

**Houston Livestock Show and Rodeo 4-H Wildlife Contest
Study Resource and Procedures
2019**

General Information:

- This contest uses the 4-H Wildlife Habitat Education Project Manual as a study resource but follows a modified format that is shorter and eliminates certain activities as compared to the 4-H WHEP State Contest. Read these rules and procedures carefully to properly participate in this Houston Livestock Show & Rodeo (HLSR) Wildlife Contest.
- HLSR Age Divisions (ages as of August 31, 2018): Junior (8-13 years old) and Senior (14-19 years old)
- Teams consist of 3 or 4 members within an age division from the same county 4-H program.
- Individuals may enter and compete throughout the entire contest in the same manner as a team. Individuals are eligible for High Point Individual awards but not team awards.
- The 2019 Contest covers the **Southeast Mixed and Outer Coastal Plain Forest** region as described in the 4-H Wildlife Habitat Education Program (WHEP) Manual⁽²⁰¹⁶⁾. View and download this manual from the Texas 4-H website (<https://texas4-h.tamu.edu/projects/wildlife-fisheries/>); scroll down to 'Contests' then 'Stock Show Contests'. This contest covers sections 4-11 under the title 'WHEP Manual'.
- The contest is based on information found only in the 4-H WHEP Manual posted on the webpage as described above. This Manual should be used for a general study guide to prepare for this contest.
- The contest consists of activities as described in these Rules and Procedures. Each Activity's description includes what sections of the manual should be used for a study reference.
- The contest rules and procedures listed below supersede those found in the 4-H WHEP Manual which are designed for the National Invitational.
- Parts of this contest are held outdoors regardless of the weather and field conditions. Contestants should dress appropriately for the weather and for being in the habitat such as tall grass, brush, woods, mud, etc. Contestants should be prepared with drinking water, insect repellent, sunscreen, and other necessary outdoor items.
- Teams and individuals may win in their age division and return to compete in another year's contest as long as they are eligible by age and current 4-H or FFA membership.
- The contest may use Scantron Scoring. All scantrons or answer sheets will be provided.
- Each contestant should take a clipboard, two or more sharpened or mechanical #2 pencils, a good eraser, colored map pencils, and a small ruler or straight edge to help them align rows on the answer sheets. A contestant may carry a backpack to hold these and other necessary items to be outdoors such as drinking water, sunscreen, raincoat, binoculars, etc. No electronic devices will be allowed during the contest.

Contest Activities:

Contest activities are identical for Junior and Senior Divisions. *Note time allowances given for each activity.*

I: Written Wildlife Management Plan (2 hours, in the field)

Develop a wildlife management plan for the species listed in the provided Landowner Objectives and Habitat Conditions at the contest and the habitat in its current condition on the contest site. Write the plan in outline format using bullet statements and the outline that will be provided on the answer sheet on the day of the contest (Appendix A). A labeled sketch of the habitat is required showing locations of management practices prescribed in the management plan for each of the species as requested in the Field Conditions. This activity covers only WMPs and wildlife species listed in the Manual under the *Southeast Mixed and Outer Coastal Plain Forest region*.

This is a team activity where all 3 or 4 team members work together to develop one plan. Contestants participating as Individuals must complete this activity alone.

Landowner Objectives and Habitat Conditions are written details of the specific thoughts and outcomes desired by the owner of the habitat and details about the current use, management, or condition of the habitat. This information must be considered when evaluating the habitat and determining management practices.

II: Identification and Knowledge (1 hour)

This activity combines general wildlife knowledge and wildlife and habitat identification. Rotate through **30** stations, each with two parts; part one identification of a wildlife species, wildlife food group, or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice (A-D), 'True or False' or 'yes or no' format (see Appendix C for sample answer sheet). Wildlife species may be represented as photos, full or partial mounts, various external body parts (wing, pelt, feet, antler, etc.), tracks, scat, or calls. Wildlife species may be shown as male or female, juvenile or adult. The objective of this activity is to demonstrate knowledge of wildlife and habitat component identification, ecoregion specifics involved, wildlife management concepts, wildlife management terminology, wildlife management practices, and the biology and ecology of wildlife species. Study information should include the following sections of the WHEP Manual: **Concepts and Terms, the Southeast Mixed and Outer Coastal Plain Forest Ecoregion, Wildlife Species (only those species listed in the Southeast Mixed and Outer Coastal Plain Forest ecoregion), Wildlife Management Practices (only those listed in the Southeast Mixed and Outer Coastal Plain Forest ecoregion), Appendix A: Definitions of Food Groups, and Appendix B: Glossary.** Wildlife identification is based on only the species listed in the Manual. Species photos and characteristics should be studied using various identification resources available on the internet or in hard copy form, as well as the Wildlife Species section in the Manual. Photos and characteristics can focus on the male, female, or juvenile of each of the species covered.

Each contestant will complete this activity individually without the assistance of other team members.

Scoring:

All contestants are eligible for an overall individual placing. All activities will be used for the individual score and the team score. Team scores will be determined by the highest three individual scores per team. The Activity II plan score will be used for both individual placings and team placings.

720 total possible points per team using highest top three individual scores; 240 total possible points per individual.

I: Written Wildlife Management Plan – 120 points total per plan; points earned according to Judges' Score Sheet (See Appendix B)

II: Identification and Knowledge – 120 points total per individual; 2 points per question part

Tie Breaks:

Ties will be broken using the highest score on Activity I: Written Wildlife Management Plan for those contestants or teams in question.

In the case of a tie score on Activity I, ties will be further broken using highest score from Activity II.

In the case of a further tie, the first miss and so on will be used on Activity II.

Further ties will be broken at the discretion of the contest management.

IMPORTANT INFORMATION:

Contest Day Check-In: 7:00 a.m. Check-In Ends: 7:45 a.m. Contest Begins: 8:00 a.m. Results and Awards: immediately following scoring and tabulation	Contest Location: T&M Ranch 2606 U.S. 90 Alternate Richmond, TX, 77406
Contest Superintendent Larry Hysmith State 4-H Office lhysmith@tamu.edu 979/324-6637	

Appendices

- A: Activity I Sample Answer Sheet - Junior and Senior Divisions
- B: Judges' Score Sheet for Activity I – Junior and Senior Divisions
- C: Activity II Sample Answer Sheet – Junior and Senior Divisions

Appendix A: Activity I Sample Answer Sheet - Junior and Senior Divisions

Note: Additional pages will be provided with each set of answer sheets for the sketch. Landowner Objectives and Habitat Conditions will be provided with the answer sheet.

Note: Space for each section shown on this example is less than the amount of space given on the actual contest answer sheet. This outline will be provided on the answer sheet to guide development of the plan. The plan should be written in bullet format.

Note: Refer to Appendix B: Judges' Score Sheet for Activity I - Junior and Senior Divisions to understand the criteria used to judge the written wildlife management plans in both age divisions.

Activity I Written Wildlife Management Plan Junior and Senior Division Sample Answer Sheet

Plan Implementation

Evaluate the designated habitat for each of the wildlife species in the Landowner Objectives and Habitat Conditions and list which management practices you will use for each wildlife species in this habitat at its current state to reach the landowner objectives. Include **how**, **when**, and **where** each management practice will be implemented (ex., "Set Back Succession with prescribed fire in the fall on annual rotating sections of the habitat in the creek bottom"). State the effect each management practice will have on the wildlife species and the effect each management practice will have on the habitat.

Species name: _____

Management Practices: _____

Species name: _____

Management Practices: _____

Species name: _____

Management Practices: _____

Species name: _____

Management Practices: _____

Plan Evaluation

List what will be done to determine if the plan worked for each wildlife species.

Sketch

Draw a sketch in the space provided to illustrate your written management plan. Include each management practice recommended in your written plan. Place each management practice on the sketch to show exactly where you would implement the practice. Label each management practice using a key to identify each practice and the major parts of the habitat. You may use color pencils to define your label keys for better clarification.

Appendix B: Judges' Score Sheet for Activity I - Junior and Senior Divisions

Junior and Senior Divisions Judges' Score Sheet Activity I Written Wildlife Management Plan

Scale for Scoring

Based on the Official Answer Key, the Plan information provided was:

0=not provided, 2=poor, 4=fair, 6=good, 8=excellent, 10=outstanding

Plan Implementation (50 points maximum) The plan included the appropriate management practices and if necessary ' how ' a practice will be implemented (ex.: "set back succession by prescribed fire"). The plan fully explained when each practice will be implemented. The plan fully explained where each practice will be implemented. The plan stated the effect each management practice will have on the habitat . The plan stated the effect each management practice will have on the wildlife species .	<table><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr></table> Plan Implementation Subtotal _____	0	2	4	6	8	10	0	2	4	6	8	10	0	2	4	6	8	10	0	2	4	6	8	10	0	2	4	6	8	10
0	2	4	6	8	10																										
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Plan Evaluation (10 points maximum) The plan presented a realistic method for determining and monitoring the success of each objective and management practice implemented.	<table><tr><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr></table> Plan Evaluation Subtotal _____	0	2	4	6	8	10																								
0	2	4	6	8	10																										
Point Totals	Judge #1 (60 pts. max) _____ Judge #2 (60 pts. max) _____ Activity I Total (sum of Judges' points) (120 pts. max)_____																														

Appendix C: Activity II Sample Answer Sheet - Junior and Senior Divisions

	IDENTIFICATION (please print)	Multiple Choice Answers 'YES' 'NO' 'True' 'False'
1.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
2.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
3.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
4.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
5.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
6.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
7.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
8.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
9.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
10.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
through ↓ 30.		A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>