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Record Book for the Work in Wildlife Conservation and Outdoor Recreation : Extension Circular Form 18-41-64

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RECORD BOOK
FOR
WORK IN WILDLIFE CONSERVATION
AND
OUTDOOR RECREATION

WILDLIFE CONSERVATION PROJECT

Purpose of the Wildlife Conservation Project

Today, outdoor recreation is a very important part of American living. Wildlife management works to provide fish and wildlife for recreational use, whether it be for observation at parks and zoos or through hunting and fishing.

Boys and girls can help to develop and preserve Nebraska's fish and wildlife resource by learning as much as possible about outdoor recreation and wildlife conservation.

We hope that this project will help you to do your share of the job.

ACTIVITIES

This record book outlines the activities which can be followed in the Conservation project. For satisfactory completion of this project, clubs, individuals, and others must complete 9 of the 11 units outlined in the record book. This record book is to be used with the Youth Manual For Work In Wildlife Conservation And Outdoor Recreation.

Name _____
Address _____ County _____
Age Jan. 1 _____ Grade in School _____
Name of Organization _____
Leaders _____

Date Started _____ Date Closed _____
Month Day Year Month Day Year

EXTENSION SERVICE UNIVERSITY OF NEBRASKA
COLLEGE OF AGRICULTURE AND HOME ECONOMICS AND
U. S. DEPARTMENT OF AGRICULTURE COOPERATING
E. F. FROLIK, DEAN E. W. JANIKE, DIRECTOR

REQUIREMENTS INDEX

UNIT I --- WILDLIFE MANAGEMENT

Requirement: In every community there are certain groups of people, either private or governmental, who are working with and for wildlife conservation. Make a list of the groups that are found in your community. Under each group's title, make a list of its activities and indicate how these are aiding the wildlife resources. ^{1/}

UNIT II --- KINDS OF WILDLIFE

Requirement: Obtain a copy of Nebraska's current hunting and fishing regulations. Study the regulations and become familiar with each. From these regulations list the requirements necessary (all particulars) in relation to the taking of one game fish, one game bird, and one game mammal of your choice. Give particulars such as season, permit requirements, limit authorized, area open to harvest, legal means of taking, etc.

Type of Game or Fish	Open Season	Bag Limit	Possession Limit

Other information:

UNIT III --- HABITAT

Requirement a: Draw a map of one of the farms in your local area. As accurately as possible, draw in the conservation and type of vegetation that now covers the ground. In red pencil or ink, draw what you would do to improve the conservation and wildlife habitat or show any other good conservation practices which the farm might need. 1/

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Requirement b: (Group Demonstration) Plant 5-7 different types of trees in separate one gallon cans. How would you arrange these various trees in a windbreak? Write a brief statement telling how you have placed them and why.

UNIT IV --- LIFE HISTORY OF ONE TYPE OF WILDLIFE COMMON IN NEBRASKA

Requirement: Choose a game animal, bird, or fish found in Nebraska and write a simple life history of one species from personal observation and reading.

A life history tells how an animal lives and describes the requirements for life throughout the year. The reproduction cycle is an important part, but identification is not. Don't bother with a detailed description. For each season, spring, summer, fall and winter, you should give the major activities, kinds of food and cover used and the major hazards to life.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT V --- ENVIRONMENT AND WILDLIFE

Requirement: (This may be a group demonstration.) Place a goldfish into a glass container filled with clear water. Dump a small amount of each of the following into this water: 1/

Mashed potatoes, cooked meat, a leaf of lettuce, a small piece of paper, a lid from a tin can, some mud, a piece of rubber, twenty drops of oil, some glue.

The above represent a portion of the substances that people toss into our lakes and streams every day.

The water represents a pond, creek, reservoir, or river, and the fish, the life in the river. Observe the fish for a few days. Make a simple write-up of the experiment and record what happens.

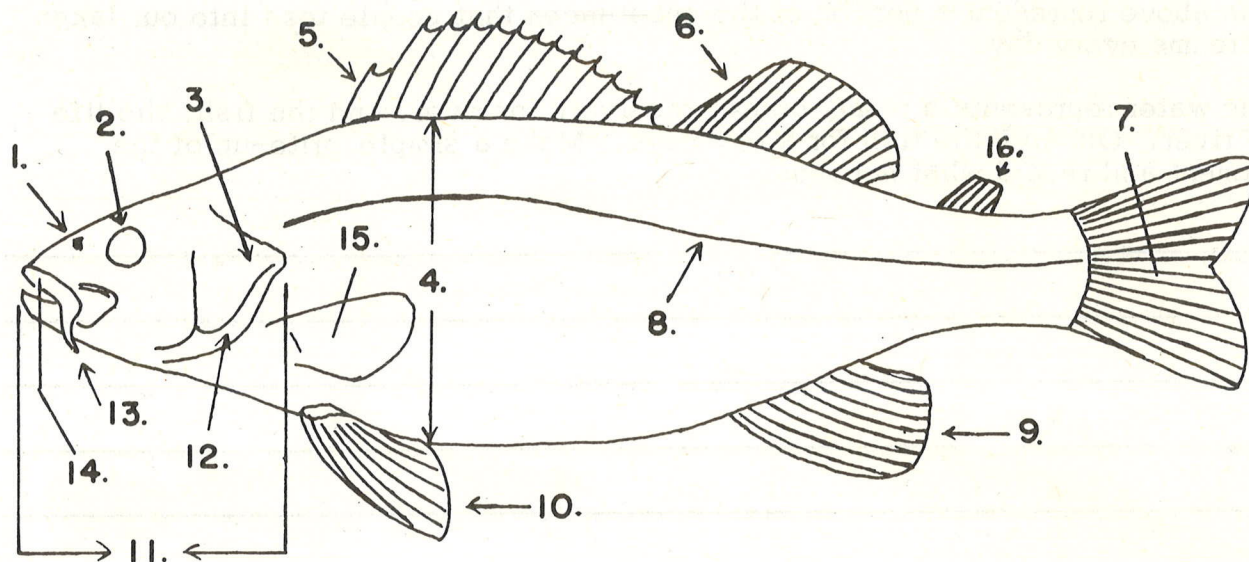
UNIT VI --- WILDLIFE LAW ENFORCEMENT

Requirement: Learn the name of the Conservation Officer assigned to your area. Find out the location of the nearest Game, Forestation and Parks Commission District Office, what personnel make up the staff, and what are the responsibilities of the staff assigned to this office. Invite a Game Commission representative or someone well acquainted with wildlife to visit your group and discuss local wildlife conditions. Prepare some questions for him to answer. Write your questions and a brief summary of this visit.

1/ Requirements are from: Johns, H. J., 1957, Guarding Our Heritage, A Pupil's Manual of Exploration In Conservation. Wyoming Game and Fish Commission, Cheyenne.

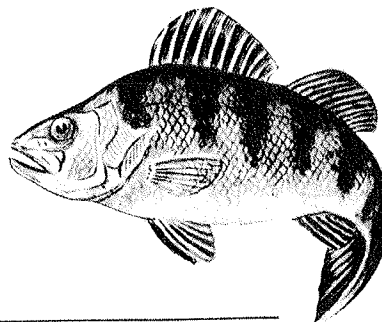
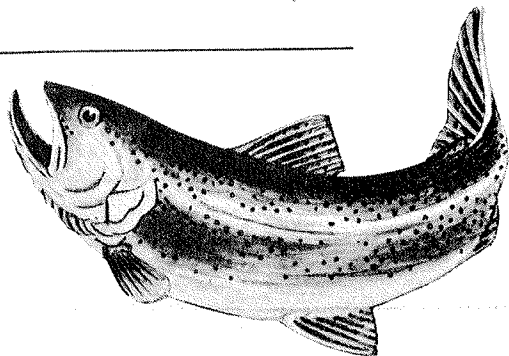
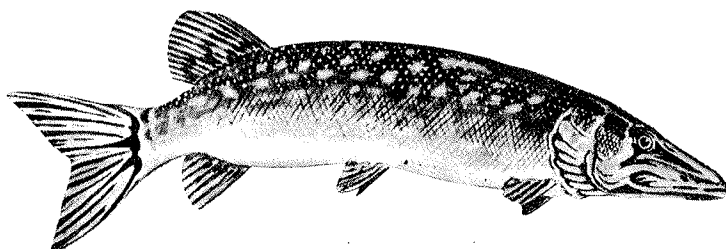
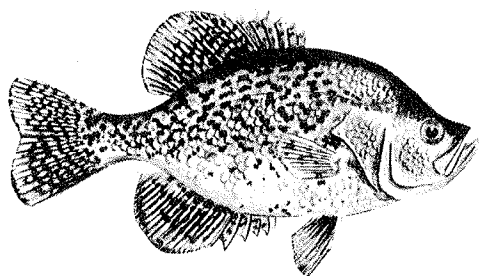
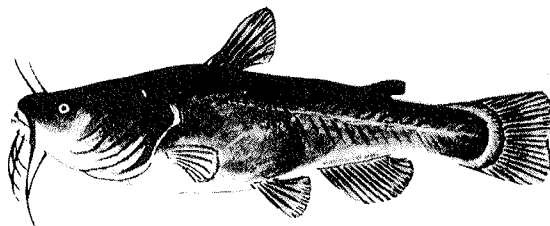
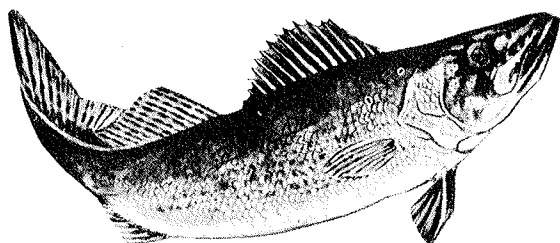
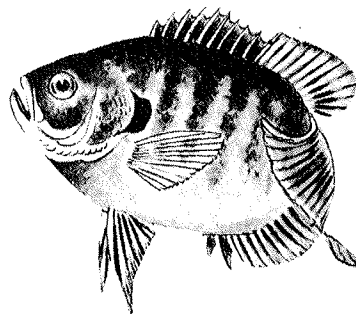
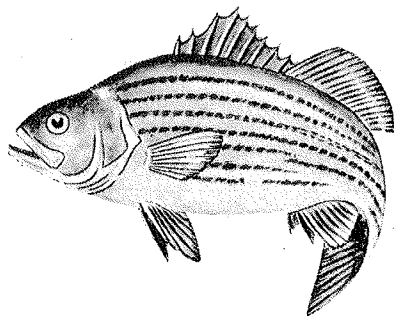
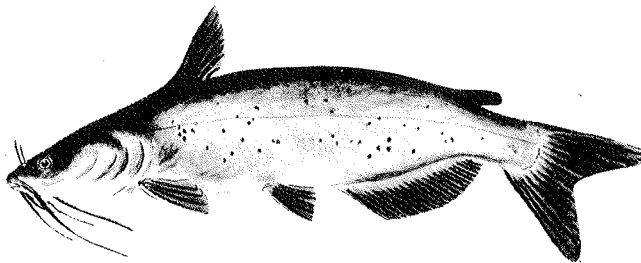
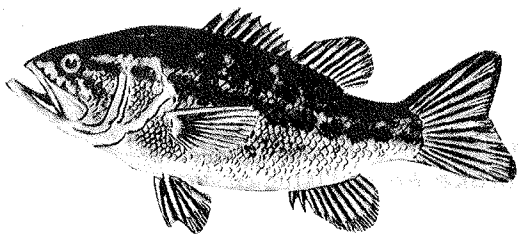
UNIT VII --- FISH KNOW-HOW

Requirement a: Note the outline of the fish below. It is similar to the outline found in your manual. Without looking at your manual label the parts of the fish shown below. Learn to properly name all parts of the fish.



- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |

Requirement b: Now that you have learned to recognize the fish types illustrated in the manual, let's take time to test your identification skill. Note the series of 10 fish illustrations. These diagrams are composed of exactly the same fish types as are shown in the manual. However, the diagrams have been rearranged to test your identification ability. Without looking at the manual place the name of the fish in the blank adjacent to the diagram. Learn to recognize each fish type.



UNIT VIII --- SPORTSMANSHIP

Requirement: Choose one category from the Sportsmanship Alphabet and tell your group in a short talk why and how it is helpful. (Make an outline of your talk.)

UNIT IX --- STATE PARK AREAS

Requirement a: Visit a State Park, State Historical Park, State Recreation Area or Special Use Area in your part of the state.

1. List the type of recreation available at this site.

2. List the types of facilities that are available to improve recreation at this site. You should consider anything from the bare ground on up, including changes in habitat and landscape.

3. If the site you visit has a resident manager, find out how many people visit the site in a year. _____

4. Describe what you would add for improvement of the site.

Requirement b: List the ten state recreation sites that are nearest to your home and give the location of each.

UNIT X --- CAMPING

Requirement a: Plan a three day camping trip. How many people would be in the party? _____ How many meals would you prepare in the field? _____ Would you have refrigeration for your food? _____

List the items of equipment you would take for the whole party.

List the kinds and quantities of food you would take for the whole party.

Requirement b: Your club or group will plan and prepare a meal by outdoor cooking. If your group is large, divide into groups of four to six people for the project. Each member should be responsible for some particular phase of the project.

Make a short write-up of what you did for this project.

UNIT XI --- CONSERVATION CORNER

Requirement: Make a Conservation Corner display in your meeting place. Illustrate some phase of outdoor recreation or fish and wildlife conservation or both. Give a description of your Conservation Corner.

Write a short story telling "What I learned in my Wildlife Conservation and Outdoor Recreation Project".

MY 4-H ACTIVITIES RECORD

Club Office I held _____

Club Committee I served on _____

Other Offices or Committees _____

My Club held _____ meetings, I attended _____

I participated in activities ☒ below:

4-H Camp _____

4-H Displays _____

Led games _____

Club Tour _____

Health Improvement _____

Led discussions _____

4-H Picnic _____

Led group singing _____

List other _____

I took part in demonstrations, judging, song contest, public speaking and other contests as listed below:

Activity	Team or individual	Where				Other (where)
		Club (no. times)	County	Dist.	State	
Example: Safety Demonstration	T	1	B		R	Farm Bureau Meeting
Song Group	Trio	3	P		B	Co.Ach.Day

MY EXHIBITION RECORD

Article	Where exhibited	Placing			
		P	B	R	W

I have read this report:

Parent _____

Leader _____

Extension Agent _____