

DIXON COUNTY FAIRBOOK 2024
DEPARTMENT D

- Conservation and Wildlife -

Harvesting Equipment, Other Natural Resources, Outdoor Adventures,
Shooting Sports, Taxidermy, Wildlife & How They Live, Wildlife Habitat



CONSERVATION, WILDLIFE & SHOOTING SPORTS

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 pay close attention to the rules while taking into account the different laws that surround those areas.

Refer to **General Rules** for Ribbon Premium information.

Rules:

1. **Show What You Did and Learned** - All exhibitors will 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 the 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. **Label Your Exhibit** - The exhibitor's name, county, and age must be on the back or bottom of all displays.
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 wildlife laws. Domestic animal (i.e. domestic livestock or house pets) and insect exhibits are not appropriate for this area.
5. **Project Materials** - Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125). Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) <http://outdoornebraska.gov/afterschool/> and www.whep.org.
6. **Board and Poster Exhibits** - Mount all board exhibits on ¼-inch 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 x 28 inches) but half size, 22 x 14 inches, is recommended.

DIXON COUNTY FAIRBOOK 2024
DEPARTMENT D

- Conservation and Wildlife -

Harvesting Equipment, Other Natural Resources, Outdoor Adventures,
Shooting Sports, Taxidermy, Wildlife & How They Live, Wildlife Habitat



7. **Exhibit Size:** Exhibits other than poster/display board should not exceed 48 inches x 48 inches and be able to be moved by two people.

Resources:

Nebraska Game and Parks

<http://outdoornebraska.gov/>

Children and Nature: Let's G.O.! (Get Outside)

<https://www.childrenandnature.org/initiatives/lets-go/>

National Park Service - Nebraska

<https://www.nps.gov/state/ne/index.htm>

National Wildlife Federation

<https://www.nwf.org/>

Nature Lab: The Nature Conservancy

<https://www.nature.org/en-us/about-us/who-we-are/how-we-work/youth-engagement/nature-lab/>

USDA Forest Service

<https://www.fs.fed.us/recreation/safety/>

Leave No Trace

<https://lnt.org/>

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), lures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where each item is used, and 3) any personal experiences you've had with the item(s).

D 343 002 BUILD A FISHING ROD Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board. Include with the exhibit: Explanation of cost of materials/ components, where materials were purchased, how made, and number of hours required for construction. Label all parts: Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keepers. 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 judged on workmanship, labeling of parts (information, and neatness.

D 343 003 CASTING TARGET Make a casting target for exhibit and use. Target must be under 48" x 48" (updated from last year's 36"x36"). The bullseyes must be 2 feet, outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.

DIXON COUNTY FAIRBOOK 2024
DEPARTMENT D

- Conservation and Wildlife -

Harvesting Equipment, Other Natural Resources, Outdoor Adventures,
Shooting Sports, Taxidermy, Wildlife & How They Live, Wildlife Habitat



D 343 004 WILDLIFE HARVESTING EQUIPMENT - Board exhibit Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures.

Label all items displayed:

- 1) the purpose of each item,
- 2) when or where it is used,
- 3) any personal experiences you've had with the item(s).

D 343 005 INVENTING WILDLIFE/FISH HARVESTING EQUIPMENT, AID OR ACCESORY - 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.

OTHER NATURAL RESOURCES

D 361 001 DESIGN YOUR OWN EXHIBIT IN NATURAL RESOURCES, CONSERVATION, GEOLOGY, OR ECOLOGY - This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24" x 24". 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.

OUTDOOR ADVENTURES

Level 1

(* Not State Fair Eligible)

***Q 004 901 SETTING UP MY TENT** Develop a presentation or poster showing how to set up and take down a tent (even in the rain!)

***Q 004 902 COOKING OUTDOORS** Poster on how to cook at a campsite. Be safe!

***Q 004 903 KNOTS** Presentation Board on how to make Knots. Show a step-by-step progression of tying a knot.

***Q 004 904 PLAYING IT SAFE** Investigate and present on safety measures if you were to get lost, getting caught out in a storm, or surviving an emergency.

***Q 004 905 PLANNING A HIKING ADVENTURE** Presentation binder or poster planning a hike, to include location, route, camping equipment, what to pack, travel to and from, clothing, sanitation and hygiene, food planning, etc.

***Q 004 906 WHAT'S IN MY BACKPACK?** Presentation or poster on what to pack for a hiking adventure.

***Q 004 907 CIVIC ENGAGEMENT** Create a poster presentation of a cleanup day at a campground or trail.

Level 2

D 341 001 POSTER - Topics may include, but not limited to one or more of the following; how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, "Leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.

D 341 002 JOURNAL / BINDER - Written report of virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16-inch X 16-inch.

D 341 003 CAMPING/HIKING SAFETY - Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit.

D 341 004 DIGITAL MEDIA - Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.

D 341 005 OTHER CAMPING ITEMS - Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following; nature art, nature haiku poem, spider web sketches or knot display.

Level 3

D 341 006 POSTER - Topics may include but not limited to one of the following; Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.

D 341 007 JOURNAL/BINDER - Written report of actual, virtual or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and "Leave No Trace." Exhibits measure no larger than 16-inch X 16-inch.

D 341 008 EXPEDITION SAFETY - Must include an explanation of the use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but are not limited to; travel-sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit, or weather/water safety.

D 341 009 DIGITAL MEDIA - Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.

D 341 010 OTHER EXPEDITION ITEMS - Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included).

4-H SHOOTING SPORTS

Dixon County 4-H has Archery Exhibits Only

Rules:

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/muzzleloader, and/or hunting skills. No firearms, can be entered as an exhibit, nor live ammunition; however information can be shared through pictures. Classes 004-009 can be entered by anyone in the conservation and wildlife area.

Refer to **General Rules** for more information.

D 347 001 SHOOTING AID OR ACCESSORY – Any item which helps the shooter/hunter better perform their sport, examples: kneeling roll, arm guard, etc... Include your design, or plans you adapted, what the item is and used for.

D 347 002 STORAGE CASE – Any item with the purpose to safely hold a bow, and/or arrows, examples: quivers, Include your design, or plans you adapted. Explain how the storage case is used.

D 347 003 PRACTICE GAME OR ACTIVITY – Invent or adapt an activity to practice or teach a

project skill. Include pictures of youth playing the game, testimonials for 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.

D 347 004 SCIENCE, ENGINEERING, TECHNOLOGY ADVANCEMENTS OF SHOOTING SPORTS, CONSERVATION, OR WILDLIFE ESSAY OR DISPLAY – Choose a specific area of shooting sports archery and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.

D 347 005 HEALTHY LIFESTYLES PLAN – Include a shooter’s (hiker’s, camper’s, angler’s) diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.

D 347 006 CITIZENSHIP/LEADERSHIP PROJECT – Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from the project, what the 4-H member’s role was, and any results.

D 347 007 CAREER DEVELOPMENT - COLLEGE ESSAY, INTERVIEW OR DISPLAY - Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person’s 4-H career. Essays are limited to 1,000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

D 347 008 COMMUNITY VITALITY DISPLAY - Explore the difference, shooting sports and hunting, make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.

D 347 009 AG LITERACY - VALUE ADDED AGRICULTURE INTERVIEW OR RESEARCH PROJECT - Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

TAXIDERMY

Refer to **General Rules** for more information.

D 346 001 TANNED HIDES 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 specie; 2) information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

D 346 002 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: - the animal's name - information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.?

WILDLIFE AND HOW THEY LIVE

*Classes 001-004 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. No domestic livestock, pets, or insects allowed. For more ideas, refer to project booklets. For more ideas, refer to project booklets. Remember to look at refer to **General Rules** for more information.

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. For more ideas, refer to project booklets.

D 340 001 MAMMAL DISPLAY – Refer to Examples.

D 340 002 BIRD DISPLAY – Refer to Examples.

D 340 003 FISH DISPLAY – Refer to Examples.

D 340 004 REPTILE OR AMPHIBIAN DISPLAY – Refer to Examples.

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 (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, keeping notes of interactions, then make a display of what you saw;
- 6) Refer to the project manual for more ideas.

D 340 006 WILDLIFE TRACKS Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-Paris casts. There are 3 OPTIONS. For all options, include a brief

**DIXON COUNTY FAIRBOOK 2024
DEPARTMENT D**

- Conservation and Wildlife -

**Harvesting Equipment, Other Natural Resources, Outdoor Adventures,
Shooting Sports, Taxidermy, Wildlife & How They Live, Wildlife Habitat**



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.

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) 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.

(OR) OPTION 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to a 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 conservation or shooting sports-related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.

D 340 008 WILDLIFE DIORAMA Exhibit must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: 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 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. 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. The essay is between 100 and 1000 words long and typed, double-spaced on 8 ½ x 11 paper. You might use books, magazines, 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. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet (4-H 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" x 24". 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 a brief explanation of the purpose or message (what the exhibit is 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,
- 3) any seasonal maintenance needed, and
- 4) any evidence of your personal observations or experiences.

Tip: check NebGuide on bird houses and shelves:

<https://extensionpubs.unl.edu/publication/9000016367275/backyard-wildlife-bird-houses-and-shelves/>

D 342 002 FEEDERS/WATERS Make a bird bath or feeder. Examples: 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.

Tip: check NebGuide on feeding birds:

<https://extensionpubs.unl.edu/publication/9000016367266/backard-wildlife-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.