

## 4-H Wildlife Habitat Education Project 2019 State Contest Rules and Procedures

### General Information:

- The State 4-H Wildlife Habitat Education Project (WHEP) Contest covers information from within the WHEP Manual. View and download this manual from the Texas 4-H Program website (<http://texas4-h.tamu.edu/projects/wildlife-fisheries/>). Scroll down to 'State WHEP Contest' then 'WHEP Manual'. This contest covers sections 4-11 under the title 'WHEP Manual'.
- The contest is based on information found in the WHEP Manual<sub>(2016)</sub> only. This Manual should be used for a study guide to prepare for the contest. The wildlife, habitat component, and habitat management practices identification activity is based on only the species listed in the manual. Species, habitat components, and habitat management practices photos and characteristics should be studied using various identification resources available on the internet or in hard copy form as well as the written information in the Wildlife Species section in the WHEP Manual. Be sure to use reliable sources on the internet for study photos.
- Only one ecoregion from the Manual is covered in the contest. The ecoregion will match the location of the contest. This year's contest will cover the **Woodland** ecoregion as described in the Manual under the Ecoregions section (pg. 67-68). Contestants should focus their study on this single region for wildlife species and wildlife management practices.
- The contest rules and procedures listed in this document supersede those found in the WHEP Manual which are designed for the National Invitational only.
- This contest is open to any current enrolled Texas 4-H member and includes all age divisions.
- Any contestant who previously participated in the National WHEP Invitational is not eligible to participate at the State Contest as a Team Member but may participate there as an Individual.
- Contest registration must be made through 4-H Connect online (texas.4honline.com) on specific open dates.
- Coaches, parents, and other family members are welcome to the contest but will not be allowed in the contest activity areas during the competition.
- 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.
- 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 will be conducted by each contestant as follows:
  - Activity I, Wildlife Challenge – independently
  - Activity II, On Site Recommendations of Wildlife Management Practices – independently
  - Activity IIIA, Written Wildlife Management Plan –as a team unless registered in the contest as an Individual, then independently
  - Activity IIIB, Oral Reasons – independently

### Age Divisions:

As of September 1<sup>st</sup> of the current 4-H year:

- Junior (3<sup>rd</sup> – 5<sup>th</sup> grades)
- Intermediate (6<sup>th</sup> – 8<sup>th</sup> grades)
- Senior (9<sup>th</sup> – 12<sup>th</sup> grades)

Contestants may compete in the next older age division than their actual grade level but may not compete in a younger age division than their actual grade level.

## Contest Participation:

- **Teams**

Contestants participate as part of a 3 or 4 member, age division specific team from their 4-H county. All contestants on a team must be enrolled in 4-H in the same county.

- **Individual Contestants**

Individuals will participate in the entire contest in their age division including Activity IIIA – Written Wildlife Management Plan. A score will be given for each activity and used to formulate the individual score. Individuals are eligible for High Point Individual awards but not team awards.

## Contest Activities:

- This contest consists of the following activities:
  - Activity I – Wildlife Challenge
  - Activity II – On-site Recommendation of Wildlife Management Practices
  - Activity IIIA – Written Wildlife Management Plan
  - Activity IIIB – Oral Reasons for the Wildlife Management Plan
- Activities I, II, IIIA, and IIIB are further described below under each age division.
- Typically all age divisions will participate in each activity at the same time. This may vary per contest location.
- Activities I, II, and IIIB are all completed individually by each contestant. No communication between team members is allowed during these activities.
- Activity IIIA is a team effort except when a contestant is entered as an Individual in the contest. Individual contestants will develop the plan on their own. Team members work together to develop the management plan.
- *Field Conditions* are objectives and conditions describing the habitat, the use of the habitat, and the wildlife species found within a habitat at the contest site. These are observations and outcomes desired by the 'land owners' that must be considered when evaluating a habitat and prescribing wildlife management practices. *Field Conditions* are typically written but may also be given verbally to the contestants by contest officials.
- Activities II and IIIA are always held outdoors in the habitat regardless of the weather. Contestants must dress appropriately for the weather and appropriately to be in tall grass, brush, woods, etc. Close toed shoes are mandatory at all times. In addition, contestants should be prepared with sunscreen, insect repellent, drinking water, and any other necessary item when outdoors. A contestant may carry a backpack with necessary items to be outdoors such as drinking water, sunscreen, raincoat, binoculars, etc. No electronics will be allowed during the contest.
- Note time allowances given for each activity in the descriptions below. These may change on contest day due to weather, facility restrictions, or other extenuating circumstances.

## Contestant Requirements:

Beyond the age and eligibility requirements, the following apply to all contestants:

- Contestants must dress appropriately for the weather and appropriately to be in tall grass, brush, woods, etc. Close toed shoes are mandatory at all times. In addition, contestants should be prepared with sunscreen, insect repellent, drinking water, and any other necessary item when outdoors. A contestant may carry a backpack with necessary items to be outdoors such as drinking water, sunscreen, raincoat, binoculars, etc.
- No electronics will be allowed during the contest.
- Contestants must carry a clipboard, two or more sharpened or mechanical #2 pencils, colored map pencils, and a small ruler or straight edge to help them align rows on the score sheets. **No extra paper is allowed.**
- Coaches or contestants should contact the State 4-H Natural Resources Office in advance to request any individual special needs or accommodations necessary to participate on contest day. Coaches or contestants should also inform this office in advance of any individual contestant medical needs, conditions, or pharmaceuticals necessary to be used or carried on contest day. **A reasonable amount of advance notice must be given on physical accommodation requests so ample time is allowed to plan and set up the**

accommodation. Space for this request is available on the registration. Requests made on the day of the contest will be considered but accommodations may not be possible given the short notice.

## **Junior Division Activities –**

### **I: Wildlife Challenge** (1.5 hour; indoors or outdoors or combination)

This activity includes identification of wildlife species, habitat management practices, habitat components, and food groups. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice or concept, a wildlife food, 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 E for example Answer Sheet*). ID pieces may be represented as photos, physical representations of habitat, management practices, or wildlife food groups, full or partial wildlife mounts, various external body parts (wing, pelt, feet, antler, etc.), tracks, scat, or calls/sounds. Wildlife species may be shown as male or female, juvenile or adult. The objective is to demonstrate knowledge of wildlife and habitat component identification, ecoregion specifics, biology and ecology of specific wildlife species, concepts of wildlife management, wildlife management terminology, and wildlife management practices.

Information for this activity will be taken from the following sections in the Manual:

Wildlife Management Concepts and Terms (pg. 17-27), the specific ecoregion designated for the contest, Wildlife Species information of those listed in the designated ecoregion (pg. 69-215), Wildlife Management Practices information of those listed in the designated ecoregion (pg. 216-248), *Definitions of Food Groups* (pg. 249-250), and *Glossary* (pg. 251-252).

### **II: On Site Recommendations of Wildlife Management Practices** (1 hour, in the field)

Contestants will select the Wildlife Management Practice (WMP) given in multiple choice question format for selected species named at the contest. Contestants will move around to **ten (10)** staked stations within a habitat and answer the multiple choice WMP question pertaining to the habitat and particular species at each stake. This activity may require evaluation of the surrounding habitat in current conditions. Recommendations should be to put each WMP into practice immediately and not to be recommended for a future expected need. This activity covers species and WMPs in the designated ecoregion only. (see *sample question in Appendix A of this document*)

### **IIIA: Written Wildlife Management Plan** (2 hours, in the field)

Contestants will develop a wildlife management plan for the wildlife species to be managed as directed in the *Field Conditions* and for the habitat in its current condition on the contest site. This plan is to cover a year or more of management practice. Some management practices may not be put into action immediately but several months after initial evaluation when conditions and climate may best fit its implementation and need. Each management practice should be described with how, when, and where it will be used. If more than one wildlife species is to be managed, management practices must be made with each species in consideration. Some management practices may benefit one species and have negative effects on another. Some management practices may be recommended that will take months or years to become beneficial. Some management practices may be recommended to be repeated as needed. Use the provided answer sheets containing the plan outline (see *Appendix A of this document*). Using colored map pencils, create a labeled sketch of the habitat and a key showing management practices recommended. Paper will be provided for the plan and the sketch. No extra paper will be allowed. The score will be compiled from the sketch and information contained in the sketch and the completed plan outline (see *Appendix A in this document for Junior Division Judges' Score Sheet*). The plan must be written in bullet format.

### **IIIB: Oral Reasons for the Wildlife Management Plan** (approximately 5 minutes per contestant)

Contestants will individually participate in a discussion while sitting with a judge, using their own sketch from IIIA to answer the judge's questions and informally explain the management practices and plan. The original team sketch will be used by each individual from the same team during this activity. Contestants will be scored on whether or not they participate in this activity (see *Appendix A in this document for Junior Division Judges' Score Sheet*).

## **Intermediate Division Activities –**

### **I: Wildlife Challenge** (1.5 hour; indoors or outdoors or combination)

This activity includes identification of wildlife species, habitat management practices, habitat components, and food groups. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice or concept, a wildlife food, 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 E for example Answer Sheet*). ID pieces may be represented as photos, physical representations of habitat, management practices, or wildlife food groups, full or partial wildlife mounts, various external body parts (wing, pelt, feet, antler, etc.), tracks, scat, or calls/sounds. Wildlife species may be shown as male or female, juvenile or adult. The objective is to demonstrate knowledge of wildlife and habitat component identification, ecoregion specifics, biology and ecology of specific wildlife species, concepts of wildlife management, wildlife management terminology, and wildlife management practices.

Information for this activity will be taken from the following sections in the Manual:

Wildlife Management Concepts and Terms (pg. 17-27), the specific ecoregion designated for the contest, Wildlife Species information of those listed in the designated ecoregion (pg. 69-215), Wildlife Management Practices information of those listed in the designated ecoregion (pg. 216-248), *Definitions of Food Groups* (pg. 249-250), and *Glossary* (pg. 251-252).

### **II: On Site Recommendations of Wildlife Management Practices** (1 hour, in the field)

Contestants will select the Wildlife Management Practice (WMP) given in multiple choice question format for selected species named at the contest. Contestants will move around to **ten (10)** staked stations within a habitat and answer the multiple choice WMP question pertaining to the habitat and particular species at each stake. This activity may require evaluation of the surrounding habitat in current conditions. Recommendations should be to put each WMP into practice immediately and not to be recommended for a future expected need. This activity covers species and WMPs in the designated ecoregion only. (*see sample question in Appendix A of this document*)

In addition, contestants will select the appropriate Wildlife Management Practices (WMP) for each of the species provided on the Answer Sheet Chart (*see Appendix F for example*). Contestants should begin by reading the habitat *Field Conditions* provided and evaluating the habitat in its current condition. Making recommendations for one wildlife species at a time, contestants will circle the '●' for each wildlife management practice they choose to recommend in the column below the wildlife species. All applicable '●' for each wildlife species will be printed on the Answer Sheet. Contestants should not add an '●' anywhere on the answer sheet. Each wildlife species should be managed independently from the others and concern for wildlife practices conflicting with another species should not be considered. Recommendations of wildlife management practices should be made based on the Field Conditions, the current condition of the habitat, and what may be needed to attract, retain, or remove the particular wildlife species or to improve habitat for the wildlife species' population growth. All recommendations of wildlife management practices for this activity should be put in place immediately and not recommended for any future need. This activity uses wildlife species and WMPs from the designated ecoregion only.

### **IIIA: Written Wildlife Management Plan** (2 hours, in the field)

Contestants will develop a wildlife management plan in outline format for the wildlife species to be managed as directed in the *Field Conditions* provided at the contest and for the habitat in its current condition on the contest site. The entire habitat should be evaluated within the parameters given at the contest site. This plan is to cover a year or more of management practice. Some management practices may not be put into action immediately but several months after initial evaluation when conditions and climate may best fit its implementation and need. Each management practice should be described with how, when, and where it will be used as directed on the answer sheet. If more than one wildlife species is to be managed, management practices must be made with each species in consideration to avoid or minimize conflict of wildlife needs. Some management practices may benefit one species and have negative effects on another. Some management practices may be recommended that will take months or years to become beneficial. Management practices may be recommended to be repeated as needed. Answer sheets containing the plan outline will be provided (*see Appendix B of this document*). Using colored map pencils, a labeled sketch of the habitat will be created with a key showing locations of management practices prescribed. Notes for the Oral Reasons activity should be made during this time. Paper will be provided for the plan, the sketch, and the notes.

No extra paper will be allowed. Refer to Judges Score Sheet to determine the criteria by which each contestant will be judged (see *Appendix C of this document*). The plan must be written in bullet format.

### **IIIB: Oral Reasons for the Wildlife Management Plan** (approximately 5 minutes per contestant)

Contestants will individually participate in answering questions from a panel of judges. Contestants will be allowed to carry their plan notes and refer to them while speaking to the judges. Refer to Judges Score Sheet to determine the criteria by which each contestant will be judged (see *Appendix D of this document*).

## **Senior Division Activities –**

### **I: Wildlife Challenge** (1.5 hour; indoors or outdoors or combination)

This activity includes identification of wildlife species, habitat management practices, habitat components, and food groups. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice or concept, a wildlife food, 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 E for example Answer Sheet*). ID pieces may be represented as photos, physical representations of habitat, management practices, or wildlife food groups, full or partial wildlife mounts, various external body parts (wing, pelt, feet, antler, etc.), tracks, scat, or calls/sounds. Wildlife species may be shown as male or female, juvenile or adult. The objective is to demonstrate knowledge of wildlife and habitat component identification, ecoregion specifics, biology and ecology of specific wildlife species, concepts of wildlife management, wildlife management terminology, and wildlife management practices.

Information for this activity will be taken from the following sections in the Manual:

Wildlife Management Concepts and Terms (pg. 17-27), the specific ecoregion designated for the contest, Wildlife Species information of those listed in the designated ecoregion (pg. 69-215), Wildlife Management Practices information of those listed in the designated ecoregion (pg. 216-248), *Definitions of Food Groups* (pg. 249-250), and *Glossary* (pg. 251-252).

### **II: On Site Recommendations of Wildlife Management Practices** (1 hour, in the field)

Contestants will select the appropriate Wildlife Management Practices (WMP) for each of the species provided on the Answer Sheet Chart (see *Appendix F for example*). Contestants should begin by reading the habitat *Field Conditions* provided and evaluating the habitat in its current condition. Making recommendations for one wildlife species at a time, contestants will circle the '●' for each wildlife management practice they choose to recommend in the column below the wildlife species. All applicable '●' for each wildlife species will be printed on the Answer Sheet.

Contestants should not add an '●' anywhere on the answer sheet. Each wildlife species should be managed independently from the others and concern for wildlife practices conflicting with another species should not be considered. Recommendations of wildlife management practices should be made based on the Field Conditions, the current condition of the habitat, and what may be needed to attract, retain, or remove the particular wildlife species or to improve habitat for the wildlife species' population growth. All recommendations of wildlife management practices for this activity should be put in place immediately and not recommended for any future need. This activity uses wildlife species and WMPs from the designated ecoregion only.

### **IIIA: Written Wildlife Management Plan** (2 hours, in the field)

Contestants will develop a wildlife management plan in outline format for the wildlife species to be managed as directed in the *Field Conditions* provided at the contest and for the habitat in its current condition on the contest site. The entire habitat should be evaluated within the parameters given at the contest site. This plan is to cover a year or more of management practice. Some management practices may not be put into action immediately but several months after initial evaluation when conditions and climate may best fit its implementation and need. Each management practice should be described with how, when, and where it will be used as directed on the answer sheet. If more than one wildlife species is to be managed, management practices must be made with each species in consideration to avoid or minimize conflict of wildlife needs. Some management practices may benefit one species and have negative effects on another. Some management practices may be recommended that will take months or years to become beneficial. Management practices may be recommended to be repeated as needed. Answer sheets containing the plan outline will be provided (see *Appendix B of this document*). Using colored map pencils, a labeled

sketch of the habitat will be created with a key showing locations of management practices prescribed. Notes for the Oral Reasons activity should be made during this time. Paper will be provided for the plan, the sketch, and the notes. No extra paper will be allowed. Refer to Judges Score Sheet to determine the criteria by which each contestant will be judged (*see Appendix C of this document*). The plan must be written in bullet format.

**IIIB: Oral Reasons for the Wildlife Management Plan** (approximately 5 minutes per contestant)

Contestants will individually participate in answering questions from a panel of judges. Contestants will be allowed to carry their plan notes and refer to them while speaking to the judges. Refer to Judges Score Sheet to determine the criteria by which each contestant will be judged (*see Appendix D of this document*).

**Scoring and Tie Breakers:**

All contestants will be scored for an overall individual placing and eligible for high point individual awards. All activities will be used for the individual score and the team score. Scores from Activity IIIA: Written Wildlife Management Plan will be used for both individual placings and team placings.

Ties will be broken for individuals and teams by using the highest score on Activity IIIA: Written Wildlife Management Plan for those contestants or teams in question. In the case of a tie score on Activity IIIA, ties will be further broken using highest team/individual score from Activity II, then Activity I, in that order. Further ties will be broken at the discretion of the contest officials.

**National WHEP Invitational:**

The First Place Senior Team from the annual State Contest will be eligible to represent Texas 4-H by participating in the National WHEP Invitational to be held in late summer at the location named by the National committee (contest held in a different state each year). Participation in the National WHEP Invitational is not mandatory by the First Place Senior Team.

Contestants who have previously participated in a National WHEP Invitational are not eligible to participate a second time. However, those contestants are eligible to participate in the State Contest but as Individuals only and not as members of a team.

**Note: BEGINNING THIS YEAR, the State 4-H Office will no longer fund the registration for the National WHEP Invitational nor the team shirts. All expenses incurred in registering, outfitting, and attending the event will be the responsibility of the eligible team.**

# APPENDICES

- A: Junior Division Formats, Answer Sheets, and Judges' Score Sheets – Activities II, IIIA, and IIIB
- B: Intermediate and Senior Age Divisions Answer Sheets – Activity IIIA
- C: Intermediate and Senior Age Divisions Judges' Score Sheet – Activity IIIA
- D: Intermediate and Senior Age Divisions Judges' Score Sheet – Activity IIIB
- E: Wildlife Challenge Answer Sheet Example - Activity I (all age divisions)
- F: On-Site Recommendations of Wildlife Management Practices – Activity II (Int. & Sr. age divisions)

The appendices on the following pages should be used to understand the procedures of the contest. These procedures and documents differ from the WHEP Manual so that all age divisions can be accommodated in this contest. The differences represented within the appendices take precedence over information and procedures found in the WHEP Manual.

## Appendix A: Junior Division Formats, Answer Sheets, and Judges' Score Sheets

### Activity II

#### On Site Recommendations of Wildlife Management Practices

#### Junior Division Format

This activity for the Junior Division is set up as a series of ten (10) multiple choice questions concerning wildlife species specific management practices related to the actual habitat in which the contestants are standing.

Example Question:

**If you manage for wood ducks on this property, what practice can you identify as a need?**

- A. Control Nonnative Invasive Vegetation
- B. Create snags
- C. Plant shrubs
- D. Water developments for wildlife

Each question will be posted separately within the habitat. Contestants will record their answer on the provided answer sheet.

### Activity IIIA

#### Wildlife Management Plan

## Junior Division Answer Sheet and Format

### Note:

This is the information the Junior Division contestants will be given for this activity to use in developing a wildlife management plan and sketch in accordance to the Field Conditions to be provided at the contest and the current habitat conditions. The information in the outline and in the sketch will be scored.

(More space will be allowed for each section than what is shown in this example.)

### Instructions:

Complete the outline below to develop your wildlife management plan for the species listed with the landowners' objectives in the Field Conditions below. Draw a sketch of the habitat on the back of this page to illustrate your plan. Be sure to label the sketch with your information from the outline below and develop a key.

### Field Conditions:

*Field Conditions* are objectives and conditions describing the habitat, the use of the habitat, and wildlife species found within the contest habitat. These are written observations and outcomes desired by the 'land owners' that must be considered when evaluating a habitat and prescribing wildlife management practices. Field Conditions are typically written but may be given verbally to the contestants as well.

Develop a management plan for this property to be presented to the landowners as an outline and a sketch. **The information provided in the outline will be scored.**

### Plan Development

Evaluate the habitat for each wildlife species. For each wildlife species, circle 'YES' or 'NO' to say whether the habitat requirements are available or not.

<u>white-tailed deer</u> –	Food:	YES	NO
	Water:	YES	NO
	Cover:	YES	NO

<u>northern bobwhite</u> -	Food:	YES	NO
	Water:	YES	NO
	Cover:	YES	NO

### Plan Implementation

List the management practices you will use in your plan for each wildlife species. Describe how each practice will affect the habitat. Describe how each practice will affect the wildlife species.

white-tailed deer –

Management Practice:

What will your practice do for the habitat? \_\_\_\_\_

How will your practice help or hurt the wildlife species? \_\_\_\_\_

*(continued to allow multiple management practices to be listed)*

northern bobwhite -

Management Practice:

What will your practice do for the habitat? \_\_\_\_\_

How will your practice help or hurt the wildlife species? \_\_\_\_\_

*(continued to allow multiple management practices to be listed)*

### Plan Evaluation

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

### Plan Sketch

Draw a sketch 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.

**Activities IIIA & IIIB**  
**Written Wildlife Management Plan**  
**Junior Division Judges' Score Sheet**

**Activity IIIA: Written Management Plan**

**Scale for Scoring**

Information provided was:      0=not provided   2=poor   4=fair   6=good   8=excellent   10=outstanding

**Plan Development**

The habitat was evaluated correctly for (wildlife species #1).

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

The habitat was evaluated correctly for (wildlife species #2).

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

**Plan Implementation**

Appropriate management practices for each wildlife species were included for (wildlife species #1).

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

The effect each practice will have on the habitat was included.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

The effect each practice will have on (wildlife species #1) was included.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

Appropriate management practices for each wildlife species were included for (wildlife species #2).

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

The effect each practice will have on the habitat was included.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

The effect each practice will have on (wildlife species #2) was included.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

**Plan Evaluation**

An understanding of how to evaluate a management plan for (wildlife species #1) was demonstrated.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

An understanding of how to evaluate a management plan for (wildlife species #2) was demonstrated.

0                    2                    4                    6                    8                    10                    \_\_\_\_\_

**IIIA Total (100 pts max) \_\_\_\_\_**

**Activity IIIB: Oral Reasons**

(0 = did not participate, 20 = participated)

Team Member 1 or Individual Contestant                    0                    or                    20                    \_\_\_\_\_

Team Member 2                    0                    or                    20                    \_\_\_\_\_

Team Member 3                    0                    or                    20                    \_\_\_\_\_

Team Member 4                    0                    or                    20                    \_\_\_\_\_

**IIIB Total (top 3 scores; 60 pts. max) \_\_\_\_\_**

**Activity III Grand Total (IIIA + IIIB=160 pts. max. per Team; 120 pts. max. per Individual) \_\_\_\_\_**

**Activity IIIB**  
**Wildlife Management Plan Oral Reasons**  
**Junior Division Format**

Junior contestants will be asked to sit down individually with a judge to answer questions and explain their team's sketch of their wildlife management plan. This activity is designed to encourage the contestant to talk about the thoughts and decisions made to develop the plan and give them an experience to practice communication skills. The contestant is scored solely on whether or not they participate in this part of the activity. No other criteria will be used to judge and develop a score.

## **Appendix B: Activity IIIA Intermediate and Senior Divisions Answer Sheets**

### **Activity IIIA: Written Wildlife Management Plan Intermediate and Senior Division Answer Sheets**

**Note:** Additional pages will be provided with each set of answer sheets for the sketch and notes for Oral Reasons. **No additional paper is allowed on contestants' clipboards.**

**Field Conditions** are objectives and conditions describing the habitat and wildlife species found within a contest site. These are written observations and objectives of the 'land owners' that must be considered when evaluating a habitat and prescribing wildlife management practices. Field Conditions are typically written but may be given verbally to the contestants as well.

#### **Activity IIIA Written Wildlife Management Plan Intermediate and Senior Divisions Answer Sheet EXAMPLE**

**Note:** Space shown in this example for each section does not reflect the amount of space given during the contest. This outline will be provided to guide in developing the plan. Multiple pages will be used for this answer sheet. The plan must be written in bullet statement format within this outline.

##### **Plan Development**

Evaluate the designated habitat. For each wildlife species to be managed, list in bullet format what requirements are present and what requirements are lacking.

Wildlife Species name \_\_\_\_\_:  
Wildlife Species name \_\_\_\_\_:  
Wildlife Species name \_\_\_\_\_:  
Wildlife Species name \_\_\_\_\_:

##### **Plan Implementation**

Evaluate the designated habitat for each of the wildlife species to be managed and list which management practices you will use for each wildlife species in this habitat at its current state to reach the landowner objectives. State **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.

Wildlife Species name \_\_\_\_\_:  
Mgmt. Practices:  
Wildlife Species name \_\_\_\_\_:  
Mgmt. Practices:  
Wildlife Species name \_\_\_\_\_:  
Mgmt. Practices:  
Wildlife Species name \_\_\_\_\_:  
Mgmt. Practices:

##### **Plan Evaluation**

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

##### **Plan Sketch**

Draw a sketch 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.

**Note:** Refer to **Appendix C: Intermediate and Senior Divisions Judges' Score Sheet for Activity IIIA** to understand the criteria used to judge the wildlife management plans in both age divisions.

# Appendix C: Intermediate and Senior Divisions Judges' Score Sheet for Activity IIIA

## Activity IIIA Written Wildlife Management Plan Intermediate and Senior Divisions Judges' Score Sheet

Scale for Scoring

Information provided was: 0=not provided 2=poor 4=fair 6=good 8=excellent 10=outstanding

<p><b>Part 1: Plan Development (50 points maximum)</b></p> <p>The plan demonstrated an understanding of the habitat needs of the wildlife species.</p> <p>The plan accurately evaluated the existing habitat (what is <b>adequate</b> and what is <b>lacking</b>) based on management objectives and the needs of (<u>wildlife species #1</u>).</p> <p>The plan accurately evaluated the existing habitat (what is <b>adequate</b> and what is <b>lacking</b>) based on management objectives and the needs of (<u>wildlife species #2</u>).</p> <p>The plan accurately evaluated the existing habitat (what is <b>adequate</b> and what is <b>lacking</b>) based on management objectives and the needs of (<u>wildlife species #3</u>).</p> <p>The plan accurately evaluated the existing habitat (what is <b>adequate</b> and what is <b>lacking</b>) based on management objectives and the needs of (<u>wildlife species #4</u>).</p>	<p>0   2   4   6   8   10</p> <p style="text-align: right;"><b>Part 1: Plan Development Subtotal</b> _____</p>
<p><b>Part 2: Plan Implementation (70 points maximum)</b></p> <p>The plan included the appropriate management practices and if necessary 'how' a practice will be implemented (ex.: "set back succession by prescribed fire") for (<u>wildlife species #1</u>).</p> <p>The plan included the appropriate management practices and if necessary 'how' a practice will be implemented (ex.: "set back succession by prescribed fire") for (<u>wildlife species #2</u>).</p> <p>The plan included the appropriate management practices and if necessary 'how' a practice will be implemented (ex.: "set back succession by prescribed fire") for (<u>wildlife species #3</u>).</p> <p>The plan included the appropriate management practices and if necessary 'how' a practice will be implemented (ex.: "set back succession by prescribed fire") for (<u>wildlife species #4</u>).</p> <p>The plan fully explained when and where each practice will be implemented.</p> <p>The plan listed the effects of each practice on the existing habitat.</p> <p>The plan listed the effects of each practice on the wildlife species.</p>	<p>0   2   4   6   8   10</p> <p style="text-align: right;"><b>Part 2: Plan Implementation Subtotal</b> _____</p>
<p><b>Part 3: Plan Evaluation (40 points maximum)</b></p> <p>An understanding of how to evaluate a management plan for (<u>wildlife species #1</u>) was demonstrated.</p> <p>An understanding of how to evaluate a management plan for (<u>wildlife species #1</u>) was demonstrated.</p> <p>An understanding of how to evaluate a management plan for (<u>wildlife species #1</u>) was demonstrated.</p> <p>An understanding of how to evaluate a management plan for (<u>wildlife species #1</u>) was demonstrated.</p>	<p>0   2   4   6   8   10</p> <p style="text-align: right;"><b>Part 3: Plan Evaluation Subtotal</b> _____</p>
	<p><b>Activity IIIA Total</b></p> <p style="text-align: right;"><b>(160 pts. max.)</b> _____</p>

**Note: Each plan per age division will be judged and scored by two separate judges. The two scores will be averaged to determine the overall plan score.**

**Appendix D: Intermediate and Senior Divisions Judges' Score Sheet for Activity IIIB**

**Activity IIIB  
Written Wildlife Management Plan Oral Reasons  
Intermediate and Senior Divisions Judges' Score Sheet**

Scale for Scoring: 0 = no proper demonstration 2 = poor 4 = fair 6 = good 8 = excellent 10 = outstanding

**Note: One score sheet per contestant**

<b>Part 1: Subject Matter (10 points maximum)</b>	
Communicated understanding of the wildlife species (biology, habitat requirements, management practices and their uses) as well as a general knowledge of wildlife management concepts and terms (succession, edge, interspersions, etc.)	0    2    4    6    8    10
	<b>Part 1: Subject Matter Subtotal _____</b>
<b>Part 2: Contestant (50 points maximum)</b>	
Addressed judges with a greeting and smile.	0    2    4    6    8    10
Poised throughout presentation (calm, confident)	0    2    4    6    8    10
Voice and speaking (appropriate volume, clear, enunciation)	0    2    4    6    8    10
Grammar	0    2    4    6    8    10
Body language and dress (eye contact, hand gestures and other movements; removed cap or hat, shirt tucked in, as neat and clean as possible for having been outdoors all day)	0    2    4    6    8    10
	<b>Part 2: Contestant Subtotal _____</b>
<b>Part 3: Response to Questions (10 points maximum)</b>	
Logic, reasoning, and organization of answer	0    2    4    6    8    10
	<b>Part 3: Response to Questions Subtotal _____</b>
<b>Comments:</b>	<p><b>TOTAL SCORE:</b></p> <p><b>Contestant's Total Score (70 points max.) _____</b></p>

**Appendix E: Wildlife Challenge Answer Sheet Example - Activity I (all age divisions)**

*Note: The actual answer sheet for the activity will consist of 25 blanks for answers.*

	<b>IDENTIFICATION (please print)</b> 	<b>Multiple Choice Answers</b> '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"/>



**Texas 4-H Natural Resources Program/State 4-H Office**

1470 William D. Fitch Parkway/College Station, TX 77845/Telephone – 979.845.9763/[lhysmith@tamu.edu](mailto:lhysmith@tamu.edu)

<http://texas4-h.tamu.edu/natural/tx4hnaturalresources.blogspot.com>

*The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full employment opportunity throughout Texas A&M AgriLife.*

<http://agrilifeas.tamu.edu/hr/diversity/equal-opportunity-educational-programs/>

