

NATURAL RESOURCES - Section G

NATURAL RESOURCES RULES

- a) Exhibits must have been completed during current year AND since the last Fair.
- b) There is no maximum number of entries per class in this section. When more than 1 entry is exhibited in a class, each must be of a different variety and be distinctly different.
- c) Collections and notebooks may be entered as either a notebook/binder or poster display not to exceed 22" x 28".
- d) **All exhibits must include a project story (essay) stating why your project was interesting to you, its relevance to natural resources education and detailed information you learned while completing project. The project story (essay) may be included in the notebook/binder or poster or must be attached to the exhibit.**
- e) Exhibits showing processes, products, skill development and relevance to environment/natural resource projects are strongly encouraged.
- f) Exhibits will be evaluated on the basis of their content, quality of expression and presentation. Creativity is encouraged as is expression of observational skills (e.g., journals or sketchbooks).
- g) Please consult listed 4-H project materials for additional project ideas and information.
- h) Please note: If a birdhouse, birdfeeder, or bat house is completed as a Wood Science project, it should be entered in Section J.

AWARDS:

Blue \$3.00 Red \$2.50 White \$1.50

Classes 1 - 11

Class

1. Aquatic Plants

- Aquatic Plants Collection – A collection of 10 aquatic plants found locally in streams and/or lakes – all plants must be pressed, mounted and clearly labeled. Labels should contain the following information for each plant: common and scientific name, type or plant (floating, emergent, submergent) and body of water found.
- Aquatic Plants Notebook – A book or note pad of your observations of aquatic plants in chronological order. Individual entries must have species of plant, habitat, description, location, date and time. Notebooks must include at least 20 entries and span at least 3 months.
- *4-H project materials: Aquatic plants – Another World*

2. Birds

- Bird Study – A variety of exhibiting opportunities are found in this project. The creativity of the exhibitor in presenting his bird study experience to the public will be an important aspect of exhibit evaluation.
- Bird House/Bat House – Any bird or bat house made by the exhibitor. Judging will be based on the ease of cleaning and usefulness to birds or bats. All entries must be accompanied by a 3" x 5" card explaining what species would use the house, where it should be placed and where the building plans originated.
- Bird Feeder – Any bird feeder made by the exhibitor. Judging will be based on the ease of cleaning and filling and usefulness to birds. All entries should be accompanied by a 3" x 5" card explaining what foods could be supplied in the feeder, what species would be attracted, where the feeder should be placed, and where the building plans originated. (Note: cut gallon jug feeder is unacceptable.)
- *4-H project materials: Blue Birds in New York, Birds of Prey, Introduction to Bird Study.*

3. Conservation

- Conservation Handicraft and Poster Display – Any conservation practice showing an affect on man, wildlife or the environment.

4. Environmental Education

- Nature Trails – e.g. Display of 4-H constructed nature trail or observation made along another nature trail.
- Geology – Simple collections must include the specimen's names, dates of collection, specific site(s) of collection (distance and direction to nearest town, county, state or providence) and collector's name for 15 specimens. Inclusion of field journals is strongly encouraged and identification criteria must be completely and clearly defined. Exhibits showing evolutionary histories, adaptations of fossil organisms, vertical or horizontal studies or strata, or similar studies are encouraged.
- Field Identification Projects – Collections of preserved specimens, photographs or sketches properly labeled and showing identification criteria may be displayed for any habitat in New York. Consult your local Department of Environmental Conservation for guidelines and permission in collecting specimens from the wild. Consult *Field Guides Made Easy* for additional activities and ideas
- Environmental Education Exhibit – Any wall or table exhibit that teaches environmental principles of facts to the public. Exhibits must attract attention, hold interest, convey a message and be neat, organized and durable. Examples: electric quiz board, mystery feeling bags, environmental tabletop model, interpretation of aerial photographs, vegetation maps, computer models like GIS.
- *4-H project materials: Environmental Awareness, What about Waste, Composting to Reduce Waste, Composting: Waste to Resources.*

5. Fishing

- Fly Tying – A display of different flies tied by the exhibitor, mounted, and labeled. Fly tying tools constructed and used by the exhibitor may also be included as part of this exhibit.
- Handmade Lures – Handmade spinners, jugs or plugs.
- A project related to fish or fishing
- *4-H project materials: Freshwater Fishes of New York, Let's Go Fishing, Let's Go Ice Fishing, Basic Fly Tying.*

6. Trapping Furbearers

- Trapping Furbearers – Exhibits based upon the NYS DEC Trapper Training Program are acceptable, as are displays pelt preparation, and discussions of the role of trapping in wildlife management.

NATURAL RESOURCES - Section G (continued)

7. Trees/Wood

- Pine – Christmas trees grown on the farm and managed by the exhibitor to show good practices needed to develop quality naturalness. Exhibits shall be in report or poster form.
- Spruce or Fir – Christmas trees grown on the farm and managed by the exhibitor to show good practices needed to develop quality naturalness. Exhibits shall be in report or poster form.
- New York Tree Leaves Collection – A collection of 10 tree leaves, with at least 5 of the leaves from species native to New York. All leaves must be pressed, mounted and clearly labeled. Leaves mounted green (not pressed) will not be judged. All collections must be in a notebook and covered by a clear protective overlay. Labels should contain the following information for each species: common and scientific name, type of leaf arrangement (i.e. opposite or alternate; simple or compound); leaf margin shape (i.e. serrate, smooth); and leaf shape (i.e. linear, truncate, heart-shaped).
- Forestry Collection – Story and report as required in “4-H Tree Identification” project.
- Wood Sample Collection – This collection will consist of at least 15 sample specimens of wood. These samples will be of the same size, and cut, and will be mounted as suggested for the corresponding 4-H project. Each sample shall be labeled showing its name, properties and uses.
- Trees from Seeds – Examples of seedling grown from seeds planted by the exhibitor. An exhibit should consist of at least six (6) seedlings of one (1) tree or shrub species.
- *4-H project materials: Know your Trees, Trees: Dead or Alive, Trees: Natures Gift, Managing Small Woodlots, Firewood – From Woodlot to Wood Pile, Understanding Ecosystems.*

8. Wildlife

- Animal Signs Collection – A collection of five (5) different wildlife signs (i.e. plaster track castings, beaver chewing’s, woodpecker work) mounted on heavy cardboard or plywood (no longer than 36”). Each specimen must be labeled with: species creating sign, habitat, and town, and date when found. Specimens must be neatly displayed, clearly labeled and correctly identified. Displays must be a combination of sign types, but must include only wild animal signs. No droppings, please!
- Wildlife Notebook – A book or notepad of your wildlife observations in chronological order. Individual entries must state species of wildlife, habitat, town, date, time and animal’s behavior. Notebooks may include sketches of wildlife or wildlife signs. Notebooks must include at least 20 entries and span at least 3 months.
- Wildlife Habitat Plan Notebook – A notebook or folder showing the improvements made for wildlife on a particular lot of land. The notebook should clearly show what improvements were made and which species benefit. The notebook must contain: (1) a map showing permanent structures and initial vegetation; (2) photos before, during and after management; (3) any plans for structures erected for wildlife; and (4) field notes showing wildlife usage both before and after management.
- Wildlife Foods Collection – A collection of 10 different non-cultivated wildlife foods, such as red oak acorns, beechnuts or cattails. These should be securely attached to a cardboard poster (22” x 28”) and labeled to indicate plant species and at least 1 wildlife species that use it for food.
- *4-H project materials: Wildlife Discovery, Wildlife Notebook, Field Guides Made Easy, Wildlife Project Series.*

9. Solid Waste

- Exhibits based on recycling or composting projects in the home or community.
- Clothing, crafts and other items created using post-consumer waste materials.
- *4-H project materials: Composting: Wastes to Resources; Wastewise; Woodsy’s Resource Goldmine; Recycling in Your School Makes Good Sense; or Recycling: Mining Resources From Trash, or Composting in the Classroom.*

10. Resource-Based Recreation

- Shooting Sports – any exhibit or record based upon content of the NYS Shooting Sports Programs or any of the New York State DEC certification programs.
- Other Outdoor Recreation – Exhibits based upon related outdoor recreation activities, e.g. orienteering, cross-country skiing, snowshoeing, wilderness camping, or outdoor cookery.

11. Miscellaneous

- Any other 4-H Natural Resources Exhibit.