

2010 Nebraska State Fair

Department D – Conservation & Wildlife

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GENERAL INFORMATION

Dare to do better than you've ever done before!

- 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, 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.
- 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. **ENTRIES PER INDIVIDUAL**-Each individual is limited to a total of four (4) exhibits, each in a different class. Maximum of 4 entries per county in each class.
- F. **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).
- G. **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. Poster exhibits normally will be stapled in the corners for fair display and to prevent their blowing in the wind.
- H. **SCORING**-Sample score sheets are available at your county extension office and on the UNL 4-H web page (<http://4h.unl.edu>).

Division 340, CLASSES

Wildlife and How They Live (Classes 1-4)

CLASS 1 MAMMAL DISPLAY

CLASS 2 BIRD DISPLAY

CLASS 3 FISH DISPLAY

CLASS 4 REPTILE OR AMPHIBIAN DISPLAY

Classes 1-4 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 (example: when nesting, finding food, moving, etc.); habitats (examples: 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.

CLASS 5 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 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.

CLASS 6 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.

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.

CLASS 7 WILDLIFE KNOWLEDGE CHECK

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. Example: prepare a list of animals and questions about where each would most likely live. Rabbits-brushy areas along field borders; ducks-marshes, etc.

CLASS 8 WILDLIFE DIORAMA

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

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. 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.

CLASS 10 WILDLIFE VALUES SCRAPBOOK

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

CLASS 11 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 brief explanation of the purpose or message (what is the exhibit meant to show).

Division 342, WILDLIFE HABITAT

CLASS 1 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, and 3) any seasonal maintenance needed. Tips: check NebGuide on bird houses and shelves.

CLASS 2 FEEDERS/WATERS

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

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. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

Division 343, HARVESTING EQUIPMENT

CLASS 1 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 in relation to other equipment,
3. any personal experiences you've had with the item(s).

CLASS 2 BUILD A FISHING ROD

Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. For fair exhibit, follow guidelines in the Fishing For Adventure Manuals.

CLASS 3 CASTING TARGET

Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing For Adventure Manuals.

CLASS 4 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. 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).

Division 346, TAXIDERMISTRY

CLASS 1 TANNED HIDES OR TAXIDERMISTRY

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.

Division 361, OTHER NATURAL RESOURCES

CLASS 1 DESIGN YOUR OWN EXHIBIT IN NATURAL RESOURCES, CONSERVATION, 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.