

DEPT D – CONSERVATION & WILDLIFE

Judge: Cory Krause, West Point NE

Purple award \$3.00; blue award \$2.50; red award \$2.00; white award \$1.00

General Information

- A. SHOW WHAT YOU DID & LEARNED – All exhibitors are encouraged to show evidence of their personal field experiences, study, or observances that relate to their exhibit. This helps judges understand what the 4-her did and learned in the process that led to the exhibit.
- B. PROPER CREDIT – Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- C. WHOSE EXHIBIT? – The exhibitor’s name, county, and age must be on the back or bottom of all displays so that the owner can be identified if the entry tag becomes separated from the exhibit.
- D. WILDLIFE & WILDLIFE LAWS – “Animal” or “wildlife” in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or parts.
- E. ENTRIES PER INDIVIDUAL – Each individual may enter up to one exhibit per class.
- F. PROJECT MATERIALS – Related project booklets include Exploring Your Environment series, 4-H Shooting Sports, Amphibians, Bird Behaviors (EC 59381), Fishing for Adventure project manuals, Wildlife Conservation (4H125), Outdoor Skills; Learning Science in the Outdoors series (Science Signature Outcome Program), and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H4300).
- G. BOARD AND POSTER EXHIBITS – These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on $\frac{1}{4}$ " plywood, Masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22"x28") but half size, 22"x14", is recommended.
- H. SCORING – Sample score sheets are available at your County Extension office and on the UNL 4-H web page, <http://4h.unl.edu>

It is a violation of federal wildlife protection laws to collect actual nests of birds. For educational displays of nests, it is suggested that photographs be used.

A Special Recycling Award will be given to the exhibit featuring the most unique way of using recyclable materials. A “special” entry card in addition to the regular entry tag must accompany the exhibit on entry day. A brief explanation on a 3"x5" card should be attached to the “special” entry card.

Classes

Wildlife and How They Live

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| D-340-001 | Mammal Display |
| D-340-002 | Bird Display |
| D-340-003 | Fish Display |
| D-340-004 | Reptile or Amphibian Display |

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management. Examples: Life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife study methods; wildlife behavior (example: when

nesting, finding food, moving, etc.) habitats (example: grasslands, wetlands, river or stream corridors) and what wildlife is found there; habitat needs for a specific kind of wildlife. For more ideas refer to project booklets.

- D-340-005 Wildlife Connections – Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.
- Examples: 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes – who eats whom or what. Use arrows to show the direction of the energy (food) flow. 2) Show the role of predators, scavengers, insect eaters, or others in nature. 3) Show how wildlife numbers (population) change through the year or with their habitat. 4) Show predation, competition, or other behavioral interactions or wildlife. 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw. 6) For more ideas refer to project booklets.
- D-340-006 Wildlife Tracks – Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-Paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks so the judge's better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.
1. Option 1 should show plaster-of-Paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR)
 2. Option 2 should show two or more plaster-of-Paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat and what may eat the animal.
 3. Option 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.
- D-340-007 Wildlife Knowledge Check – Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and structure to facilitate transportation and display. Example: prepare a list of animals and questions about where each would most likely live. Rabbits – brushy areas along field borders; ducks – marshes, etc.
- D-340-008 Wildlife Diorama – Box must be no larger than 24"x24". The exhibits must show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for area-sensitive species such as meadowlarks, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, ring-necked pheasants, mourning doves, cottontail rabbits, fox squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.
- D-340-009 Wildlife Essay – Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example: write about a particular species of wildlife that you have observed or about the values of wildlife (commercial

value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas refer to project booklets.

These essays should be between 100 and 1000 words long and should be typed, double spaced, or written so that it can be easily read. Standard size paper (8 ½" x 11") format is preferred. You might use books, magazine, or personal interviews as resources, but you must give credit to all sources by listing them.

- D-340-010 Wildlife Values Scrapbook – Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, and scientific value) following guideline sin the Wildlife Conservation project booklet (4H 125)
- D-340-011 Wildlife Arts – The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x24". For example: paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

Wildlife Habitat

- D-342-001 Houses – Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house, no insect houses. Make the house functional so that dimensions, hole size, etc. are appropriate to fit the intended species needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use and 3) any seasonal maintenance needed. Tips: check NebGuide on bird house and shelves.
- D-342-002 Feeders / Waterers – Make a bird feeder or bird bath. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information: 1) where and how the feeder or waterer should be located for best use and 2) how it should be maintained. Tips: Check NebGuide on feeding birds
- D-342-003 Wildlife Habitat Design – Board or poster exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas check the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

Harvesting Equipment

- D-343-001 Fish Harvesting Equipment – Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), and lures. Label all items displayed. Include in your exhibit the following information: 1) purpose of each item, 2) when or

where it is used in relation to other equipment, 3) any personal experiences you've had with the item(s).

D-343-002 Build a Fishing Rod – Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod education exhibit may not exceed 96" length. Exhibit must be mounted on a board and labeled with the member's name, county and class number.

Include with the exhibit the following items as a brief attachment: Explanation of cost of materials/components, where materials/components were purchased, how made and number of hours required for construction.

Identify all parts.

Necessary components which must be included are grip, line guides (based on manufacturer's specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread.

Exhibit will be judge on: workmanship, labeling of parts (guides, etc.), correct information and neatness.

D-343-003 Casting Target – Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing for Adventure.

D-343-004 Wildlife Harvesting Equipment – Board exhibit. Display of equipment used in harvesting wildlife. Examples: expended ammunition casing (no live ammunition permitted) steel traps, hide stretchers, fleschers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) purpose of each item, 2) when or where it is used in relation to other equipment, 3) any personal experiences you've had with the item(s).

D-343-005 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory – Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustments you made.

Taxidermy

D-346-001 Tanned Hides or Taxidermy – Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: 1) the animal's name, 2) information about the exhibitor's personal field experiences, study or observations that relate to the exhibit.

Other Natural Resources

D-361-001 Design your Own Exhibit in Natural Resources, Conservation, or Ecology

This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit in to other categories. Examples may come from the Exploring Your Environment series or the exhibitor may determine what the exhibit will be. Entries must be appropriate for fair display and no larger than 24"x24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.