
CONSERVATION & WILDLIFE

Premiums: Purple - \$1.25, Blue - \$1,
Red - \$.75, White - \$.50

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

GENERAL INFORMATION:

A. Show What You Did And Learned – all exhibitors are encouraged to 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.

C. Whose Exhibit? – the exhibitor's name, address, and parent's or guardian's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.

D. Wildlife & Wildlife Laws – “animal” or “wildlife” in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or parts.

E. Project Materials – related project booklets include Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4H 125) and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H4300)

F. Board and Poster Exhibits -

These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on ¼” plywood, masonite, or similar panel no larger than 24” high by 24” wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches is recommended.

G. Scoring: Sample score sheets are available at the Extension Office and on the web at <http://4h.unl.edu>

DIVISION 340 CONSERVATION & WILDLIFE

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife study methods; wildlife behavior (example: when nesting, finding food, moving, etc.); habitats (examples: grasslands, wetlands, river or stream corridors) and what wildlife is found there; habitat needs for a specific kind of wildlife. For more ideas, refer to project booklets.

Wildlife and How They Live (Classes 1-4)

1. + Mammal Display.

2. + Bird Display.

3. + Fish Display.

4. + Reptile or Amphibian Display.

5. + Wildlife Connections – board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.

Examples:

- 1) Food Chain Display – use pictures, drawings, or other items to illustrate the source of food energy and where it goes – who eats whom or what. Use arrows to show the 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 or with their habitat.
- 4) Show predation, competition, or other behavioral interactions of wildlife.
- 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- 6) For more ideas, refer to project booklets.

6. + Wildlife Tracks – Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks so the judge's better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.

Option 1 – show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. OR

Option 2 – show more than one plaster-of-paris track 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.

7. + Wildlife Knowledge Check – use electrical circuits, pictures, or other methods of teaching wildlife identification and display; maximum size 24 x 24 inches. Example: prepare a list of animals and questions about where each would most likely live. Rabbits – brushy areas along field borders; ducks – marshes, etc.

8. + Wildlife Diorama – box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for species such as meadowlarks, greater prairie-chicken, lark, bunting grasshopper, sparrows, ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

9. + Wildlife Essay – learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting, fishing, or ethics and proper behavior for hunting and fishing. For other ideas, refer to project booklets.

The essay should be between 100 and 1000 words long and should be typed, double spaced, or written so that it can be easily read. Standard size paper (8 ½ x 11) format is preferred. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

10. + Wildlife Values Scrapbook – make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

11. + Wildlife Arts – the purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, and wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24” x 24”. For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what the exhibit is meant to show).

DIVISION 342 WILDLIFE HABITAT

1. + Houses – make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house. No insect houses. Make the house functional so that dimensions, whole size, etc. are appropriate to fit the intended species’ need. 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. Tip: check NebGuide on bird houses and shelves.

2. + Feeders/Waterers – make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information: 1) where and how the feeder or waterer should be located for best use and 2) how it should be maintained. Tip: check NebGuide on feeding birds.

3. + Wildlife Habitat Design – board or poster exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant’s Manual (NE 4H4300).

DIVISION 343 HARVESTING EQUIPMENT

1. + Fish Harvesting Equipment – board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), and lures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where each item is used in relation to other equipment, and 3) any personal experiences you’ve had with the item(s).

2. + Build a Fishing Rod – build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instruction are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches in length. Exhibit must be mounted on a board and labeled with the member’s name, county and class. Include with the exhibit the following items as a brief attachment: 1) Explanation of cost of materials/components, where materials/components were purchase, how made, and number of hours required for construction. 2) Identify all parts. Necessary components which must be included are grip, line guides (based on manufactures specifications) guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk

thread. Exhibit will be judged on: workmanship, labeling of parts (guides, etc.) correct information, and neatness.

3. + Casting Target – make a casting target for exhibit and use, following guidelines in the project booklet, Fishing For Adventure Project Manuals.

4. + Wildlife Harvesting Equipment – board exhibit. Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where it is used in relation to other equipment, and 3) any personal experience you've had with the item(s).

DIVISION 346 TAXIDERMY

1. + Tanned Hides or Taxidermy – any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: 1) the animal's name, and 2) information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

DIVISION 361 OTHER NATURAL RESOURCES

1.+ Design Your Own Exhibit in Natural Resources, Conservation, or Ecology – this class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

DEPARTMENT D FORESTRY

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DIVISION 320 FORESTRY

The official reference for all forestry projects is The Tree Identification Manual (4-H 332) which was recently revised and is available for purchase from UNL Marketplace (<http://marketplace.unl.edu/ne4h/tree-identification-manual-691.html>). Other helpful forestry references include Trees of Nebraska (EC92-1774-X), Leafing Out (4H431) and Plant a Tree (EC17-11-80). Display boards must be made from wood or wood composite e.g. plywood, fiberboard, or masonite, 1/4" to 1/2" thick and no larger than 24"x24". Display boards may be coated, e.g. painted or varnished on both sides to prevent warping.

Display posters must be made of a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".

Display books must measure no more than 16" x 16".

At least 5 of the 10 samples in Class 2, 3, 4, and 5 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different species. For example, Emerald Queen Maple and Crimson King Maple are 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.

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 and common names, 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.

Another important judging factor is how well the exhibitor follows the directions for the exhibit class.

1. + 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, forest fire, forest products, forest wildlife, or forest pests. The only requirement is that the display be no larger than 24 inches by 24 inches by 24 inches. 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.

2. + Leaf Display – This display should 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.

Collection: Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer.

Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. 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.

Mounting: Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, e.g. wire, glue, tape, staples or plastic bags, but be sure all their features can be clearly identified.

Labeling: The label for each sample must include:

- 1.) common name
- 2.) common scientific name
- 3.) leaf type (broadleaf, needle-like, scale-like, awl-like)
- 4.) leaf arrangement for broadleaves (opposite, alternate, whorled),
- 5.) leaf composition for broadleaves (simple, compound)
- 6.) exhibitor name
- 7.) collection date
- 8.) collection location (be specific –state and county at a minimum)
- 9.) The above information is required.

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.

- 10.) Supplemental information, e.g. general uses, common products, fall color, etc., may be included with the display to enhance its educational value.

3. + Twig Display – this display must include twig samples from 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.

Collection: Twig samples should be collected during the dormant season (Nov – Apr) 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 Mounting: Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples or plastic bags may be used to mount twigs, but be sure all the features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.

Labeling: The label for each sample must include:

- 1.) common name
- 2.) scientific name
- 3.) leaf arrangement for broadleaves (opposite, alternate, whorled)
- 4.) exhibitor's name
- 5.) collection date
- 6.) collection location (be specific – state and county at a minimum).

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

4. + Seed Display – The seed display must include seed samples from at least 10 different tree species.

Collection: Tree seeds should be collected at the time of year when they are 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. Collect seeds that are free of insect or disease symptoms. Remember to display the seeds, not fruit. For example, the seed of honey locust is enclosed in a pod, remove and display the seed not just the pod. It is acceptable to display the fruit with the seed, but clearly label each.

Mounting: Seeds may be displayed in a variety of ways, e.g. mounted on a display board, displayed in jars in a rack, etc., but they must be securely mounted and easily viewed. . Be as creative as you like.

Labeling: The label for each sample must include:

- 1.) common name
- 2.) scientific name
- 3.) type of fruit, if known (example – samara, pod, nut, legume, etc.)
- 4.) exhibitor's name
- 5.) collection date
- 6.) collection location (be specific –state and county at a minimum) Supplemental information, e.g. maturity date, average number of seeds in the fruit, etc. may be included with the display to enhance its educational value.

5. + Wood Display – The wood display must include wood samples from at least 10 different tree species.

Preparation: Samples may be of any shape, e.g. sections -from a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc., but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be no larger than 4 inches by 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional.

Mounting: Samples may be displayed in a variety of ways, but they must be securely mounted and easily viewed. For example, wood samples may be mounted on a display board or displayed in a box or rack.

Be as creative as you like.

Labeling: The label for each sample must include:

- 1.) common name
- 2.) scientific name
- 3.) wood type (softwood or hardwood)
- 4.) exhibitor's name
- 5.) collection date

- 6.) collection location (be specific –state and county at a minimum)
- 7.) Supplemental information e.g. common products, wood density, etc. may be included with the display to enhance its educational value.

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

Labeling: The following parts must be clearly and accurately labeled identified on the cross section with pins, paper tags, or some other form of identification.

- a.) pith
- b.) heartwood
- c.) sapwood
- d.) one growth ring (beginning and end)
- e.) cambium
- f.) bark

A separate label attached to the back of the disc must include:

- 1.) common name
- 2.) scientific name
- 3.) tree classification (softwood or hardwood)
- 4.) age (of the cross section)
- 5.) exhibitor's name
- 6.) collection date
- 7.) collection location (be specific –state and county at a minimum)

7. + Parts of a Tree – This project is only for ages 8-11. Prepare a poster, no larger than 24 x 24 inches, that clearly identifies the main external parts of any tree:

- a) Trunk
- b) Crown
- c) Roots
- d) Leaves
- e) Flowers
- f) Fruit
- g) Buds
- h) Bark

Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a label on the back of the poster that includes the exhibitor's name and age.

8. + Living Tree Display – Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on Fair judging day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil); have drainage holes, and a drain pan to catch drainage water.

Labeling: The waterproof label must be attached and include:

- 1.) common name
- 2.) scientific name
- 3.) seed treatments (if any)
- 4.) planting date
- 5.) emergence date

- 6.) exhibitor's name
- 7.) Supplemental information about the tree, such as 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.