

2020

WILDLIFE CONSERVATION

Participants have the opportunity to create a variety of exhibits in the different divisions. This category gives 4-H'ers the opportunity to present their knowledge of their chosen interests. 4-H'ers will not only show their knowledge about conservation, wildlife, and shooting sports, but also the different laws that surround those areas.

*Denotes State Fair Entry

Purple, \$3; Blue, \$2; Red, \$1.50; White, \$1

State Fair will not allow exhibiting weapons (knives, tomahawks, etc.). If your item is selected for State Fair, you can submit a photo or video of your exhibit and the judge would do their best to judge it accordingly.

1. **SHOW WHAT YOU DID AND LEARNED** — All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.

2. **PROPER CREDIT** — Show proper credit by listing sources of plans or other supporting information used in exhibits.

3. **WHOSE EXHIBIT?** — The exhibitor's name, address and parent's or guardian's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.

4. **WILDLIFE AND WILDLIFE LAWS** — "Animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds or mammals. Follow wildlife laws. For example, wildlife laws do not allow collection of bird nests, eggs or any of their parts.

5. **PROJECT MATERIALS** — Related project booklets include Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125) and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H4300).

6. **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 tracts. Mount all board exhibits on a panel made of ¼-inch plywood, Masonite or similar material no larger than 24 inches high by 24 inches wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 inches by 28 inches), but half size (22 inches by 14 inches) is recommended.

Exhibitors are limited to one entry per class.

Classes 340001 through 340004 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. Examples: life history or other facts about one type of wildlife; life requirements for one kind of wildlife on a farm or in town; managing habitat for one season or through the year; wildlife behavior and habitats.

All exhibits must be labeled. Label each item with the exhibitor name, project division, exhibit class number and years in the project before entering at county fair.

All static exhibits must receive a purple ribbon at the county fair in order to be eligible for State Fair selection.

State Fair Premier 4-H Science Award is available in this area. See General Rules in State Fair Book for more details.

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.

*D340001 Mammal display

*D340002 Bird display

*D340003 Fish display

*D340004 Reptile or amphibian board display.

*D340005 Wildlife connections board or poster display. The purpose of this display is to show inter-connections 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 or affect each other or how they affect people. Or, they might show how animals affect their habitat or how their habitat affects them.

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.

3. Show how wildlife numbers (populations) change through the year.
4. Show predation, competition, or other behavioral interactions of 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.

***D340006** 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 judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required.

Three options:

1. 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. 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. OR

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.

***D340007** 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; maximum size 24 inches by 24 inches.

***D340008** Wildlife diorama. Box must be no larger than 24 inches by 24 inches. The exhibit might show a grassland, prairie, agricultural woodland, riparian (stream or river corridor) area, wetland, and/or other area with wildlife habitat. Examples: 1. 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. 2. 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, mourning doves, cottontail rabbits, fox squirrels, Northern cardinals, or blue jays. Label the habitats displayed and indicate at least five kinds of wildlife in their proper habitats.

***D340009** 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 or proper behavior for hunting or fishing. For other ideas, refer to project booklets. The essay should be at least 100 and not more than 1,000 words long and should be typed, double-spaced standard 8½-inch by 11-inch paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

***D340010** Wildlife values scrapbook. Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125).

***D340011** 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 inches by 24 inches. 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 the exhibit is meant to show).

D340012 Wildlife — Self-determined. The purpose of this class is to allow original or creative exhibits that contain educational information about conservation and wildlife. The exhibitor determines what this exhibit will be. For thought starters, think about: computer programs written by the exhibitor; observations and records of wildlife food plot; exhibit of factual information from study, interviews, and/or observations related to conservation and wildlife (example: exhibit on landowner/hunter relations, endangered species, etc.). Entries must be appropriate for fair display and no larger than 24 inches by 24 inches. All entries must include a title and brief explanation of the purpose or message (what the exhibit is meant to show or do).

WILDLIFE HABITAT

***Denotes State Fair Entry**

Purple, \$3; Blue, \$2; Red, \$1.50; White, \$1

*D342001 Houses. Make a house for wildlife. Examples: birdhouse (wren, 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 animals(s) for which the house is intended; 2. Where and how the house should be located for best use; 3. Any seasonal maintenance needed. Tips: Check NebGuide on bird houses and shelves.

*D342002 Feeders/Waters. Make a bird bath or feeder (example: seed, suet or nectar feeders). Squirrel feeder okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or water is intended. Make the feeder or water functional so that it fits wildlife needs. Include the following information: 1. Where and how the feeder or water should be located for best use; 2. How it should be maintained. Tips: check NebGuide on feeding birds.

*D342003 Wildlife Habitat Design Board, no larger than 24 inches by 24 inches, or Poster Exhibit, no larger than 22 inches by 28 inches, but half-size, 22 inches by 14 inches, is recommended. Choose a back yard, 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.