

# ENVIRONMENTAL EDUCATION- Section G

Superintendent: Connie Ebel

## 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. See State Fair book for detailed example.**
- 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 display of materials showing observational skills (e.g., journals or sketchbooks).
- g) Please consult listed 4-H department materials for additional project ideas and information. 4-H publications are available through the state Cornell Cooperative Extension Department of Natural Resources at 607-254-6556 or cce-nat-res@cornell.edu
- 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 - 8

## Class #

### 1. 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 province) 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 of 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.
- County or Self Initiated Projects that Relate to Environmental Education – Examples include but are not limited to: interpretation of aerial photographs; vegetation maps; plant adaptations; demonstrations of ecological principles; or computer models like GIS. Transfer of display ideas and concepts from other project areas are encouraged.

### 2. Fisheries and Aquatic Resources

- Exhibits may be displays or records of any fisheries and aquatic resources related activity including but not limited to fishing techniques, aquatic sampling methods, aquatic insect ecology, habitat improvement or fisheries management and biology. Other fishing projects may be found in 4-H publications.
- Water monitoring – project ideas may be found in *Water Worlds*, *Water Wise*, *Pond* and *Stream Safari*.
- County or self-initiated projects related to fish or fishing, including mariculture, aquaculture, commercial fisheries, sport fisheries or related equipment, skills or observations.

### 3. Forestry

- Displays and presentations may be based upon, but are not limited to, the following projects: *Know Your Trees*, *Timber Management for Small Woodlands (IB 180)*; *Wildlife and Timber from Private Lands*; *A Landowners Guide to Planning (IB 193)*; *Woods of New York*; *Trees: Dead or Alive*; *Know Your Tree Diseases*; *Maple Syrup Production for the Beginner*; and other forestry exhibits based upon national, regional, county or self-initiated projects.

### 4. 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.

### 5. Wildlife

- Bird Study – Consult *Bluebirds of New York*, *Birds of Prey*, *Introduction to Bird Study*, or any other bird materials for exhibit ideas. Bluebird houses will be judged using the criteria from *Bluebirds of New York*. **Please note, if a birdhouse is completed as a wood science project, it should be entered in Section J, Wood Science.**
- Habitat Improvement – Consult *Wildlife Habitat Enhancement*, *Enhancement of Wildlife on Private Land*, *managing Small Woodlots for Wildlife* for exhibit ideas.
- Trapping Furbearers – Exhibits based upon the NYS DEC Trapper Training Program are acceptable, as are displays of equipment, pelt preparation, and discussions of the role of trapping in wildlife management.
- Other Wildlife Projects – Exhibits based upon New York's wildfire resources, *Environmental Awareness: Wildlife*, *Managing Small Woodlots for Wildlife*; *Wildlife Discovery*, *New York's Wildlife Resources (fact sheets)*; and *Wildlife in Today's Landscapes*. County projects or self-initiated projects are acceptable. A good source of potential project is the 4-H Forestry and Wildlife Invitational.

OVER

## 6. Reuse & Recycling

- Exhibits based on recycling or composting projects in the home or community.
- Clothing, crafts and other items created using post-consumer waste materials. **It is particularly important that detailed essays accompany exhibits in this class. The essay should explain why particular materials were chosen and how the exhibit relates to environmental education. Many materials can be reused; why is this exhibit particularly useful (ex. In terms of serving a functional purpose) or beneficial (ex. Making use of resources to evolve and/or how the project can be used to help others understand the importance of re-purposing post-consumer materials. Creativity is highly encouraged in this class. Consult *Composing: Wastes to Resources*; *Wastewise*; *Woodsy's Resource Goldmine*; *Recycling in Your School Makes Good Sense*; *Composing in the Classroom*; or *Recycling Mining Resources From Trash* for exhibit ideas.**

## 7. Seed Art

- Artwork may be of any type of untreated seeds.
- Plant material and other natural material may be used, but untreated seeds must be the main item used in the artwork.
- Finished artwork needs to be able to stand alone with all pieces staying intact.
- Finished artwork and/ or backing can be any size

## 8. Outdoor Wildlife Sports Equipment

- Fishing Lures (set of 2)
- Arrows (set of 2)
- Target

## 9. Miscellaneous

- Any other 4-H natural resources exhibit.

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**NOTE:** Special Requirement for 4-H exhibitor who will not be talking with the Fair Evaluator

For any 4-H member who is unable to bring his/her exhibits/entries to the 4-H Youth Development Building on Saturday, August 3, 2019, to speak personally with the evaluator, the following Exhibitor Information Statement is required to be completed for each exhibit/entry. The evaluator will be requiring this in order to accept the exhibit/entry. (Cloverbuds should complete this information to the best of their abilities; regular 4-H'ers (ages 8-18 as of January 1<sup>st</sup>) should complete these statements fully in their own handwriting if possible. Age and experience will be taken into consideration.)

1. What is the Kind \_\_\_\_\_ and Variety \_\_\_\_\_ of your exhibit (relates to vegetables, flowers, etc.)
2. Describe what you did to complete this project. Provide a list of materials, products and/or equipment used and why they were selected. Briefly explain your methods of construction process and your source of ideas. (3-5 sentences is sufficient)
3. In approximately 3 – 5 sentences, describe your feelings about this project: what you learned, what challenged you, and /or how you would improve your exhibit in the future.
4. Additional information requested in the Section for this class (Be sure to read complete guidelines in the section)
5. Additional information or special needs to be noted by the evaluator.