

- CLASS 40** **Wearable Art** - Quilted clothing or accessory. Must have a recognizable amount of quilting and may include fabric manipulation (he quilting must be done by 4-H member). On a half sheet of 8 ½" x 11" sheet of paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- CLASS 41** **Inter-Generational Quilt** - A quilt made by a 4-H youth and family members or friends of different generations. On a half-sheet of 8 ½" x 11" paper, answer the following questions: 1. How was the quilt planned and who did what in the construction of the quilt? 2. How did you select and design the fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? 3. What did you learn that you can use on your next project?
- CLASS 42** **Service Project Quilt** - A quilt that has been constructed by 4-H member or group to be donated to a worthy cause, On a half sheet of 8 ½" x 11" paper, answer the following questions: 1. Why was the quilt constructed and who will receive the donated quilt? 2. How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? 3. What did you do and what was done by others? 3. What did you learn that you can use on your next project?

**QUILT QUEST – LEVEL I**

*(Pieced quilts are made up of squared and/or rectangles. See GENERAL RULES – QUILT QUEST #5 for guidelines.)*

- |                 |                    |                 |                     |                 |                    |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|
| <b>CLASS 50</b> | <b>Small Quilt</b> | <b>CLASS 51</b> | <b>Medium Quilt</b> | <b>CLASS 52</b> | <b>Large Quilt</b> |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|

**QUILT QUEST – LEVEL II**

*(In addition to squares and rectangles, quilts may have triangles, and/or may be embroidered. See GENERAL RULES – QUILT QUEST #5 for guidelines.)*

- |                 |                    |                 |                     |                 |                    |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|
| <b>CLASS 60</b> | <b>Small Quilt</b> | <b>CLASS 61</b> | <b>Medium Quilt</b> | <b>CLASS 62</b> | <b>Large Quilt</b> |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|

**QUILT QUEST – LEVEL III**

*(In addition to any of the methods in Levels I and II, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style, or other non-traditional styles. See GENERAL RULES – QUILT QUEST #5 for guidelines.)*

- |                 |                    |                 |                     |                 |                    |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|
| <b>CLASS 70</b> | <b>Small Quilt</b> | <b>CLASS 71</b> | <b>Medium Quilt</b> | <b>CLASS 72</b> | <b>Large Quilt</b> |
|-----------------|--------------------|-----------------|---------------------|-----------------|--------------------|

**QUILT QUEST – PREMIER QUILT**

*(The entire quilt is the sole work of the 4-H member, including quilting (hand or machine). The 4-H member may receive guidance, but no one else may work on the quilt. NO TIED QUILTS in this class. See GENERAL RULES – QUILT QUEST #5 for guidelines.)*

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|-----------------|--|
| <b>CLASS 80</b> | <b>Premier Quilt – Hand Quilted</b>                                    |
| <b>CLASS 81</b> | <b>Premier Quilt – Sewing Machine Quilted</b>                          |
| <b>CLASS 82</b> | <b>Premier Quilt – Long Arm Quilted – Non-Computerized/hand guided</b> |
| <b>CLASS 83</b> | <b>Premier Quilt – Long Arm Quilted – Computerized</b>                 |

**ENVIRONMENTAL EDUCATION & EARTH SCIENCE**

**(WILDLIFE CONTEST, CONSERVATION & WILDLIFE EXHIBITS, SHOOTING SPORTS CONTESTS, ENTOMOLOGY, FORESTRY)**

**WILDLIFE CONTEST**

**GENERAL RULES – WILDLIFE CONTEST**

- ELIGIBILITY** - All currently enrolled 4-H members are eligible to participate in the wildlife contest regardless of projects carried.
- PRE-ENTRY** - Participants must pre-enter for the Johnson County Wildlife Contests by contacting the Extension Office and signing up by closing on the date designated by the Extension Office.
- AWARDS** - All participants will receive ribbons. Additionally, the participants with the top three scores in each division will receive special recognition.
- CONTEST CATEGORIES** – The Wildlife Contest consists of identifying pictures, specimens, etc. in seven different areas. Areas include: Bird, Fish, Insects & Arachnids, Mammals, Reptiles & Amphibians, and Wildlife Tracks.

<b>DEPARTMENT F</b>	<b>DIVISION 500</b>			<b>WILDLIFE CONTEST</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>
<b>CLASS 904</b>	<b>Senior Division</b>	14 years of age and older		
<b>CLASS 905</b>	<b>Intermediate Division</b>	10 to 13 years of age		
<b>CLASS 906</b>	<b>Junior Division</b>	8 to 9 years of age		

**CONSERVATION & WILDLIFE**

**GENERAL RULES – CONSERVATION & WILDLIFE**

- GENERAL RULES** – See GENERAL RULES
- PURPOSE OF EXHIBITS** - 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.
- CITATIONS & REFERENCES** – Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- LABELING** – 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.
- 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.
- BOARD & 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 1/4" plywood, masonite, or similar panel no larger than 24" x 24".
  - Poster exhibits should be on regular poster sheets, no larger than standard size (22" x 28") but half size, 22" x 14", is recommended
- SUPPORTING INFORMATION** – Supporting information is required for most Conservation & Wildlife area exhibits. Please read the class description carefully to determine what additional information is required. Any exhibits not providing the required supporting information will be lowered one ribbon placing.
- TOP EXHIBIT** – A top exhibit will be selected from those exhibits receiving purple ribbons in the Conservation and Wildlife Area.
- MANUALS** – Printed materials are available from the Johnson County Extension Office for all currently enrolled 4-H members in Johnson County.

## **WILDLIFE RULES**

**1. GENERAL RULES** – See GENERAL RULES – CONSERVATION & WILDLIFE

**2. ANIMAL DISPLAY** – Classes 1-4 are board or poster exhibits (see GENERAL RULES – CONSERVATION & WILDLIFE #6 for guidelines). 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; and wildlife behavior and habitats. For more ideas, refer to project manuals.

<b>DEPARTMENT D</b>	<b>DIVISION 340</b>				<b>WILDLIFE</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>	
<b>CLASS 1</b>	<b>Mammal Display</b> – (See WILDLIFE RULES #2 for instruction)				
<b>CLASS 2</b>	<b>Bird Display</b> - (See WILDLIFE RULES #2 for instruction)				
<b>CLASS 3</b>	<b>Fish Display</b> - (See WILDLIFE RULES #2 for instruction)				
<b>CLASS 4</b>	<b>Reptile or Amphibian Display</b> - (See WILDLIFE RULES #2 for instruction)				
<b>CLASS 5</b>	<b>Wildlife Connections</b> - Board or poster exhibit (see GENERAL RULES – CONSERVATION & WILDLIFE #6 for guidelines). The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat (examples: 1. Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow. 2. Show the role of predators, scavengers, insect eaters, or others in nature. 3. Show how wildlife numbers (populations) change through the year. 4. Show predation, competition, or other behavioral interactions of wildlife. 5. Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.) For more ideas, refer to project manuals.				
<b>CLASS 6</b>	<b>Wildlife Tracks</b> - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-Paris casts. There are three options (choose one). 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. <b>Option 1:</b> should show plaster-of-Paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. <b>Option 2:</b> 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. <b>Option 3:</b> should show two tracks and include the animal's habitat needs including preferred food, shelter, water and space in addition to a picture or illustration of the animal.				
<b>CLASS 7</b>	<b>Wildlife Knowledge Check</b> - 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".				
<b>CLASS 8</b>	<b>Wildlife Diorama</b> - 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.				
<b>CLASS 9</b>	<b>Wildlife Essay</b> - 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. 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. For other ideas, refer to project booklets. 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.				
<b>CLASS 10</b>	<b>Wildlife Values Scrapbook</b> - Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125).				
<b>CLASS 11</b>	<b>Wildlife Arts</b> - 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". 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).				

<b>DEPARTMENT D</b>	<b>DIVISION 342</b>				<b>WILDLIFE HABITAT</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>	
<b>CLASS 1</b>	<b>Houses</b> - 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.				
<b>CLASS 2</b>	<b>Feeders/Waters</b> - 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; 2. How it should be maintained.				
<b>CLASS 3</b>	<b>Wildlife Habitat Design</b> - Board or poster exhibit (see GENERAL RULES – CONSERVATION & WILDLIFE #6 for guidelines). 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.				

<b>DEPARTMENT D</b>	<b>DIVISION 343</b>				<b>HARVESTING EQUIPMENT</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>	
<b>CLASS 1</b>	<b>Fish Harvesting Equipment</b> - Board exhibit (see GENERAL RULES – CONSERVATION & WILDLIFE #6 for guidelines). 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 in relation to other equipment; 3. Any personal experiences you've had with the item(s).				
<b>CLASS 2</b>	<b>Build a Fishing Rod</b> - 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 in 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 information as a brief attachment:				

explanation of cost of materials/components, where materials/components were purchased, how made, and number of 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.

**CLASS 3 Casting Target** - Make a casting target for exhibit and use, following guidelines in: *Fishing for Adventure Helper's Guide* (NATL4H 07601)

**CLASS 4 Wildlife Harvesting Equipment** - Board exhibit (see GENERAL RULES – CONSERVATION & WILDLIFE #6 for guidelines). 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: 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; 3. Any personal experiences you've had with the item(s).

**CLASS 5 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** – 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.

<b>DEPARTMENT D</b>		<b>DIVISION 346</b>		<b>TAXIDERMY</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>

**CLASS 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; 2. Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

<b>DEPARTMENT D</b>		<b>DIVISION 361</b>		<b>OTHER NATURAL RESOURCES</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>

**CLASS 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.

## SHOOTING SPORTS

### SHOOTING SPORTS STATIC EXHIBIT RULES

1. **GENERAL RULES** – See GENERAL RULES – CONSERVATION & WILDLIFE
2. **FIREARMS** – No firearms may be exhibited. However, information can be shared through pictures.
3. **SHARP ITEMS** - ALL SHARP ITEMS must be enclosed in a plexiglass display case. Display cases must be 12" wide x 18" long x 4" deep and displayed so judges can open them to examine the items. Items must be secured in the case.
4. **IDENTIFICATION** - All equipment exhibited must be personally identified (engraved or registered for insurance purposes) by the exhibitor before exhibiting. Name and address should be on the back of the exhibit
5. **SUPPORTING MATERIALS** – Any exhibit lacking supporting information will be lowered one ribbon placing.
6. **DANGEROUS EXHIBITS** - Any exhibit that is deemed dangerous or improperly prepared will be refused entry, based on the decision of the check in superintendent(s) and/or Extension Staff.

<b>DEPARTMENT D</b>		<b>DIVISION 347</b>		<b>SHOOTING SPORTS</b>
<b>PREMIUM</b>	<b>Purple \$2.50</b>	<b>Blue \$2.00</b>	<b>Red \$1.50</b>	<b>White \$1.00</b>

**CLASS 1 Shooting Aid or Accessory** – 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** – an 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** – invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials for 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 Essay or Display** – 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** – Include a shooter'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** – 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. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.

**CLASS 8 Career Development/College Essay, Interview or Display** – Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

**CLASS 9 Community Vitality Display** – Explore the difference shooting sports 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 10 Ag Literacy-Value Added Agriculture Interview or Research Project** – 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.

**CLASS 905 Educational Safety Poster** - Poster concerning archery, rifle, pistol, shotgun, or wildlife and/or hunting.

### GENERAL RULES – SHOOTING SPORTS CONTESTS

1. **ENROLLMENT** - 4-H members participating in the 4-H Shooting Sports project must be under the direct supervision of a certified 4-H Shooting Sports instructor.
2. **EQUIPMENT** - Participants must provide their own gun, safety glasses, earplugs, and other required equipment (unless otherwise noted). Guns used for competition are to be carried in a box or case.