) Exhibit size - Exhibits other than poster/display board should not exceed 48x48" and be able to be moved by two people.

Example to attach to your exhibit
Name: Chris Clover Country: 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

WILDLIFE AND HOW THEY LIVE- one entry per class number.

- 1) Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. No domestic livestock, pets, or insects are allowed. For more ideas, refer to project booklets.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

***D-340-001.** Mammal Display

***D-340-002.** Bird Display

***D-340-003.** Fish Display

***D-340-004.** Reptile or Amphibian Display

***D-340-005.** Wildlife Connections - Board or poster exhibit. The purpose of this display is to show inter-connections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals, or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.

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

- *D-340-006.** Wildlife Tracks - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. 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. 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. 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. Option 3) should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to a 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 facilitate transportation and display; maximum size 24x24".
- *D-340-008.** Wildlife Diorama - exhibit must be no larger than 24x24". The exhibit might show 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, 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.
- *D-340-009.** Wildlife Essay - learn how to share educational information by writing. Choose a conservation or wildlife topic that interest 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 and typed, double spaced on 8½x11" paper. 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. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be in the Wildlife Conservation project booklet (4-H 125).
- *D-340-011.** 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 24x24". 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- one entry per class number.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

- *D-342-001.** Houses - Make a house for wildlife. Examples: birdhouse (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 or experiences. Tips: check NebGuides on bird houses and shelves.
- *D-342-002.** 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 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 NebGuides 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.

HARVESTING EQUIPMENT- one entry per class number.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

- *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) and lures. Label all items displayed. Include a brief explanation of purpose of each item and when or where it is used. Indicate any personal experiences you have had with the item(s).
- *D-343-002.** Build a Fishing Rod- Rod building 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: 1) Explanation of cost of materials/components, where materials/components were purchased, and how many number of hours required for construction. 2) Label all parts. 3) Necessary components which must be included are grip, line guides (based on manufacturer's specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately downrod. Guide wraps of size A to D, nylon, or silk thread. 4) Exhibit will be judged on: workmanship, labeling of parts, information, and neatness.
- *D-343-003.** Casting Target - make a casting target for exhibit and use. Target must be under 48x48". The bullseyes must be 2 feet, outerband must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable and weather resistant. Include the purpose and rules of using your casting target.
- *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: the purpose of each item, when or where it is used, and any personal experience you have 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.

TAXIDERMY- one entry per class number.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

***D-346-001.** Tanned Hides- Exhibit of a wild animal hide properly processed by the member. No requirement as to mounting but must meet the size requirement listed under General Rules. Include the animal's name and the following information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

***D-346-002.** Taxidermy- Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to mounting but must meet the size requirement listed under General Rules. Include the animal's name and the following information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

SHOOTING SPORTS- one entry per class number.

- 1) 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.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

***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 – 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.

***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 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.

***D-347-004.** 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 8½x11” paper.

***D-347-005.** 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.

***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 to 4-H Shooting Sports, Conservation, or Wildlife. 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-347-007.** 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 ½x11” paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

***D-347-008.** 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.

***D-347-009.** 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.

OTHER NATURAL RESOURCES- one entry per class number.

PREMIUM: Purple \$2.00; Blue \$1.50; Red \$1.00; White \$.50

***D-361-001.** 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 24x24". 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 - Level 1 – Hiking Trails

D-341-101 - Poster – Create a poster or display no larger than 22x28”. Topics may include, but not limited to one or more of the following: trail map(s) you have hiked, hiking essentials, your hiking adventures, wildlife or plants observed while hiking (birds, animal prints, butterflies, etc.), plan a hike, explain “Leave No Trace” and how this was followed during hiking, collection of photos from your hikes.

D-341-102 – Journal/Binder – Written report of actual, virtual or imagined trail(s) hiked with observations, OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping trip diary. Feathers, leaf or flower pressings must be securely attached if included. Photos or drawings of observations encouraged. Exhibits measure no larger than 16x16”.

D-341-103 – Hiking Safety – Must include explanation of use of item, why selected/purpose of item and how it meets hiking needs. May include, but are not limited to, one of the following: a compact hiking safety kit, homemade compass or homemade water purifier. Exhibits measure no larger than 18x24”.

D-341-104 – Hiking Adventure Game – Create a game of trails of outdoor adventures. Must be educational on one or more aspects of hiking, must include clear instructions as to the purpose and what can be learned by playing the game. Exhibits are no larger than 18x24

D-341-105 – Other Hiking Item(s) – Must include what inspired the creation of the item(s) and its purpose. May include, but are not limited, to one of the following: hiking backpack, nature art, nature poem or story, homemade hiking snack mix displayed in a resealable plastic bag (include why ingredients were selected and nutritional value). Exhibits measure no larger than 18x24”.

Outdoor Adventures - Level 2 - Camping Adventures

***D-341-001.** Poster - 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.

***D-341-002.** Journal/Binder - 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 16x16”.

***D-341-003.** 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.

***D-341-004.** Digital Media - 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.

***D-341-005.** 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.

Outdoor Adventures - Level 3 - Backpacking Expeditions

***D-341-006.** Poster - 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.

***D-341-007.** 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, challenges in leading a group, teaching others about wildlife and nature identification and “Leave No Trace.” Exhibits measure no larger than 16x16”.

***D-341-008.** 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.

***D-341-009.** 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.

***D-341-010.** 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 18x24”

ENTOMOLOGY - one entry per class number.

- 1) Entomology exhibits give 4-H'ers the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allows 4-H'ers to progress over numerous years.
- 2) Specimens in display collections should be mounted properly and labeled with location, date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual. Boxes are preferred to be 12x18 w, and landscape orientation, so they fit in display racks. Purchase of commercially made boxes is allowed. All specimens are to be pinned and labeled by the exhibitor. No purchased specimens allowed.

Learn the difference between and insect and a bug; Identify insect parts and know why each is important; Find and examine bugs and insects in the field; Design your own insect or create a home for an insect; Make an insect collection; Learn where to look for insects; Learn how to identify and classify insects; Complete an insect collection table; Plan an insect collection trip; Raise mealworms; Explore insect legs and collect insects with an extractor; Test ant food preferences; Conduct honey bee learning experiments; Record insect observations; Identify insect mouth types

PREMIUM: Purple \$2.50; Blue \$2.00; Red \$1.50; White \$1.00

***H-800-001.** First year project display consists of a collection of 25 or more different kinds (species) of insects representing at least 6 orders. Limit 1 box

H-800-009. Killing jar without killing liquid (follow directions in manual)

H-800-010. Relaxing jar (follow directions in manual)

H-800-011. Spreading board (follow directions in manual)

- H-800-012.** Collecting net (follow directions in manual)
H-800-013. Sweep net (following instructions in manual)
H-800-014. Scrapbook of insect stories, pictures, and news items.
H-800-015. Insect rearing cage.

Only one entry per class number

***H-800-002.** Second year project display consists 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.

PREMIUM: Purple \$4.00; Blue \$3.00; Red \$2.00; White \$1.00

- *H-800-003.** Third year or more project display consists 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 previous year. Limit 3 boxes.
- *H-800-004.** 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.).
- *H-800-005.** Insect Habitats- 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 describing activities must accompany the exhibit. Report should include placement, target insect, why materials were chosen, functional design, and indicators of success. See the following resources for reports: Nebraska Extension NebGuide: Creating a Solitary Bee Hotel (G2256); University of Minnesota: Wild Bees and Building Wild Bee Houses; National Wildlife Federation: How to Provide Water in Monarch Gardens
- *H-800-006.** Macro Photography- Subjects should be insects, spiders or other arthropods, or any nests, webs, or constructions they make. All exhibit prints should be either 8x10" or 8x11" and mounted on rigid, black 11x14" poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences to explain the subject and be printed on white paper and glued below the print on the poster or board.
- *H-800-007.** Insect Poster/Display Exhibits-Exhibits can be posters or 3D displays, artistic creativity is encouraged. Posters should be no larger than 22"x28 They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g., forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. 3D displays, such as dioramas, sculptures, models, or decorative boxes should have a page of explanatory information accompanying them and fit within a 22x28" area.
- *H-800-008.** Reports or Journals Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs, and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a beehive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.

FORESTRY- one entry per class number. This category provides 4-H'ers an opportunity to prepare displays that shows their expertise in many aspects of forestry. Involvement in this category will lead to expansion of seed, twig, wood, leaf, and tree knowledge for 4-H'ers. Participants would learn more about common Nebraskan trees. For more information about tree classification visit https://4hcurriculum.unl.edu/index.php/main/program_project/65

- 1) The official reference for all forestry projects is the Tree Identification Manual is available from the Merrick County Extension Office. Other helpful forestry references include Trees of Nebraska, Leafing Out and Plant a Tree.
- 2) Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, ¼" to ½" thick and no larger than 24x24". 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, (foam board or poster board) that will stand upright without buckling, and no larger than 24x24"
- 4) Display "books" must measure no more than 16x16".
- 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-H332. 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 of 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 of Emerald Queen Maple is *Acer platanoides* and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

8) How well the exhibitor follows written directions is an important factor in judging.
Learn to use a dichotomous key to classify trees; Identify common Nebraska trees

PREMIUM: Purple \$2.50; Blue \$2.00; Red \$1.50; White \$1.00

***D-320-001.** 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 products, forest wildlife or forest pests. The only requirement is that the display must be no larger than 24x24x24". 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.

***D-320-002.** Leaf Display - the leaf display must include samples of "complete leaves" from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves and conifer leaves. Leaves should be pressed, dried and mounted.

- 1) 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 the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by the exhibitor.
- 2) 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.
- 3) 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, state and county at a minimum) 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.
- 4) Supplemental information, e.g. general uses, common products, fall color, etc., may be included to enhance educational value.

***D-320-003.** Twig Display - The twig display must include samples from at least 10 different tree species. The display must include at least two samples opposite and alternate leaf arrangements from broadleaf trees.

- 1) 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.
- 2) Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags may be used to mount twigs, but be sure all features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.
- 3) 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, state and county at a minimum)
- 4) Supplemental information, e.g. general uses, tree characteristics, etc., may be included to enhance educational value.

***D-320-004.** Seed Display - The seed display must include seed samples from at least 10 different tree species.

- 1) 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 honeylocust is enclosed in a pod. Remove and display the seed, not just the pod itself. It is acceptable to display the fruit with the seed, but clearly label each. All collection must be done by the exhibitor.
- 2) 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.
- 3) 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, state and county at a minimum)
- 4) Supplemental information, e.g. maturity date, average number of seed in the fruit, etc., may be included to enhance educational value.

***D-320-005.** Wood Display - The wood display must include wood samples from at least 10 different tree species.

- 1) 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 4x4x4". Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. Collection must be done by the exhibitor.
- 2) 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.
- 3) 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, state and county at a minimum)
- 4) Supplemental information, e.g. common products, density, etc., may also be included with the display to enhance its educational value.

***D-320-006.** Cross-Section - a disc cut from a tree species listed in 4H 332. The sample must be collected, by the exhibitor, within one year of the judging day. The disc must measure 6" to 12" in diameter and 1" to 3" 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.

- 1) 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

- 2) 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, state and county at a minimum)

***D-320-007.** Parts of a tree - This project is only for ages 8-11- Prepare a poster, no larger than 24"x24" that clearly identifies the main external parts of a tree (Trunk, Crown, Roots, Leaves, Flowers, Fruit, Buds, Bark). Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age.

***D-320-008.** Living Tree Display – a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old. The display container must contain at least 8 inches of soil (potting mix or suitable natural soil), have a drainage hole(s), and a drain pan to catch drainage water.

- 1) 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.collector's name
- 2) 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.

***D-320-009.** 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 24x22x28". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22x28" 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.

- 1) 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.
- 2) 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.
- 3) Personal interviews with industry professionals are encouraged as a source of information.

***D-320-010.** 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 24x24x24". 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 24x24".

- 1) Explain through the display what species of trees the health issue affects, diagnostic features of the issue (symptoms in trees, identifying features of the pest, etc.), and management options.
- 2) Include common and scientific names of trees and pests.
- 3) 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.
- 4) Attach a separate label on the back of the display that includes the exhibitor's name and age.

***D-320-011.** Wildfire Prevention Poster - Prepare a poster, no larger than 24x24" 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.

- 1) 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

***D-320-012.** Sustainable Landscape Diorama - Box must be no larger than 24x24". 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.

- 1) Label point/nonpoint sources of pollution, carbon sequestration, water-wise practices, wildfire prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama.
- 2) 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.

***D-320-013.** 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 taken to continue care for the tree after initial planting. The display must be no larger than 24x24x24". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24x24". The tree must have been planted 60 days to 1 year before judging day. Students must obtain permission from necessary authorities and property owners before planting any trees.

- 1) 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)
- 2) 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.