

2022 SIOUX COUNTY FAIR BOOK



SIoux COUNTY FAIR YOUTH DIVISION

GENERAL RULES AND GUIDELINES

Revised: 2022

I. ELIGIBILITY: Youth Division

- a. ALL 4-H DIVISIONS except OPEN YOUTH LIVESTOCK CLASSES and FFA CLASSES.
- b. Must be enrolled in the Sioux County 4-H program
- c. Must be enrolled in the appropriate project.
- d. Non-4-H youth can enter in the Open Class division.

II. SIOUX COUNTY 4-H YOUTH HORSE SHOW

- a. Open to 4-H Exhibitors from any county.
- b. Show will adhere to Nebraska 4-H Horse Show Rules

III. OPEN YOUTH LIVESTOCK SHOW

- a. Show is open to all youth ages 5-18 by January 1st of the current year. Those youth ages 5-7 will be allowed to participate in given that an adult assists them and stays with them in the ring.
- b. Sioux County exhibitors will receive premiums based on their ribbon grouping.
- c. Out-of-county exhibitors will receive premiums based on their placing within a class. Premiums will be paid at the following rates:

	First	Second	Third	Fourth
Showmanship				
PeeWee & Junior	\$5.00	\$3.00	\$2.00	\$1.00
Intermediate	\$8.00	\$6.00	\$3.00	\$2.00
Senior	\$10.00	\$8.00	\$5.00	\$3.00
Other Classes	\$10.00	\$8.00	\$5.00	\$3.00

FAIR ENTRIES

I. LIVESTOCK

- a. All animals must be owned by the youth exhibitor or by the family or in the name of the ranch or farm.
- b. Each exhibitor shall be responsible for herdsmanship of their own exhibits, stall, or pen space and alley space.
- c. No professional groomers are permitted to help exhibitors.
- d. Animals should be shown by the exhibitor when possible. Substitute youth showmen must be approved by the show superintendent. Only animals entered by the exhibitor can be used for showmanship contests.

- e. Dress Code – Exhibitors showing beef, dairy, dairy goat, sheep, and swine are required to wear western clothing and hard sole shoes or boots. Horse exhibitors: See Horse Show Section.

II. GENERAL

- a. Any exhibitor who is found to have tampered with, doctored, or entered an exhibit that is not his/her work will forfeit any premium, ribbon, and cash prizes and exhibitor will be placed on probation. A second offense will cause disqualification from further competition or participation in the youth division of the Sioux County Fair.
- b. All entries must be entered and in place by the deadlines set by each division. This information is available at the County Extension Office and it will also be publicized BUT it is the exhibitor's responsibility to obtain information.
- c. The judges will place all creditable exhibits in each class into four ribbon groups according to excellence. These ribbon groupings include:
 - i. Purple – Superior
 - ii. Blue – Excellent
 - iii. Red – Good
 - iv. White – Satisfactory
- d. In case of no competition, the judge will decide which ribbon placing the exhibit deserves. Trophy winners and/or exhibits designated for State Fair should be purple ribbon quality.
- e. Fair prizes will be awarded to 4-H members at the Annual Fun Feed. Prizes will be considered for the following categories: Family and Consumer (home environment, heritage, consumer management, human development), Healthy Living (cooking, safety, food preservation), Clothing (shopping in style, beyond the needle, sewing), Visual Arts (photography, sketchbook crossroads, portfolio pathway), SET (entomology, welding, wood science, conservation, computers, robotics, rockets, etc.), and Plant Science (horticulture and range). Final discretion is up to the 4-H Council.
- f. For livestock shows, 4-H prizes will be awarded to Sioux County 4-H members at the Annual Fun Feed. The ribbons received will be turned into a point value (Champion 5 points plus points for ribbon color, Reserve 3 points plus points for ribbon color, Purple =5, Blue =3, Red =2, and White=1) then added together for a total and divided by maximum points possible to create a percentage. The Champion and Reserve Champion points will be added if a youth member receives a Champion or Reserve Champion designation for the division. For example: Champion Stocker Feeder, Breeding Heifer, Breeding Bull, Market Beef, Bucket Calf, Breeding Lamb, Market Lamb, Top Bird, etc.). The member with the highest percentage will receive the prize. If there is a tie, the member that placed the best in Showmanship will be the recipient.
- g. The superintendent will determine eligibility/ineligibility of an exhibit in their division. All ineligible items will not be judged or displayed.
- h. A member cannot enroll in the same 4-H project area in more than one county or state in the same year.
- i. State Fair Eligibility Requirements for Exhibitors: Only classes with an asterisk (*) in front of the number are eligible for State Fair entry. An exhibitor must be a 4-H member enrolled in the project in which they are exhibiting in the county which he/she represents. In classes where presence of the 4-Her is required for judging purposes, such as animal exhibits, judging contests, presentations, and fashion show, a 4-H member must be age 10 by January 1st of the current year. For classes where the presence of the 4-Her is not required, the exhibitor must be age 8 by January 1st of the current year.
- j. Interview Judging will be conducted on all 4-H Static Exhibit Projects.

III. NUMBER OF EXHIBITS PER CLASS

- a. Livestock and Horse – No limit on number of entries BUT an exhibitor cannot earn more than two premiums in each class.
- b. Home Economics – No limit at county level, but State fair entries are limited by the State Fair rules.

IV. EXHIBITOR RELEASE TIMES

- a. Art Hall – Released at 3:00 pm on the Sunday of Fair.
- b. Horses, livestock, and other animals released after respective shows.

V. PREMIUMS

- a. Premiums will be paid at the following rates to county youth.

Division	Purple	Blue	Red	White
Beef	\$15.00	\$12.00	\$7.00	\$3.00
Horse	\$5.00	\$3.00	\$2.00	\$1.00
Dairy Cattle	\$15.00	\$12.00	\$7.00	\$3.00
Sheep & Goats	\$5.00	\$3.00	\$2.00	\$1.00
Swine	\$8.50	\$6.50	\$3.50	\$2.00
Small Animals	\$5.00	\$4.00	\$3.00	\$2.00
Static Exhibits	\$5.00	\$4.00	\$3.00	\$2.00

Clover Kid Exhibits will each receive a \$1.00 premium.

VI. Protest Committee

- a. The respective division committee has the authority to make appropriate decisions based on the Sioux County Fair book, and these will be adhered to by all.
- b. A committee shall be appointed to serve as a grievance committee. They will meet when needed, to act upon concerns. All protests must be submitted in writing and signed.
- c. Written protests must be submitted to the county fair division committees.
- d. The written protest must include:
 - i. Names of persons involved
 - ii. Nature of concerns
 - iii. Situation and documentation

- iv. Recommendations for correction
 - v. Specific action, rule, etc. in question
 - vi. Additional person committee may contact for further clarification
 - vii. Procedures and/or steps carried out by person involved prior to submission to the fair superintendent
- e. 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, prior to making 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.
 - f. In cases 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.
 - g. The management reserves the right to withhold premiums and/or awards. The exhibitor may also be excluded from the show if action warrants.
 - h. Protests will not be accepted after the exhibit is released from the Sioux County Fair.

VII. Disclaimer of Responsibility for Exhibits at the Sioux County Fair

- a. Exhibits at the Sioux County Fair are entered and displayed at the risk of the exhibitor. University of Nebraska-Lincoln Extension in Sioux County, in association with the Sioux County Agricultural Society, accepts exhibits and will exercise due care to protect them. However, University of Nebraska-Lincoln Extension or the Sioux County Agricultural Society or the Sioux County 4-H Council cannot accept responsibility for loss or damage due to the conditions imposed by crowds, the arrangement of the buildings in which displays are housed and the number of exhibits. People who have exhibits of great sentimental and/or monetary value should carefully consider whether such exhibits should be exposed to the hazards of fair.
- b. While the greatest possible care will be exercised by the management to protect patrons of the county fair, each individual will be held personally responsible for any injury.

VIII. Drugs and Alcohol Policy

- a. Use or possession of alcoholic beverages or drugs (except for medical purposes) by any exhibitor who is participating in the youth section of the Sioux County Fair will result in immediate disqualification of that exhibitor's entry.

CONSERVATION, WILDLIFE, & SHOOTING SPORTS

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.

WILDLIFE AND HOW THEY LIVE

- A. Show what you did and learned: All exhibitors will show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
- 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 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" x 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" x 28") but half size, 22" x 14", is recommended. Poster exhibits normally will be stapled in the corners for fair display and to prevent blowing in the wind.

*D340001 **Mammal Display** - (SF154)

*D340002 **Bird Display** - (SF154)

*D340003 **Fish Display** - (SF155)

*D340004 **Reptile or Amphibian Display** - (SF156)

*D340005 **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:

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 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 inter-actions, then make a display of what you saw

- *D340006** **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 2) Option 2 should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. OR 3) Option 3 should show two tracks and include the animal’s habitat needs including preferred food, shelter, waster, and space in addition to picture or illustration of the animal.
- *D340007** **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”.
- *D340008** **Wildlife Diorama** – (SF160) – Exhibit must be no larger than 24” x 24”. The exhibit might show a river corridor, wetland, and/or other area with wildlife habitat. Example: show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, ring-necked pheasants, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.
- *D340009** **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 (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about ethics, proper behavior in the outdoors, hunting, or fishing. . The essay is between 100 and 1000 words long and typed, double spaced on 8 ½ x 11 paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
- *D340010** **Wildlife Values Scrapbook** – (SF162) - Make a scrapbook about the various values wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet (4-H 125).
- *D340011** **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, 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).

OUTDOOR ADVENTURES – LEVEL 1

- D341011** **Poster** – Create a poster or display no larger than 22” x 28”. Topics may include one of the following, but not limited to: 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.
- D341012** **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/flower pressings must be securely attached if included. Photos or drawings of observations encouraged.
- D341013** **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.
- D341014** **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.
- D341015** **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 re-sealable plastic bag (include why ingredients were selected and nutritional value).

OUTDOOR ADVENTURES – LEVEL 2

- *D341001** **Poster** – Create a poster display no larger than 22” x 28”. Topics may include, but not limited to one or more of the following; how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, “Leave No Trace” and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, part or trail clean up, sanitation/hygiene while outdoors or use of GPS.
- *D341002** **Journal/Binder** – Written report of actual, virtual or imaginary 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”.
- *D341003** **Camping/Hiking Safety** – Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit. Exhibits measure no larger than 18” x 24”.
- *D341004** **Digital Media** – Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting 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.
- *D341005** **Other Camping Items** – Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following; nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no larger than 18” x 24”.

OUTDOOR ADVENTURES – LEVEL 3

- *D341006** **Poster** – Create a poster display, no larger than 22” x 28”. Topics may include but not limited to one of the following; Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.
- *D341007** **Journal/Binder** – Written report of actual, virtual, or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and “Leave NO Trace”. Exhibits measure no larger than 16”x16”.
- *D341008** **Expedition Safety** – Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but are not limited to; travel sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18” x 24”.
- *D341009** **Digital Media** – Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *D341010** **Other Expedition Items** – Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a resealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18” x 24”.

WILDLIFE HABITAT

- *D342001** **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 or experiences. Tips: Check NebGuide on bird houses and shelves.
- *D342002** **Feeders/Waterers** – (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 and how the water/feeder should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: Check NebGuide on feeding birds.
- *D342003** **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.

HARVESTING EQUIPMENT/FISHING

- *D343001** **Fish Harvesting Equipment** – (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)
- *D343002** **Build A Fishing Rod** – (SF169) - Rod 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:*
1. Explanation of cost of material/components, where materials/components were purchased, and how many hours required for construction.
 2. Label all parts. Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon, or silk thread. Exhibit will be judged on: workmanship, labeling of parts, information, and neatness.
- *D343003** **Casting Target** – (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.
- *D343004** **Wildlife Harvesting Equipment Board exhibit** - (SF171) - Display of equipment used in harvesting wildlife. Examples: expended ammunition casing (no live ammunition permitted) steel traps, hide stretchers, fleshers, etc. For displays of shotgun, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information:
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)
- *D343005** **Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** – (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.

TAXIDERMY

- *D346001 Tanned Hides or 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: 1) The animal's name and 2) Information about the exhibitor's personal field experiences, study or observations that relate to the exhibit.

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, black powder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures.

- *D347001 Shooting Aid or Accessory** – (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.
- *D347002 Storage Case** – (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.
- *D347003 Practice Game or Activity** – (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.
- *D347004 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display** – (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.
- *D347005 Healthy Lifestyles Plan** – (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
- *D347006 Citizenship/Leadership Project** – (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, 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was and any results.
- *D347007 Career Development/College Essay, Interview or Display** – (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.
- *D347008 Community Vitality Display** – (SF251) - Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from.
- *D34709 Ag Literacy Value Added Agriculture Interview or Research Project** – (SF250) - 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

- *D361001 Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology** - (SF171) - This class is for educational exhibits about natural resources, conservation, wildlife, geology, 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.

Resources:

- 4-H Geology
https://4hcurriculum.unl.edu/index.php/main/program_project/208
- Amphibians – Identify native amphibians; Conduct field research; Learn about ecosystems
https://4hcurriculum.unl.edu/index.php/main/program_project/68
- Bird Behavior – Learn about different types of bird behavior; Start a lifetime bird list; Find out how to attract birds to backyards.
https://4hcurriculum.unl.edu/index.php/main/program_project/69
- Environment 1 – Learn the four elements of life; Build your own ecosystem; Construct a food web; Compost to reduce waste; Learn about habits
https://4hcurriculum.unl.edu/index.php/main/program_project/57
- Environment 2 – Describe the soil profile; Identify the basic parts of a flower; Explore life cycle of a product or food; Identify common animal tracks; Identify common animal tracks
https://4hcurriculum.unl.edu/index.php/main/program_project/58
- Environment 3 - Describe the six major biomes of the world; Make and use equipment for assessing water quality; State causes and consequences of soil erosion; Explore how your transportation choice have impact; Compare biodiversity of two sites
https://4hcurriculum.unl.edu/index.php/main/program_project/59
- Fishing For Adventure 1 – Develop angling skills; Create fishing tackle; Learn how to be a good steward of aquatic resources
https://4hcurriculum.unl.edu/index.php/main/program_project/70
- Fishing For Adventure 2 - Practice different types of casting; Learn the different characteristics of fish; Recognize the importance of water quality for fish habitats; Prepare a fish meal
https://4hcurriculum.unl.edu/index.php/main/program_project/71
- Fishing For Adventure 3 – Build a fishing reel; Make artificial flies and lures; Modify fishing equipment; Collect and identify aquatic insects
https://4hcurriculum.unl.edu/index.php/main/program_project/72
- Outdoor 1: Hiking Trails
https://4hcurriculum.unl.edu/index.php/main/program_project/210
- Outdoor 2: Camping Adventures
https://4hcurriculum.unl.edu/index.php/main/program_project/211
- Outdoor 3: Backpacking Expeditions
https://4hcurriculum.unl.edu/index.php/main/program_project/212
- Outdoor Skills
https://4hcurriculum.unl.edu/index.php/main/program_project/209
- Taxidermy
https://4hcurriculum.unl.edu/index.php/main/program_project/206
- Wildlife Conservation 1 – Learn about the history of wildlife conservation; Explore the values of wildlife to humans; Learn wildlife management terms
https://4hcurriculum.unl.edu/index.php/main/program_project/73
- Wildlife Conservation 2 – Learn about wildlife habitats; Make a nature diorama; Explore wildlife communities and ecosystems
https://4hcurriculum.unl.edu/index.php/main/program_project/74
- Wildlife Conservation 3 – Learn about the interface between people and wildlife; Explore why and how we manage wildlife; Learn about threatened and endangered species
https://4hcurriculum.unl.edu/index.php/main/program_project/75
- Wildlife Habitat Evaluation https://4hcurriculum.unl.edu/index.php/main/program_project/204

