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DEPARTMENT D - ENVIRONMENTAL EDUCATION & EARTH SCIENCE

DRESS CODE -

Please follow the dress code for your county as noted in the "General Rules and Regulations" section of this fair book.

ENTRIES PER EXHIBITOR -

County Entries - No limit to number of exhibit per class unless otherwise noted in class description.

State Fair - State Fair has limits to entries per exhibitor and could be different in each division (please refer to the Nebraska State Fair Book).

IMPORTANT – There is **NOT** a **County Only Section** in the Fair book. There will either be a **CF** or **SF** in front of every **Class Number**.

- **CF:** means that exhibit is **ONLY** eligible to be exhibited at the **County Fair**.
- **SF:** means that exhibit if **CHOSEN** at County Fair is eligible to advance to **State Fair**.

DEPARTMENT D - FORESTRY

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. In addition, participants would learn more about common Nebraskan trees. For more information about tree classification visit this website

https://4hcurriculum.unl.edu/index.php/main/program_project/65

Rules

1. 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. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), [Leafing Out \(4-H431\)](#) and Plant a Tree (EC 17-11-80).

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 24" x 24". 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, e.g. foam board or poster board that will stand upright without buckling and be no larger than 24" x 24".

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

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-H 332. 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.

Quota

County Fair Quota -For general rules see the General Rules and Regulations Section of the Fair Book

State Fair Quota -Refer to general rules for information regarding quota

<https://4h.unl.edu/fairbook/general/rules>

Eligibility

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

Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hforestry>.

State Fair Special Awards

Premier 4-H Science Award is available in this area. Please see 4-H Section Regulations for more details.

Resources

To find the youth and leader resources associated with this project area go to <https://4hcurriculum.unl.edu/>. Use the search box to search by curriculum area.

DIVISION 320 – FORESTRY CLASSES

SF-D320001 - 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 requirements are that the display must 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.

SF-D320002 - 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.

- **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 also 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 collections must be done by the exhibitor.
- **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, plastic bags, but be sure all their features can be clearly identified.

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

SF-D320003 - Twig Display - The twig display must include twig samples from at least 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 (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 collections must be done by the exhibitor.
- **Mounting** - Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc., 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.
- **Labeling** - 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).
- **Supplemental information:** e.g. general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

SF-D320004 - 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. Seed samples should be free of insect or disease symptoms. Remember to display seeds, not fruit. For example, the seed from a 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. All collections must be done by the exhibitor.

- **Mounting:** Seeds may be displayed in a variety of ways, e.g. mounted on a display board or 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 (e.g. - samara, pod, nut, or legume, etc.); 4) collector's name; 5) collection date; 6) date collected; 7) collection location (be specific, state and county at a minimum).
- **Supplemental information:** e.g. maturity date, average number of seed in the fruit, etc., may be included with the display to enhance its educational value.

SF-D320005 - 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. All collections must be done by the exhibitor.
- **Mounting:** Samples may be displayed in a variety of ways, e.g. mounted on a display board or displayed in a box or rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
- **Labeling:** The label on 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).
- **Supplemental information:** e.g. common products, density, etc., may also be included with the display to enhance its educational value.

SF-D320006 - Cross Section - Display a disc cut from a tree species listed in 4H 332. The sample must be collected, by the exhibitor, 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:** Label the following parts 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. 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)

SF-D320007 - Parts of a Tree - (This project is only for ages 8–11) Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree: 1. Trunk 2. Crown 3. Roots 4. Leaves 5. Flowers 6. Fruit 7. Buds 8. 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.

SF-D320008 - Living Tree - Display a living tree seedling grown by the exhibitor from seed. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on State 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:** 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. Exhibitor's Name.
- **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. Supplemental information will be an important factor in judging.

CF-D320900 - Forestry - Other - Examples include: Leaf Print display, Champion Tree Display, etc. Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DEPARTMENT D - RANGE MANAGEMENT

The purpose of this category is to help 4-H'ers identify and collect range plants. In addition, participants will learn the basics of range management, and Nebraska's range. Through the creation of range boards 4-H'ers will become more proficient in knowledge of Nebraska's range. For more resources and materials in this category refer to the resource section at the bottom of the page.

Rules

1. Each exhibit must be properly identified with Unit and Class.
2. All plant displays, and display covers must be the result of the current year's work.
3. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2016), Common Grasses of Nebraska (EC170), and Common Forbs and Shrubs of Nebraska (EC118).
4. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection.
5. For guidelines on specific projects, refer to appropriate project manuals. Premier 4-H Science Award is available in this area.

Eligibility

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

Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hrange>.

State Fair Special Awards

For General Rules see the "General Rules and Regulations" section of this fair book.

Resources

To find the youth and leader resources associated with this project area go to <https://4hcurriculum.unl.edu/>. Use the search box to search by curriculum area.

DIVISION 330 - RANGE MANAGEMENT CLASSES

Exhibit Rules

1. Books (Classes 1-6): For books, plants must be mounted on sheets that are no larger than 14" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root, as well as stem and leaf tissue. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: Scientific name (in italic or underlined), with authority - Common name. - County of collection. - Collection date. - Collector's name. - Personal collection number, indicating order that plants were collected in your personal collection, - Other information, depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

2. Displays (Class 7): The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side.

3. Boards (Classes 8-9): Boards should be no larger than 30" wide by 36" tall. Boards should be adequately labeled.

SF-D330001 - Value and importance for Livestock Forage and Wildlife Habitat and Food Book – (SF260) - A collection of 12 different plants mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide Appendix Table 1 (EC150, Revised July 2016) starting on page 42. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, and Wildlife Food.

SF-D330002 – Life Span Book- (SF260) - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.

SF-D330003 –Growth Season Book - (SF260) - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.

SF-D330004 - Origin Book - (SF260) - A collection of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.

SF-D330005 - Major Types of Range Plants Book - (SF260) - A collection plant mounts of 3 grasses, 3 forbs, 3 grass-like and 3 shrubs.

SF-D330006 - Range Plant Collection Book - (SF260) - A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

D330007 – Parts of a Range Plant Poster - (SF259) - Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, **including the scientific and common name of the plant**. Put your name and 4-H county on the back of the poster.

D330008 - Special Study Board - (SF260) - A display of the results of a clipping study, a degree of use study, range site study, **etc. A short essay must accompany the display to explain the reason for the study, what was learned, and study results. This should be placed in a sheet cover attached to the board.**

D330009 - Junior Rancher Board - (SF260) - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. **A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.**

CF-D330900 - Range Management - Other - Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DEPARTMENT D - CONSERVATION AND WILDLIFE

Participants have the opportunity to create a variety of exhibits in the different divisions. This category gives 4-H'ers the opportunity to present their knowledge of their chosen interests. 4-H'ers will not only show their knowledge about conservation, wildlife, and shooting sports, but also the different laws that surround those areas. When creating an exhibit make sure to take close account of the rules.

Rules

1. **Show What You Did & Learned:** All exhibitors are encouraged to show evidence of their personal field experiences, 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 so that the owner can be identified even if the entry tag becomes separated from the exhibit.
4. **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 any of their parts.
5. **PROJECT MATERIALS:** Related project booklets include Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125), and Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program).
6. **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", is recommended.

Eligibility

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

Quota

County Fair Quota - For general rules see the [General Rules and Regulations Section of the Fair Book](#)

State Fair Quota - Refer to general rules for information regarding quota
<https://4h.unl.edu/fairbook/general/rules>

Scoresheets, Forms, and Contest Study Materials

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

State Fair Special Awards

Premier 4-H Science Award is available in this area. Please see General Rules for more details

Resources

To find the youth and leader resources associated with this project area go to <https://4hcurriculum.unl.edu/>. Use the search box to search by curriculum area.

DIVISION 340 - CONSERVATION & WILDLIFE CLASSES

Wildlife and How They Live

SF-D340001 - Mammal Display - (SF154) - Board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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. For more ideas, refer to project booklets.

SF-D340002 - Bird Display - (SF154) - Board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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. For more ideas, refer to project booklets.

SF-D340003 - Fish Display - (SF155) - Board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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. For more ideas, refer to project booklets.

SF-D340004 - Reptile or Amphibian Display - (SF156) - Board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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. For more ideas, refer to project booklets.

SF-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:

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

SF-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 judge 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 picture or illustration of the animal.

SF-D340007 - Wildlife Knowledge Check – (SF159) - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.

SF-D340008 - Wildlife Diorama – (SF160) - 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 area-sensitive 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, 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.

SF-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 hunting, fishing or ethics and proper behavior for 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.

SF-D340010 - Wildlife Values Scrapbook – (SF162) - 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).

SF-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, 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).

CF-D340900 - Conservation and Wildlife - Other - Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DIVISION 342 - WILDLIFE HABITAT CLASSES

SF-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, and 3) any seasonal maintenance needed. Tips: check NebGuide on bird houses and shelves.

SF-D342002 - Feeders/Waterers – (SF166) - Make a bird bath or bird 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. Tips: check NebGuide on feeding birds.

SF-D342003 - Wildlife Habitat Design Board or Poster – (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.

CF-D342900 - Wildlife Habitat - Other - Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DIVISION 343 - HARVESTING EQUIPMENT CLASSES

SF-D343001 - Fish Harvesting Equipment – (SF168) - Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures, etc. 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).

SF-D343002 - Build a Fishing Rod – (SF169) - Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board and labeled with the member's name, county and class number. Include with the exhibit the following items as a brief attachment: Explanation of cost of materials/components, where materials/components were purchased, and how many hours required for construction. Identify 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 (guides, etc.), correct information, and neatness.

SF-D343003 - Casting Target – (SF170) - Make a casting target for exhibit and use, following guidelines [on the reference sheet](#). [Target must be under 36" x 36". The bullseyes/rings must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable, and weather resistant.](#)

SF-D343004 - Wildlife Harvesting Equipment Board Exhibit – (SF171) - Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: the purpose of each item, when or where it is used in relation to other equipment, and any personal experiences you've had with the item(s).

SF-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.

CF-D343900 - Harvesting Equipment - Other - Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DIVISION 346 – TAXIDERMY CLASSES

SF-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. 2) information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

CF-D346900 - Taxidermy - Other - Exhibit needs to relate to project area. You can add any additional information that you want the judge to know about your exhibit.

DIVISION 361 - OTHER NATURAL RESOURCES CLASSES

SF-D361001 - Design Your Own Exhibit in Natural Resources, Conservation, Geology or Ecology – (SF171) - This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Examples may come from the *Exploring Your Environment series*, or the exhibitor may determine what the exhibit will be. 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.