

## SECTION 22 - ENVIRONMENTAL EDUCATION

### 405 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** - *please note that wildflowers are evaluated in Horticulture, Fungi-Plant Pathology, and Insects - Entomology.* Collections of preserved specimens, photographs or sketches properly labeled and showing identification criteria may be displayed for any habitat in New York. *Consult Department of Environmental Conservation for guidelines and permission in collecting specimens from the wild. Consult Field guidelines and permission Guides Made Easy for additional activities and ideas.*
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- **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 is encouraged.

### 406 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 & 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.

### 407 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.

408

### **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.

409

### **WILDLIFE:**

- **(A) 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 Science, Technology & Engineering.**
- **(B) Habitat Improvement** - Consult *Wildlife Habitat Enhancement*, *Enhancement of Wildlife on Private Land*, *Managing Small Woodlots for Wildlife* for exhibit ideas.
- **(C) 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.
- **(D) Other Wildlife Projects** - Exhibits based upon New York's wildlife 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.

411

### **REUSE AND 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 essays should explain why particular materials were chosen and how the exhibit relates to environmental education. Many materials can be re-used; why is this exhibit particularly useful (e.g., in terms of serving a functional purpose) or beneficial about use of natural 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 *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* for exhibit ideas.

412

**OPEN CLASS-** This class is an option for exhibits deemed which fall outside the categories described above.