

# 4-H Wildlife Proficiency Program A Member's Guide

## OVERVIEW

The 4-H Wildlife Proficiency program helps you learn what you need to know about your 4-H project. Your project leader will assist you in setting and achieving your goals.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Lassen County 4-H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about many different aspects of wildlife.
- ◆ Level II – “Producer”, you practice and refine the many skills involved in learning about wildlife.
- ◆ Level III – “Consumer”, you become experienced in wildlife.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of wildlife, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

**WILDLIFE**  
**Level I - Explorer**

Date  
Completed

- \_\_\_\_\_ 1. Define the following terms:
  - Habitat                      • Preservation              • Birth rate                  • Harvest
  - Carrying capacity      • Refuge                      • Breeding stock          • Death rate
  - Conservation
- \_\_\_\_\_ 2. Know what the terms migratory and non-migratory mean. Give examples.
- \_\_\_\_\_ 3. Know how to recognize a: mammal, bird, reptile, amphibian, fish.
- \_\_\_\_\_ 4. Give one example of each of the above groups.
- \_\_\_\_\_ 5. Name the five most important components of habitat.
- \_\_\_\_\_ 6. Identify some equipment that can be used for observing wildlife.
- \_\_\_\_\_ 7. Attend 80% of field trips.
- \_\_\_\_\_ 8. Give a demonstration.
- \_\_\_\_\_ 9. Bring an article about wildlife from a magazine or newspaper to the meeting.
- \_\_\_\_\_ 10. Know the name and natural history of the only marsupial found in North America.
- \_\_\_\_\_ 11. Explain the general characteristics of the deer family.
- \_\_\_\_\_ 12. Explain the difference between horns and antlers.
- \_\_\_\_\_ 13. Explain the importance of the following: fish hatcheries, dams, fish ladders.
- \_\_\_\_\_ 14. Explain the ways of studying migration in birds, mammals and fish.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## WILDLIFE Level II - Producer

Date  
Completed

- \_\_\_\_\_ 1. Define the term "territory".
- \_\_\_\_\_ 2. Give three examples of territorial animals.
- \_\_\_\_\_ 3. Define the following terms:
  - Succession
  - Fossorial
  - Parasite
  - Predator
  - Extinction
  - Aerial
  - Protected species
  - Exotic species
- \_\_\_\_\_ 4. Give an example of an exotic species that has been introduced into our county.
- \_\_\_\_\_ 5. Discuss why exotic species may not always be a good idea for an area.
- \_\_\_\_\_ 6. Choose an animal of your choice and describe it to the members at a meeting.
- \_\_\_\_\_ 7. Learn the scientific names of three animals found in our county.
- \_\_\_\_\_ 8. Discuss what factors can harm habitat and how that impacts carrying capacity.
- \_\_\_\_\_ 9. Interview a wildlife/fishery (or other natural resource professional) and tell what that person does on their job.
- \_\_\_\_\_ 10. Attend 80% of field trips.
- \_\_\_\_\_ 11. Give a demonstration at county presentation day.
- \_\_\_\_\_ 12. Bring an article about wildlife from a magazine or newspaper to a meeting.
- \_\_\_\_\_ 13. Explain the difference in dentition (teeth) between carnivores and herbivores.
- \_\_\_\_\_ 14. Explain the differences between rabbits (lagomorphs) and rodents.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**WILDLIFE**  
**Level III - Consumer**

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. Define the following terms:  
\_\_\_\_\_
  - Hibernation
  - Salmonid
  - Flyway
  - Endangered
  - Threatened
  - Rare
  - Anadromous
  - Aestivation
  - Raptor
2. Explain the life cycle of an anadromous fish.  
\_\_\_\_\_
3. Explain the major differences in the life cycle of a Chinook, Coho and Steel head.  
\_\_\_\_\_
4. Explain the importance of juvenile versus adult plumage in bird identification.  
\_\_\_\_\_
5. Name the major migratory waterfowl flyways found in North America.  
\_\_\_\_\_
6. Identify three specimens of waterfowl found in the Pacific Flyway.  
\_\_\_\_\_
7. Explain how wildlife benefits humans.  
\_\_\_\_\_
8. Instruct project members on equipment used for wildlife identification.  
\_\_\_\_\_
9. Organize a field trip for the project members to view wildlife.  
\_\_\_\_\_
10. Keep a record of wildlife species observed in your backyard during the time of your project.  
\_\_\_\_\_
11. Develop a reference library of wildlife sciences that may help you or other members. This may include clippings, bulletins, books, pictures, articles, etc.  
\_\_\_\_\_
12. Attend 80% of field trips.  
\_\_\_\_\_
13. Lead one meeting.  
\_\_\_\_\_

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**WILDLIFE**  
**Level IV - Leader**

Date  
Completed

- \_\_\_\_\_ 1. Serve as Junior or Teen leader in this project for one year.
- \_\_\_\_\_ 2. Assist younger members in gathering and constructing needed equipment.
- \_\_\_\_\_ 3. Prepare teaching materials for use at project meetings.
- \_\_\_\_\_ 4. Develop and put on a demonstration or judging event or train a junior team for a judging activity.
- \_\_\_\_\_ 5. Speak on a project-based subject before an organization other than your 4-H group.
- \_\_\_\_\_ 6. Teach younger members about learning a specific topic in the project.
- \_\_\_\_\_ 7. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on your accomplishment to your club.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**WILDLIFE**  
**Level V - Researcher**

Date  
Completed

- \_\_\_\_\_ 1. Report on the results of a demonstration comparing measurable differences in management procedure. (Experiment)
- \_\_\_\_\_ 2. Prepare a paper of 300 words or more on one of the following topics:
- Management of wildlife
  - Feeds, feeding, and nutrition
  - Diseases, prevention and control, and general sanitation
  - Reproduction, breeding and genetics
  - Other
- \_\_\_\_\_ 3. Prepare a speech or illustrated talk to orally summarize your findings and present at a club, project meeting or other educational event.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Certificate of Achievement

*This certifies that*

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*has completed the Wildlife Proficiency  
in Lassen County.*

*Explorer*

*Producer*

*Consumer*

*Leader*

*Researcher*

\_\_\_\_\_  
*Date*

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