

### PREMIER QUILT /Scoresheet SF208A/:

- Entire quilt is the **sole work** of the 4-H Member, including quilting (hand or machine). The youth may receive guidance but no one else may work on the quilt. Tied quilts are not eligible for this class.

Class 80 Hand quilted

Class 81 Sewing machine quilted

Class 82 Long arm quilted: Non computerized/hand guided

Class 83 Long arm quilted: Computerized

## ENVIRONMENTAL EDUCATION & EARTH SCIENCE

### CONSERVATION, WILDLIFE & SHOOTING SPORTS

#### CONSERVATION, WILDLIFE & SHOOTING SPORTS GUIDELINES

- Conservation, wildlife and shooting sports give 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.
- **Show What You Did and Learned:** All exhibitors must show evidence of their personal field experiences, studies or observations that relate to their exhibit. This helps judges understand what the 4-H Member did and learned in the process that led to the exhibit.
- **Proper Credit:** Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- **Exhibitor Info:** The exhibitor's name, county, and age must be on the back or bottom of all displays.
- **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.
- **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), [www.outdoornebraska.gov/afterschool/](http://www.outdoornebraska.gov/afterschool/) and [www.whep.org](http://www.whep.org)
- **Nebraska Extension Publications:** <https://extensionpubs.unl.edu/>
- **Board and Poster Exhibits:** Mount all board exhibits on ¼" plywood, Masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" by 28") but half size, 22" by 14", is recommended.
- **Exhibit Size:** Exhibits other than poster/display board should not exceed 48" x 48" and be able to be moved by two people.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>
- Educational Resources can be found at:
  - 22 Rifle: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/186](https://4hcurriculum.unl.edu/index.php/main/program_project/186)
  - Air Pistol: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/187](https://4hcurriculum.unl.edu/index.php/main/program_project/187)
  - Air Rifle: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/188](https://4hcurriculum.unl.edu/index.php/main/program_project/188)
  - Archery: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/189](https://4hcurriculum.unl.edu/index.php/main/program_project/189)

- BB Gun: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/190](https://4hcurriculum.unl.edu/index.php/main/program_project/190)
- Hunting Skills: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/191](https://4hcurriculum.unl.edu/index.php/main/program_project/191)
- Muzzleloader: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/203](https://4hcurriculum.unl.edu/index.php/main/program_project/203)
- Shotgun: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/192](https://4hcurriculum.unl.edu/index.php/main/program_project/192)
- Smallbore Pistol: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/193](https://4hcurriculum.unl.edu/index.php/main/program_project/193)

#### DEPT. D / DIV. 340

#### WILDLIFE AND HOW THEY LIVE

##### GENERAL INFORMATION /Scoresheets SF154-163/:

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife habitat, or related conservation. No domestic livestock, pets, or insects allowed. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

Class 1 Mammal Display /SF154/

Class 2 Bird Display /SF154/

Class 3 Fish Display /SF155/

Class 4 Reptile or Amphibian Display /SF156/

Class 5 Wildlife Connections /SF157/: Board or Poster Exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Display 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 interactions, then make a display of what you saw.

Class 6 Wildlife Tracks /SF158/: Board or diorama-type 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: Show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. OR
- 2) Option 2: Show two or more plaster-of-paris tracks of one specific kind of wildlife and include a picture or illustration of the animal, what the animal may eat, and what may eat the animal OR

- 3) Option 3: Show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.
- Class 7 Wildlife Knowledge Check [SF159]: Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24" x 24".
- Class 8 Wildlife Diorama [SF160]: Exhibit must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.
- Class 9 Wildlife Essay [SF161]: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (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 1/2" x 11" paper. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.
- Class 10 Wildlife Values Scrapbook [SF162]: Make a scrapbook about the various values of wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet.
- Class 11 Wildlife Arts [SF163]: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

## DEPT. D / DIV. 341

### OUTDOOR ADVENTURES

[Scoresheet SF281]

#### LEVEL 2

- Class 1 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.
- Class 2 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 or drawing of observations encouraged. Exhibits should measure no larger than 16" X 16".
- Class 3 Camping/Hiking Safety: Must include explanation of use of

- item and why selected/purpose, and 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.
- Class 4 Digital Media: Use digital media to show a video/ slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- Class 5 Other Camping Items: 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.

#### LEVEL 3

- Class 6 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.
- Class 7 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 should measure no larger than 16" X 16".
- Class 8 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 guide, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety.
- Class 9 Digital Media: Use digital media to show a video/ slideshow/presentation of one of the following, but not limited to: building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- Class 10 Other Expedition Items: 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 should measure no larger than 18" X 24".

## DEPT. D / DIV. 342

### WILDLIFE HABITAT

[Scoresheets SF165-167]

- Class 1 Houses [SF165]: Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house; no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:
- 1) The kinds of animal(s) for which the house is intended;
  - 2) Where and how the house should be located for best use;
  - 3) Any seasonal maintenance needed; and
  - 4) Any evidence of your personal observations or experiences.
- \*Tip: Search Nebraska Extension Publications for bird houses and shelves.
- Class 2 Feeders/Waterers [SF166]: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. 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.

\*Tip: Search Nebraska Extension Publications for feeding birds.

- Class 3 Wildlife Habitat Design Board or Poster Exhibit [SF167]: 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.

## DEPT. D / DIV. 343

### HARVESTING EQUIPMENT

[Scoresheets SF168-171]

- Class 1 Fish Harvesting Equipment [SF168]: Board Exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed.

Include in your exhibit the following information:

- 1) The purpose of each item;
- 2) When or where each item is used;
- 3) Any personal experiences you've had with the item(s).

- Class 2 Build a Fishing Rod [SF169]: Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96" length. Exhibit must be mounted on a board.

Include with the exhibit:

1. Explanation of cost of materials/components, where materials/components were purchased, how many hours were 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.
3. Exhibit will be judged on: workmanship, labeling of parts, information, and neatness.

- Class 3 Casting Target [SF170]: Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseye must be 2 feet, outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.

- Class 4 Wildlife Harvesting Equipment [SF171]: 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 experiences you've had with the item(s).

- Class 5 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 adjustment you made.

## DEPT. D / DIV. 346

### TAXIDERMY

[Scoresheet SF172]

- Class 1 Tanned Hides: Exhibit of a wild animal hide properly processed by the member. Include the animal's name and the following information about the exhibitor's personal field experiences, study, OR observations that relate to the exhibit.
- Class 2 Taxidermy: Any legal fish, bird, or other wild animal properly processed by the member. Include the animal's name and the following information about the exhibitor's personal field experiences, study, OR observations that relate to the exhibit.

## DEPT D / DIV. 361

### OTHER NATURAL RESOURCES

- Class 1 Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology [SF164]: This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

## DEPT. D / DIV. 347

### SHOOTING SPORTS

GENERAL INFORMATION [Scoresheets SF250-258]:

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

- Class 1 Shooting Aid or Accessory [SF253]: Any item which helps the shooter/hunter better perform their sport. Examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.

- Class 2 Storage Case [SF254]: Any item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows. Examples: soft sided shotgun case, quivers, firearm safe. Include your design, or plans you adapted. Explain how the storage case is used.

- Class 3 Practice Game or Activity [SF255]: Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.

- Class 4 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display [SF256]: Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½" x 11" paper.

- Class 5 Healthy Lifestyles Plan [SF257]: Include a shooter's/hiker's/camper's/angler's diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.

- Class 6 Citizenship/Leadership Project [SF258]: Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.

- Class 7 Career Development/College Essay, Interview or Display [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 1,000 words and should be on 8 ½" x 11" paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

- Class 8 Community Vitality Display [SF251]: Explore the difference shooting sports, conservation, fishing, and hunting make in

keeping Nebraska vibrant, especially in rural areas. Present facts and research in an interesting way for the public to learn from.

- Class 9 Ag Literacy-Value Added Agriculture Interview or Research Project [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.

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# ENTOMOLOGY

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## ENTOMOLOGY GUIDELINES

- Entomology exhibits give 4-H Members the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allow 4-H Members to progress over numerous years. For help getting started with this project contact your county 4-H extension office.
- 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 12" high X 18" wide, and landscape orientation.
- Purchase of commercially-made boxes is allowed.
- All specimens are to be pinned and labeled by the exhibitor. No purchased specimens allowed.
- No projects over 50 pounds allowed.
- Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hentomology>
- Educational materials can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/61](https://4hcurriculum.unl.edu/index.php/main/program_project/61)
- Nebraska Extension Publications:**  
<https://extensionpubs.unl.edu/>  
\*Tip: Search Nebraska Extension Publications for Creating a Solitary Bee Hotel

## DEPT. H / DIV. 800

### ENTOMOLOGY

#### GENERAL INFORMATION [Scoresheets SF186-191]:

- Learn the difference between an 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 or create a home for an insect; Make an insect collection; Learn how to identify and classify insects; Complete an insect collection table; Record insect observations.

- Class 1 Entomology Display-First Year Project [SF186]: Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- Class 2 Entomology Display-Second Year Project [SF186]: Collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit 2 boxes.
- Class 3 Entomology Display-Third or More Year Project [SF186]: Collection to consist of 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.
- Class 4 Special Interest or Advanced Insect Display [SF187]: Educational display developed according to personal interests and/or advanced identification capability. This is also 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 insets 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, insect from goldenrod, insect pollinators, etc).

- Class 5 Insect Habitats [SF188]: Habitats consist of any hand-crafted objects, made of natural or artificial materials, to be 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.
- Class 6 Macrophotography [SF189]: Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8" x 10" or 8 1/2" x 11" and mounted on rigid, black 11"x14" poster or mat board. Either orientation is acceptable. No frames or mat board framing are allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board.
- Class 7 Insect Poster/Display Exhibits [SF190]: Exhibits can be posters or three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22" x 28". 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. Three-dimensional displays, such as dioramas, sculptures, models or decorative boxes should have a page of explanatory information accompanying them and fit within a 22" x 28" area.
- Class 8 Reports or Journals [SF191]: 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.

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# FORESTRY

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## FORESTRY GUIDELINES

- This category provides 4-H Members an opportunity to prepare displays that show 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 Members. In addition, participants would learn more about common Nebraskan trees.
- 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: <https://marketplace.unl.edu/ne4h/4h332.html>