



DEPARTMENT: ENVIRONMENTAL EDUCATION & EARTH SCIENCE
 AREA: WILDLIFE



CURRICULUM & RESOURCES

Amphibians and You	B	I	A
Bird Behavior	B	I	A
Fishing 1: Take the Bait	B		
Fishing 2: Reel In the Fun		I	
Fishing 3: Cast Into the Future			A
Wildlife Conservation 1: The Worth of Wild Roots	B		
Wildlife Conservation 2: Living Wild in An Ecosystem		I	
Wildlife Conservation 3: Living in A World With You and Me			A



AREA RULES – WILDLIFE

1. 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-er did and learned in the process that led to the exhibit.
2. Show proper credit by listing for the sources of plans or other supporting information used in exhibits.
3. The exhibitor's name, address and parent's or guardian's name must be on the back of bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
4. The work "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.

DEPARTMENT D – DIVISION 340 – WILDLIFE






DIVISION RULES – WILDLIFE

1. Classes 1 – 4 "Wildlife and How they Live" 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 (examples: 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.

Division	Class	Pay	Purple	Blue	Red	White
221	All Classes	2	\$4.00	\$3.00	\$2.00	\$1.00

- SF) 001 Mammal Display (SF154)**
SF) 002 Bird Display (SF154)
SF) 003 Fish Display (SF155)
SF) 004 Reptile or Amphibian Display (SF156)
SF) 005 Wildlife Connections (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: 1) Food chain display – Use pictures, drawings or other items to illustrate the source of food energy and where it goes; who eats who 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 or with their habitat. 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.

- SF) 006** **Wildlife Tracks** (SF158) – Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. There are three options.  **For all 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.
- Option 1: Show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal
 - Option 2: Show two or more plaster-of-paris track of one specific kind of wildlife and should include a picture of illustration of the animal, what the animal may eat and what may eat the animal.
 - Option 3: 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.
- SF) 007** **Wildlife Knowledge Check** (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". Example: prepare a list of animals and questions about where each would most likely live. Rabbits-brushy areas along field borders; ducks-marshes, etc.
- SF) 008** **Wildlife Diorama** (SF160) – Box must be no larger than 24" x 24". The exhibit might show a prairie, grassland, 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, 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.**
- SF) 009** **Wildlife Essay** (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 (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. The essay 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, magazines or personal interviews as resources, but you must give credit to all sources by listing them.
- SF) 010** **Wildlife Values Scrapbook** (SF162) – Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project manual.
- SF) 011** **Wildlife Arts** (SF163) – The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, and wood carvings, painted duck decoys of 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 is the exhibit meant to show).**

DEPARTMENT D – DIVISION 342 – WILDLIFE HABITAT

Division Class Pay Purple Blue Red White

342 All Classes 2 \$4.00 \$3.00 \$2.00 \$1.00

- SF) 001 Houses** (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.
- SF) 002 Feeders/Waters** (SF166) – 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.
- SF) 003 Wildlife Habitat Design** (SF167) – Board or poster exhibit. Choose a backyard, acreage or farm and design a habitat plan to meet the food, water, and 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 (NE4H4300).

DEPARTMENT D – DIVISION 343 – HARVESTING EQUIPMENT

<i>Division</i>	<i>Class</i>	<i>Pay</i>	<i>Purple</i>	<i>Blue</i>	<i>Red</i>	<i>White</i>
343	All Classes	2	\$4.00	\$3.00	\$2.00	\$1.00

- SF) 001 Fish Harvesting Equipment** (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 and 3) any personal experiences you've had with the item(s).
- SF) 002 Build a Fishing Rod** (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: 1) explanation of cost of materials/components, where materials/components were purchased, how made, and number of hours required for construction. 2) 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.
- SF) 003 Casting Target** (SF170) – Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing for Adventure Manuals, EC 5-15-82.
- SF) 004 Wildlife Harvesting Equipment** (SF171) – Board exhibit. Display of equipment used in harvesting wildlife. Examples: expanded 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).
- SF) 005 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** (SF171) – 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.

DEPARTMENT D – DIVISION 346 – TAXIDERMY

<i>Division</i>	<i>Class</i>	<i>Pay</i>	<i>Purple</i>	<i>Blue</i>	<i>Red</i>	<i>White</i>
346	All Classes	2	\$4.00	\$3.00	\$2.00	\$1.00

SF) 001 **Tanned Hides or Taxidermy** (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 and 2) information about the exhibitor’s personal field experiences, study or observations that relate to the exhibit.

DEPARTMENT D – DIVISION 361 – OTHER NATURAL RESOURCES

<i>Division</i>	<i>Class</i>	<i>Pay</i>	<i>Purple</i>	<i>Blue</i>	<i>Red</i>	<i>White</i>
361	All Classes	2	\$4.00	\$3.00	\$2.00	\$1.00

SF) 001 **Design your Own Exhibit** (SF167) – This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into 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” x 24”. All entries must include a title and should be clear (a brief explanation or other method) about the intended purposes 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.