

## Environmental Education & Earth Sciences - Department D

### Conservation, Wildlife and Shooting Sports

#### General Rules:

- A. **SHOW WHAT YOU DID & 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.
- 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 even 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 any of their parts.
- E. **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), Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program).
- F. **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 ¼" 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 by 28 inches) but half size, 22 by 14 inches, is recommended.
- G. Exhibit must receive a purple ribbon at the county fair to be chosen to advance to the State Fair.

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### Division 340 – Wildlife and How They Live

- Classes 1-4 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
  - 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
  - Habitats

For more ideas, refer to project booklets.

**CLASS 1 MAMMAL DISPLAY** (Scoresheet SF154)

**CLASS 2 BIRD DISPLAY** (Scoresheet SF154)

**CLASS 3 FISH DISPLAY** (Scoresheet SF155)

**CLASS 4 REPTILE OR AMPHIBIAN DISPLAY** (Scoresheet SF156)

**CLASS 5 WILDLIFE CONNECTIONS** (Scoresheet SF157)

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:

- 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.
- Show the role of predators, scavengers, insect eaters, or others in nature.
- Show how wildlife numbers (populations) change through the year.
- Show predation, competition, or other behavioral interactions of wildlife.
- 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.

**CLASS 6 WILDLIFE TRACKS** (Scoresheet SF158)

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 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.

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. O
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.

**CLASS 7 WILDLIFE KNOWLEDGE CHECK** (Scoresheet SF159)

Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.

- CLASS 8 WILDLIFE DIORAMA** (Scoresheet SF160)  
Box 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 a large unbroken grassland or prairie for 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, 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.
- CLASS 9 WILDLIFE ESSAY** (Scoresheet SF161)  
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 hunting, fishing, or ethics and proper behavior for hunting or fishing. The essay is between 100 and 1000 words long, typed, double spaced, on standard size paper - 8 ½ x 11. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
- CLASS 10 WILDLIFE VALUES SCRAPBOOK** (Scoresheet SF162)  
Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125).
- CLASS 11 WILDLIFE ARTS** (Scoresheet SF163)  
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 brief explanation of the purpose or message.

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### **Division 342 – Wildlife Habitat**

- CLASS 1 HOUSES** (Scoresheet SF165)  
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 houses and shelves.

**CLASS 2 FEEDERS/WATERS** (Scoresheet F166)

Make a bird bath or feeder. 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.

**CLASS 3 WILDLIFE HABITAT DESIGN** (Scoresheet SF167)

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.

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### **Division 343 – Harvesting Equipment**

**CLASS 1 FISH HARVESTING EQUIPMENT** (Scoresheet SF168)

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. the purpose of each item,
2. when or where each item is used in relation to other equipment,
3. any personal experiences you've had with the item(s).

**CLASS 2 BUILD A FISHING ROD** (Scoresheet SF169)

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 educational exhibit may not exceed 96 inches 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 manufacturers 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 judged on: workmanship, labeling of parts (guides, etc.), correct information, and neatness.

**CLASS 3      CASTING TARGET (Scoresheet SF170)**

Make a casting target for exhibit and use, following guidelines on the reference sheet. Target must be under 36" x 36". The bullseyes/rings must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable, and weather resistant.

**CLASS 4      WILDLIFE HARVESTING EQUIPMENT BOARD EXHIBIT (Scoresheet SF171)**

- 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. Include in your exhibit the following information:
  - 1. the purpose of each item,
  - 2. when or where it is used in relation to other equipment, and
  - 3. any personal experiences you've had with the item(s).

**CLASS 5      INVENTING WILDLIFE/FISH HARVESTING EQUIPMENT, AID OR ACCESSORY (Scoresheet SF168)**

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.

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### **Division 346 – Taxidermy**

**CLASS 1      TANNED HIDES OR TAXIDERMY (Scoresheet SF172)**

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.

## **Environmental Education & Earth Sciences - Department D – Division 361 – Other Natural Resources**

### **CLASS 1      DESIGN YOUR OWN EXHIBIT IN NATURAL RESOURCES, GEOLOGY, CONSERVATION, OR ECOLOGY (Scoresheet SF171)**

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.

## **Environmental Education & Earth Sciences - Department D – Division 347 - 4-H SHOOTING SPORTS EXHIBITS**

**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, blackpowder/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.**

### **Class 1      Shooting Aid or Accessory (Scoresheet SF169)**

Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc... Include your design, or plans you adapted, what the item is and used for.

### **Class 2      Storage Case (Scoresheet SF169)**

Any item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows, Examples: soft sided shotgun case, quivers, firearm safe. Include your design, or plans you adapted. Explain how the storage case is used.

### **Class 3      Practice Game or Activity (Scoresheet SF169)**

Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 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.

- Class 4**      **Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display** (Scoresheet SF161)  
Choose a specific area of shooting sports 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.
- Class 5**      **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.
- Class 6**      **Citizenship/Leadership Project** (Scoresheet SF258)  
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, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.
- Class 7**      **Career Development/College Essay, Interview or Display** (Scoresheet SF161)  
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 1000 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.
- Class 8**      **Community Vitality Display** (Scoresheet SF161)  
Explore the difference shooting sports, conservation, fishing, 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.
- Class 9**      **Ag Literacy-Value Added Agriculture Interview or Research Project**  
Explore how traditional agricultural 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.

**\* The following class is not eligible for State Fair consideration\***

**CLASS 901 Shooting Sports Poster Exhibits**

This is an **educational** exhibit that demonstrates lessons learned in the Shooting Sports practice sessions.

Poster should not exceed 22" x 28" and may be either vertical or horizontal. Photographs, slides, charts, drawings may be used.

Examples of subjects for this exhibit:

- Parts of a bow or rifle.
- Explain the differences between pellet and BB rifle.
- Explain the different types of arrows - including shaft, tips.
- Explain the different types of bows.
- Demonstrate or explain the 11 Archery Shooting Steps.
- Demonstrate or explain the correct method for removing arrow from target.

**Sarpy County Fair Shooting Sports Contest information is located in the Contests section of the fairbook.**