



# 4-H Wildlife Project Lit No. 720 Exhibit Preparation Guidelines Leaders/Members Guide

Oklahoma Cooperative Extension Service – Division of  
Agricultural Sciences and Natural Resources

The value of any exhibit is in the educational experience of preparing for and making the exhibit. Members should be encouraged to understand what and why they are doing not just “how to put it together” for the fair. The underlying purpose of each exhibit is to present an opportunity for the member to be challenged to learn something new in order to prepare the exhibit.

4-H members enrolled in Wildlife projects have many choices for fair exhibits. These choices are included in four separate categories: Wildlife, Birds, Fishing, and Wildflowers. Within each category, there are two separate age divisions. Juniors: ages 9-13; and Seniors: ages 14-18. Within each category and age classification there are several pre-determined classes and a self determined class. This publication is intended to outline some of the methods which may be used to prepare the pre-determined classes.

These guidelines should not be seen as the only way to prepare specific exhibits. With the exception of overall size limitations, members are encouraged to use their imagination and creativity. Individual members may come up with new and better ways to prepare some exhibits. However, size limitations must be followed to accommodate the display of exhibits at the fairs. If members choose to complete projects which do not fit the guidelines or classes as outlined, they may want to prepare their exhibit for a 4-H project workshop or working display; school science fair; or another community event rather than for a competitive exhibit at a fair..

## **Judging Standards**

Standards will naturally vary from one judge to another, but all exhibits should be judged on the basis of the quality of workmanship and the amount of effort put forth by the member. In some cases originality and creativity may be determining factors while in other cases accuracy of information may be the key factor. Some of the criteria that will be applied to all exhibits include: neatness, quality of construction, attention to details, appropriateness for classes entered, and whether or not the exhibit is within the size guidelines. Other criteria may be applied to specific classes as outlined in project literature or class guidelines.

## **General Guidelines**

All exhibits should be prepared as a result of 4-H project experiences related to the wildlife & fisheries or natural resources project areas. Members will find background and resource information for most of the exhibits in one of the 4-H wildlife project manuals or fact sheets. Whenever possible, exhibits should be prepared according to the procedures that are outlined in those publications.

All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (\*) or a number (if more than one) and name the actual source at the end or bottom of paper, poster or educational display following an asterisk or corresponding number in text.

No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications or from the internet without permission from the original creator. If 4-H'er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (\*) or number. If an item (picture, photo drawing, illustration, etc.) that is not protected is used, its source must be cited and referenced by using an asterisk (\*) or number and the source information placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number.

Because of the number and type of classes now offered in the 4-H Wildlife & Fisheries area, specific requirements for each class will not be given in this guide. Several categories of classes such as posters, notebooks, collections, etc. will be covered in groups. Only those classes with special considerations will be covered individually.

For specific details about the numbers of items in collections; sizes of displays; and other specifics, please refer to the current year's state fair catalog. Changes for the next year are usually available by January of the calendar year prior to the fall fairs.

## **Posters**

All posters should be 14"x 22". Poster classes should be displayed on poster board, or card stock weight material. Please do not use foamboard, mat board, plywood, or masonite for the poster classes. Poster board may be of any color that suites the design of the display. Posters are intended to be one dimensional, and should be designed to be mounted or hung on the wall for display. Text of posters should be readable from at least 10 feet away.

## **Notebooks, Reports, Collections**

Several different types of exhibits are displayed in notebook form. Some of these include the collections of wildflower cards, wildlife food and cover cards, bird observation reports, and collections of pictures or drawings of wildlife, fish or birds.

**Notebooks** may be hard or soft cover three ring binders, clasp folders, record type covers, or other binders suitable for 8 ½ x 11 papers. When a ring binder is used for multiple copies such as wildflower cards, the binder should be large enough to hold all the cards without difficulty in turning the pages or reviewing materials.

**Reports** should be neatly written or typed on 8 ½ x 11 pages. Typed materials are easier to read if they are double spaced. If field or observation reports are made it might be appropriate to include both the field/scratch copy and the typed or handwritten final copy if redone. Reports should be clearly labeled with the members name, project, age, and class title. Reports on field

trips or other activities should include such information as: why the trip was taken, how it related to the project, what was seen, what was learned, interesting or unusual facts, and pictures or news clippings about the trip.

**Scrapbooks** of wildlife, fish or birds may be developed in several different ways. The intent is for members to learn about the species they are including in their collection. The actual collections may be pictures clipped or taken, or drawings made by the member from guide books, encyclopedias, etc. The main value of the collection is in what the member learns, not in the quality of the picture or drawing. Scrapbook collections should include information about each species that is included. Please see the individual class for the specific information that is required for each exhibit.

**Special cards and report forms** are available for the Food and Cover, Wildflower, and Bird Feeder and Nest Observation classes. They are available on the Oklahoma 4-H website through “Literature On-line” and/or at your County Extension Office. These cards and report forms should be used in the appropriate classes. If cards are not printed directly from the website check to make sure the latest update is utilized.

Wildlife Food and Cover, and Wildflower cards call for different information to be collected by the members, depending on their age and division. Please see the respective and most up-to-date collection card for details. The most up-to-date form will be what is available on the Oklahoma 4-H Website. These are available on line in a format so the information can be added then the card printed on cardstock. When completing the card, do not use more than one card front to exhibit the single specimen.

### **Collecting and Pressing Samples**

4-H Publication #237, “Leaf Presses and Collecting Hints” provides instructions for collecting and pressing plant specimens. Members should be encouraged to collect only what they need, and may need to be reminded that some wildflowers are protected and may not be picked.

In general, members should collect enough of the plant to identify the plant and to display in their collection. The collection cards are only 8 ½ x 11, so keep this in mind when collecting. However, you may also want to keep in mind that to identify some plants you will need leaves, stems, flowers, or seeds to be sure.

For some of the Oklahoma species that provide wildlife food and cover, see the attached supplement.

### **Self Determined Exhibits**

Please refer to “Self Determined 4-H Wildlife Project Ideas” 4-H publication # 721 for more information about the self determined class ideas in each exhibit area. Self determined projects may be posters, reports, notebooks, special collections, displays or other creative projects completed by the member.

All self determined exhibits are limited to 14” x 22” if a poster. If the display is three dimensional, it should be mounted on a freestanding display board not to exceed 36”x 36” when

the sides are extended. Commercially available “Science Fair Presentation Boards” are recommended. Keeping within the size limitation is one of the factors that members need to consider when designing their self determined project activities. This is similar to the time limits put on speeches, as it is just one more factor that must be taken into consideration as members develop their exhibits.

### **Specific Class Considerations**

**Animal Tracks:** Members should follow the guidelines presented in 4-H publication #473 “Animal Tracks” For the number of casts that makeup an exhibit please check the latest state fair exhibit list (for 2007 it is 8). Changes for the next year are usually available by January of the calendar year prior to the fall fairs.

**Seed Boards:** Seed boards should be made of 2 x 6 inch lumber. For the collection of 15 seeds, the board should be 15 inches long. For the collection of 30 seeds the board should be 30 inches long. Make the display by drilling 1” holes to a depth of ¾”. Fill the holes with the seeds. Place labels with names of seeds next to each seed. Cover the board with glass or clear plastic to keep seeds from spilling. For a list of wildlife seeds that furnish food, see the attached supplement of wildlife food and shelter species that are common to Oklahoma or check other Oklahoma 4-H and Extension publications listed as resources.

**Resource Maps:** Members may follow the procedures outlined in Oklahoma 4-H publication #468 “Making a Wildlife Resource Map”. This publication includes instructions for resource mapping and a sample key for map symbols.

**Fishing Knots:** Display board of fishing knots should be done with cord so the characteristics of the knot will be clearly visible. Display boards may be cardboard, foamboard, poster board, masonite, or plywood. A screw eye or large cotter pin may be used to simulate the hook eye. The finished board should have a ¼ inch hole in the center of the top to allow for display by hanging. Information about knots may be found in 4-H publication #317, Fly Casting, 4-H publication #475, Fishing, Safety and Sportsmanship, or from a variety of booklets available where you buy fishing equipment.

**Fishing Hook, Lure, and Fly Boards:** Display boards should be sturdy enough to hold the items that are displayed. All hooks, lures or flies should be securely fastened to the board to protect them from being removed. The finished board should have a ¼ inch hole in the center of the top to allow for display by hanging. Exhibits which require reports may have the reports in a folder attached to the board, or they may be attached to the back of the report if limited to one page in length.

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## **USEFUL REFERENCES FOR PLANT IDENTIFICATION, DIETARY USE, AND VALUE BY WILDLIFE**

Bidwell, T. G., R. E. Masters, and M. Sams. Bobwhite quail habitat evaluation and management guide. E-904. Oklahoma Cooperative Extension Service.  
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

Bidwell, T. G., R. E. Masters, and R. J. Tyrl. A checklist of prairie, shrubland, and forest understory plants of Oklahoma. F-2872. Oklahoma Cooperative Extension Service.  
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

Crawford, H. S., Kucera C. L., and Ehrenreich J. H. 1969. Ozark Range and Wildlife Plants. U. S. Department of Agriculture Forest Service Agricultural Handbook No. 356. Washington D. C.

Grelen, H. E., and Hughtes R. H. 1984. Common Herbaceous Plants of Southern Forest Range. U. S. Department of Agriculture Forest Service Research Paper 50-210. Southern Forestry Experiment Station, New Orleans, Louisiana, USA

Little, E. L., Jr. 1981. Forest Trees of Oklahoma. Publication No. 1, Revised Ed. No. 12, Oklahoma City, Oklahoma, USA.

Masters, R. E., T. G. Bidwell, and M. G. Shaw. White-tailed deer evaluation and management guide. E-979. Oklahoma Cooperative Extension Service.  
<http://pods.dasnr.okstate.edu/docushare/dsweb/View/Collection-12>.

McCoy, D. 1987. Oklahoma Wildflowers. Doyle McCoy, Oklahoma City, Oklahoma, USA.

Petrides, G. A. 1972. A Field Guide to Trees and Shrubs. Second Edition. Houghton Mifflin Co., Boston, Massachusetts, USA.

Tyrl, R. J., T. G. Bidwell, and R. E. Masters. 2002. Field Guide to Oklahoma Plants: commonly encountered prairie, shrubland, and forest species. Oklahoma State University, Department of Plant and Soil Sciences, Stillwater, Oklahoma, USA.