2021 5th & 6th Grade

Conservation Poster Contest

Sponsored by

Shavano Conservation District

RULES

1. Posters must be on white poster paper provided by the District (22" x 14"). It may be used vertically or horizontally.

2. Any media may be used to create a flat or two-dimensional effect, such as pencil, ink, oil paints, watercolors, crayons, chalk or collage, but **must be the original handwork of the student**. **NO** photographs, no computer generated drawings or words, no pictures from magazines or newspapers may be used.

3. Each student will submit one poster. **No** team projects - individual posters only.

4. A completed entry form with parent signature **MUST** be attached to the **BACK** of the poster.

5. Judging is based on:
   - A. 50% of subject matter and poster surface area shows one or more natural resource conservation practice.
   - B. The title corresponds with the picture
   - C. The picture relates to the theme "Healthy Forests, Healthy Communities"
   - D. Originality—the student's own concept.
   - E. Neatness and appearance—color, art, proportion.
   - F. Poster must have the title "**Healthy Forests, Healthy Communities**"—title should refer to the subject and should be no smaller than 2" (5 centimeters) in size.

   These mistakes could disqualify the poster:
   - G. If there is **NOT** a conservation practice illustrated. No matter how good the picture is drawn it may be disqualified if there is no conservation practice shown.
   - H. The title is not correct
   - I. Names, initials or identifying marks on the front of the poster
   - J. Misspelled words

6. Two posters from **ALL** the entries will be selected as Grand Champions, who will receive cash prizes. These two posters will go to the state competition where they have a chance to win more prizes and maybe go on to the National competition.

7. Each school group will place a 1st, 2nd and 3rd winner, who will be awarded ribbons and cash prizes.

8. The posters will be picked up from the school on Wednesday, November 3, 2021.

9. Posters will be returned and prizes awarded in December.

POSTER POINTERS

Examples of how to make conservation messages and designs more readable and attractive

What Makes A Good Poster?

- Words separated enough to make them quickly grasped.
- Pencil in your lettering LIGHTLY at the beginning and erase when finished
- Be as neat as you can
- Sketch out your idea first

Avoid These Poster Faults:

- More than one theme.
- Folding or bending your poster - keep it flat and neat!
- Too "busy" – too many and/or too scattered pictures or words.
- Material not relevant to topic and message becomes lost.

Boldness makes a difference

Plain lettering is more readable than

Fancy Lettering

R e m e m b e r
S p a c i n g
Soitcanbereadeasily

Use guide lines

SPELL IT RIGHT

AGRICULTURE	**WATERSHED**	**BUFFER**	**EROSION**
CONSERVATION	**OXYGEN**	**RIPARIAN**	**CANOPY**
EFFECTIVE	**WILDFIRE**	**SOIL**	**SHELTER**
MANAGEMENT	**CARBON DIOXIDE**	**WINDBREAK**	**SNAGS**
FOREST	**WATER CYCLE**	**TREE**	**REPLANTING**
EARTH	**DECIDUOUS**	**ENVIRONMENT**	**WOOD**
ATMOSPHERE	**CONIFEROUS**	**LEAF**	**SEEDLING**
BREATHE	**RENEWABLE**	**LEAVES**	**HABITAT**
ROOTS	**SUSTAINABLE**	**PHOTOSYNTHESIS**	**PRESCRIBED BURN**

CONSERVATION PRACTICES FOR TREES

PREVENTING WIND AND WATER EROSION

Field Windbreaks – A strip of one or more rows of trees and shrubs used to protect a field from wind erosion, conserve soil moisture, and provides wild life habitat.

Farmstead and Feedlot Windbreaks – Trees and shrubs planted around a home or feedlot protects the area from wind damage, traps snow, provides shelter for domestic animals and provides wildlife habitat.

Living Snow Fence – A windbreak planted near a highway protects the road from blowing snow and provides wildlife habitat.

Living Barn – A windbreak planted in a rangeland area protects the land, livestock, and wildlife, from damages caused by forceful winds.

Streambank and Soil Stabilization – Trees and their roots can be used to stabilize streambanks and soil to prevent wind and water erosion, improving water clarity and water quality.

TREE HARVESTING

Sustainable Tree Harvesting – Harvesting practices which take into consideration regeneration and the long-term well-being of the forest.

Silviculture Clearcut Harvesting – everything is removed so there is no canopy cover left to compete with the young sprouts and seedlings. New trees can be planted or the healthiest young growth in the open area will form a healthy future stand of trees.

Selective Harvesting – Removal of slower growing, defective, or diseased trees to provide more space for the remaining trees to grow.

FOREST HEALTH

Thinning – Removal of slower growing, defective, or diseased trees to provide more space for the remaining trees to grow. The result is that available water and soil nutrients benefit those that remain, resulting in bigger, healthier trees in a shorter period of time.

Prescribed Burn – intentionally ignited fire for to reduce fuel build-up, prepare the land for new growth, help plants/tree germinate, naturally thin crowded forests, create diversity needed by wildlife.

Pest Management – Preventing the spread of and the removal of invasive species (native or non-native) that compete with trees or harm them.

RENEWABLE ENERGY

Renewable Resources – energy sources that can be reused or replenished in a short period of time. Examples are water, solar, wind, geothermal, and biomass (organic material used from renewable resources like crops and forests)

Woody Biomass – material from forests that includes wood, branches, leaves, needles, and other woody material. Woody biomass may be used to create biofuels to power engines.

LEAFY LANGUAGE


OAK


PINE


MAPLE


REDWOOD


GRAPEFRUIT

PART ONE – Different kinds of trees have very different qualities. Read the descriptions of the trees below, and write the name of each tree in the spaces to create your **Code Key**.

CODE KEY

Description	Code Key boxes
1. Acorns from this shade tree provide food for wildlife.	1 2 3
2. This tree has thin leaves called needles and produces seed-bearing cones.	4 5 6 7
3. A tree with colorful fall foliage that is a source of delicious syrup.	8 9 10 11 12
4. Small red fruit from this tree is great in pies!	13 14 15 16 17 18
5. Two varieties of this nut-producing tree are Black and English.	19 20 21 22 23 24
6. Found in the Western United States, named for the color of its wood, this type of tree is one of the tallest and oldest on earth.	25 26 27 28 29 30 31
7. A tropical tree whose sap is processed to make tires.	32 33 34 35 36 37
8. Large yellow citrus fruits from this tree make a tart but delicious juice.	38 39 40 41 42 43 44 45 46 47
9. This type of tree provides wood for many baseball bats.	48 49 50

PART TWO – Grow your tree vocabulary! Use the Code Key you made to complete these sentences. Find the number for each blank space above. Write the letter for that number in the blank space to complete the words.

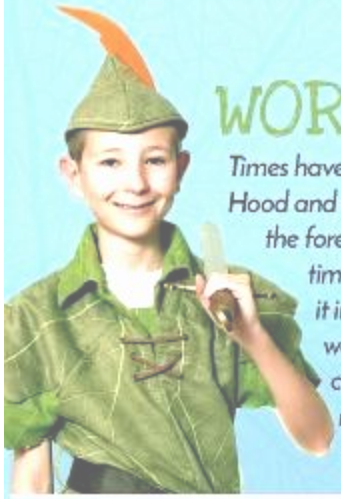
1. By providing food and shelter, trees form an important part of many wild animals' [14] [40] [35] [5] [24] [20] [47] .
2. Trees like pine, spruce and fir that keep their leaves year-round are called evergreen. Trees like oak, maple, sycamore, and walnut that lose their leaves in fall are called [27] [7] [13] [5] [31] [33] [29] [23] [49] .
3. Tree leaves use energy from sunlight to produce food from water and air through an amazing process called [4] [14] [29] [24] [30] [49] [18] [22] [24] [14] [7] [49] [46] [49] .
4. By holding soil in place with their roots and reducing the impact of rainfall with their leaves, trees help prevent [36] [16] [30] [49] [46] [1] [6] .
5. Trees produce oxygen, reduce wind and filter out dust and other particles to help reduce air [4] [1] [21] [11] [45] [24] [5] [29] [22] .
6. Trees add water vapor to the atmosphere through a process called [47] [16] [2] [22] [49] [41] [5] [16] [2] [24] [46] [1] [22] .
7. Leaves from trees improve the soil when they are used as [8] [33] [21] [13] [14] .
8. Trees can be replaced by replanting, so they are considered resources that are [39] [7] [22] [15] [28] [2] [35] [21] [7] .

Goal: Readers identify trees from written descriptions to create a "Code Key," which they use to complete vocabulary words in sentences that describe tree resources.
EE Standards: Strand 2.4 – Environment and Society. Guideline C – Learners understand the basic concepts of resource and resource distribution. References to National Education Standards: Economics 1-2; Geography 136-137; History 22; Science 140.

A LOT!

You can take a deep breath of clean air... You can take a big drink of clean water... These are just two of the many ways that trees have an impact on YOU. *We depend upon forests every day, all day. Earth would NOT be a good place to live without trees! Forests are one of the most vital ecosystems to human life. Trees and other plants produce the oxygen in Earth's atmosphere that we MUST have to breathe. Their roots hold soil in place, keeping it out of waterways. Their shade helps cool and regulate the Earth's temperature. A list of just a FEW of the thousands of things we get from trees is on the right. Circle every item you need, use or want!*

- Oxygen
- Candy wrappers
- Shoe heels
- Books
- Birthday cards
- Ink
- Price tags
- Ping pong balls
- Tires
- Toilet seats
- Football helmets
- Guitars
- Fireworks
- Charcoal
- Toilet paper
- Chewing gum
- Makeup
- Roofs
- Vitamins
- Hockey sticks
- Clean water
- Egg cartons
- Paper towels
- Nail polish
- Toothpaste
- Shampoo
- Syrup
- Computer casings
- Movie tickets
- Toothpicks
- Shade
- Bowling alley lanes
- Animal bedding
- Pie filling
- Ice cream thickener
- Baseball bats



WORKING FORESTS

Times have changed since story book characters, Robin Hood and the Sherwood bandits were hanging out in the forest. Modern forestry isn't just about providing timber for all of those wood products we use – it involves equal concern for wildlife habitat, watershed and water quality management, carbon sequestration, biodiversity issue, recreational areas and much more. Life without forests is hard to imagine!

MYSTERY PHOTO

Can you guess what it is?
Write your answer here:

LIVING IN THE CITY- LOOKING FOR A FOREST!

A lot of people believe that there are no forests or true "green" areas in cities. Incorrect! Over **130 MILLION acres of forests** *are located in America's cities and towns. These are referred to as urban forests. Urban forests include: parks, gardens, green-ways, nature preserves, street and landscape trees and more. These urban forests help filter air pollution, control stormwater, reduce noise, and provide habitat for wildlife.*

DO YOUR PART: WOODSY OWLS MOTTO IS: REDUCE, REUSE, RECYCLE AND ROT (COMPOST)!

Make it a goal to create as little waste as possible. Trees are a big part of the resources we use every day.

TREES + ME = CLEAN HAIR

Sodium-Lauryl-Sulfate, a byproduct that is a result of using trees to make paper, is used to make shampoo and other soap products foamy.

CACD'S STATE CONSERVATION POSTER CONTEST

2021 THEME "Healthy Forests, Healthy Communities." POSTER ENTRY FORM

PLEASE ATTACH THE FOLLOWING "STATE" ENTRY FORM TO THE BACK OF EACH POSTER ENTERED INTO COLORADO's 2021 POSTER CONTEST

*STUDENT NAME*_____

ADDRESS _____

TOWN/CITY: _____ *ZIP CODE:* _____

PRINTED NAME OF PARENT/GUARDIAN: _____

PARENT PHONE NUMBER: _____

PARENT EMAIL ADDRESS: _____

Parent/Guardian signature will allow the District & CACD to utilize poster submission for educational and promotional purposes and to give permission to use student's name.

PARENT/GUARDIAN SIGNATURE: _____ *DATE:* _____

SCHOOL: _____

TEACHER NAME: _____ *GRADE:* _____

LOCAL CONSERVATION DISTRICT: _____

DISTRICT CONTACT NAME: _____

DISTRICT PHONE NUMBER: _____

FOR CACD's USE ONLY –

SCORING:

- *Conservation message—50 percent* _____
- *Visual effectiveness—30 percent* _____
- *Originality—10 percent* _____
- *Universal appeal—10 percent* _____

TOTAL -- _____

Judge(s) Signature/Initials: _____