



4-H WILDLIFE PROJECT



In this project, youth engage in exploring the outdoor world by learning names and classifications. Youth will understand the essentials of studying nature: stop, observe, discover, how to correlate findings and more.

- Increase awareness and appreciation of nature and it's structure.
- Explore human interdependence with the natural world.
- Gain knowledge of environmental and ecological concepts.
- Identify how humans impact the environment.
- Improve problem-solving and advocacy skills; take action that assumes responsibility of the environment.

Starting Out <i>Beginner</i>	Learning More <i>Intermediate</i>	Exploring Depth <i>Advanced</i>
<ul style="list-style-type: none"> • Introduce key concepts: Food Chain/Web, Habitat, Species, Adaptation. • Explore the water cycle model in nature. • Develop safety requirements: poison oak, poisonous critters, and remain with group. • Create a wildlife map to show food, water, cover and space for two species of mammals. 	<ul style="list-style-type: none"> • Study key concepts: Aquatic Ecosystems, Carrying Capacity, Succession, Migration. • Construct models that demonstrate the carbon and nitrogen cycle. • Connect the premise of interdependence in the context of natural and human communities. • Create a wildlife habitat map to manage 4 or 5 urban wildlife species. 	<ul style="list-style-type: none"> • Probe strategic aspects of key concepts: Arrangement and Fragmentation, Edge, Species, Richness and Biodiversity, Wildlife Management. • Explore personal and collective environmental ethics. • Research and produce an action plan that develops a moderate-sized habitat improvement project within the local area.

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.



Expand Your Experiences!

Science, Technology, Engineering, and Mathematics

- Construct and install birdhouses for specific birds. Collect on specific criteria.
- Form small groups or committees to prepare reports detailing conservation needs of an area. Outline a plan of action for improving the area or restoring a natural cycle.
- Set up a water quality monitoring program on a local stream.

Healthy Living

- Create an interpretive natural trail. Find a location, design the trail, contact appropriate authorities, fund raise, make posts, install. Enjoy.
- Identify “point source” and “non-point source” pollution and the effects on water quality, humans, and wildlife.

Citizenship

- Work with community groups to restore habitat for endangered or threatened species.
- Remove invasive species, i.e., caper spurge at Bodega Marine Lab.
- Plant wildlife cover or food in an abandoned creek or pasture area in a key wintering area.
- Learn about environmental laws and create a project focusing on political action.

Leadership

- Be a park steward. Volunteer at Bird/Wildlife/Songbird/Marin Mammal Rescue centers.
- Write a proposal asking that a vacant lot be turned into a playground/native plant garden/kids’ vegetable garden. Follow up, and build the playground/garden etc.
- Become an active leader who models positive environmental behavior.

Resources

- CA Department of Fish and Game
www.dfg.ca.gov
- Integrated Taxonomic Information System
www.ncbi.nlm.nih.gov/
- Project Butterfly WINGS: A Winning Investigative Network for Great Science
www.flmnh.ufl.edu/education/cise/wings.htm
- The Forest Foundation
www.calforestfoundation.org/
- There’s No New Water!
www.4-h.org/resource-library/curriculum/4-h-theres-no-new-water/
- USDA Forest Service
www.fs.fed.us/
- Book: Louv, Richard. *Last Child in the Woods; Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC. Algonquin Books of Chapel Hill, 2005.

Connections & Events	Curriculum	4-H Record Book
<p>Presentation Days – Share what you’ve learned with others through a presentation.</p> <p>Field Days – At these events, 4-H members may participate in a variety of contests related to their project area.</p> <p>County & State Fair - Enter your animal(s) and show the judge what you have learned!</p> <p>Contact your county 4-H office to determine additional opportunities available.</p>	<ul style="list-style-type: none"> • Council for Environmental Education: Project WILD - www.dfg.ca.gov/projectwild • The Nature of Teaching, Purdue University - www.ag.purdue.edu/extension/nature/Pages/default.aspx • Miller, Bob et al. Forest Ecosystem: A Science Based Multi-Disciplinary Instructional Unit for Grades 5-6. 	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit http://ucanr.edu/orb/</p>

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

