

Department 116 Natural Resource
Premium: Blue 2.00, Red \$1.50, White \$1.00

- A project story must accompany all entries into this section
- The essay should state why your project was interesting to you, its relevance in natural resources and or environmental education and detailing information you learned
- Bird Study-Please note if a birdhouse, feeder or nest box is completed as a wood science project, it should be entered into section 9. It will be evaluated wood working criteria. If it was as part of a natural resource project, it will be evaluated on use, appropriate construction, youth's knowledge on the item and how it is used

Section 1-Environmental Education

1. Nature Trails-Display of constructed nature trail or observation made along another trail
2. Geology-Simple collection 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 10 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
3. 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. Collection should have a 10 specimen minimum
4. 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 principals; or computer models like GIS. Transfer of display ideas and concepts from other project area is encouraged

Section 2 Fisheries and Aquatic Resources

1. Exhibits may be displayed or records of any fisheries and Aquatic Resources related activities including but not limited to fishing techniques, aquatic sampling methods, aquatic insect ecology, habitat improvement of fisheries management and biology. Dip nets, such dishes and aquatic food chair display
2. Fly tying: at least 2 different flies tied by the exhibitor, mounted and labeled
3. Projects related to fish or fishing, including aquaculture, commercial fisheries, sport fisheries or related equipment skills or observation, fishing rod/poles, fishing lures, life cycle of fish, fish identification chart, fishing knots and fishing hook display fish prints

Section 3 Forestry

1. Know your trees: a collection of leaves and twigs from at least 6 specimens; fruit may be included. Must be properly pressed, mounted, identified, and labeled
2. Backyard Maple Syrup: an example of maple syrup, maple sugar, or maple cream by exhibitor, bring 2 samples one for display and one for sample
3. Displays and presentations may be based upon, but are not limited to, the following projects: firewood identification of lumbar, common tree pests or diseases, forest management plan

Section 4 Resource Based Education

1. Shooting Sports-any exhibit or record based upon content of an accredited shooting sport FIREARMS. program of any of the NYS DEC certificate program. Such as homemade bows, arrows, and a display on parts of a gun, safety. **NO AMMUNITION OR ACTUAL FIREARMS.**
2. Other Outdoor Recreation-Exhibits based upon related outdoor recreation activities, e.g. orienteering cross country skiing, snowboarding, wilderness camping, or outdoor cookery
3. Open Class-This class is an option for exhibits deemed to be worthwhile but fall outside the categories described above. This class is also expected to follow the project story requirement listed at the beginning of this section

Section 5 Wildlife

1. Bird Study-Consult Bluebirds of N.Y. Society or any other bird materials for exhibit ideas. Nests or egg displays, different types of birdseed, how different beaks and bills or feet, migration, pathways, bird count dairy, bluebird, nest boxes, wood duck houses, nesting platforms
2. Trapping Furbearers-Exhibits based upon NYSDEC Trapper Training Program are acceptable, as are displays of equipment, pelt preparation, and discussions of the role of trapping in wildlife management
3. Mammals of Oswego County-display of 10 mammals of Oswego County highlighting either: 1) habitat and diet, 2) tracks, 3) scat. Can include photos (drawn, photographs or clippings from magazines) of the mammals.
4. Other Wildlife Projects-exhibits based upon New York's wildlife resources: bat houses, butterfly houses, invasive species, endanger species, animal lifecycles, and other wildlife projects

Section 6 Solid Waste

1. Exhibits based on recycling or composing projects in the home or community
2. Clothing and other items created using post-consumer waste materials

Section 7 Open Class

1. This class is an option for exhibits deemed to be worthwhile but fall outside the categories described above. This class is also expected to follow the project story requirement listed at the beginning of this section.