

2022

WILDLIFE CONSERVATION

Conservation, wildlife, and shooting sports gives 4-H members an opportunity to share their knowledge and field experience about conservation, wildlife, and shooting sports. When creating an exhibit make sure to take close account of the rules while taking into account 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.

Example to attach to your exhibit

Name: Chris Clover

County: Clover County

Age: 10

Field Experience, Study, or Observations:

I attended a 4-H workshop where we put out a food plot, and then made turkey calls. We played a game about attracting turkeys. Sometimes we acted like a female to draw in a tom turkey. Sometimes we acted like a lost baby turkey to call in a whole flock. I was able to use my turkey call and play the game successfully. While I never turkey hunted in person, I went on-line to research more turkey calls. I hope to turkey hunt someday, and I want to use a box call to hunt fall turkeys.

Credits/Source:

Information was obtained from Nebraska Game & Parks website

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 classes includes wild fish, amphibians, reptiles, birds or mammals. Please make sure you are following all appropriate wildlife laws.

5. **PROJECT MATERIALS** — Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC59381), Fishing for Adventure Project manuals, Wildlife Conservation (4-H 125), Geology, and Outdoor Adventures. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome program) www.outdoornebraska.gov/afterschool/ and www.whep.org.

6. **BOARD AND POSTER EXHIBITS** — 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 - 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 behavior and habitats.

*D340002 Bird display - 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 behavior and habitats.

*D340003 Fish display - 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 behavior and habitats.

*D340004 Reptile or amphibian board display - 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 behavior and habitats.

*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 conservation or shooting sports related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 inches by 24 inches.

*D340008 Wildlife diorama. Exhibit 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: 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 ethics, proper behavior in the outdoors, 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. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be 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

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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 animal(s) for which the house is intended; 2. Where and how the house should be located for best use; 3. Any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. 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. Include the following information 1) the kinds of animal(s) for which the water/feeder is intended, 2) where are how the water/feeder should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. 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.