

Houston Livestock Show and Rodeo
4-H Wildlife Contest Rules and Procedures
2018

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 State WHEP Contest. Read these rules and procedures carefully to properly participate in this Houston Livestock Show & Rodeo (HLSR) Contest.
- HLSR Age Divisions (ages as of August 31, 2017): Junior (8-13 years old) and Senior (14-19 years old)
- Contest registration must be made through the contestants' local county Extension office. This registration must be sent together with a county's total HLSR livestock entry in December 2017. Most counties require these entries from their 4-H members a month or more prior to December. Contact your local Extension office early.
- Contestants must be currently registered on 4-H Connect as members in a local 4-H program.
- 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 2018 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 the current revision of this manual from the Texas 4-H website (<https://texas4-h.tamu.edu/projects/wildlife-fisheries/>); under the '4-H Members' tab. Make sure to download and print all 11 pdf links under the title 'WHEP Manual'.
- The contest is based on information found in the 4-H WHEP Manual only. This Manual should be used for a general study guide to prepare for this contest.
- The contest consists of Activities I, II, and III 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 National 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 membership. Any team or individual winning the State 4-H WHEP Contest is eligible to compete in the HLSR contest as an individual, as a team, or as a member of any team within their county.
- The contest may use Scantron Scoring. All scantrons and 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 will be conducted by each contestant as follows:
 - Activity I – independently
 - Activity II – as a complete 3 or 4 person team unless competing as an Individual
 - Activity III – independently

Contest Activities: *Note time allowances given for each activity.*

Junior Division Activities –

I: On-Site Recommendation of Wildlife Management Practices (1 hour, in the field)

Select the appropriate Wildlife Management Practice (WMP) given in multiple choice format for each question. Contestants will move around to staked stations within a habitat and answer the multiple choice WMP question written pertaining to the habitat and particular species at each stake. In addition, contestants will select the appropriate WMP on the grid chart for each of the **two**

species named at the contest following the provided Field Conditions and upon evaluating the habitat on site. Contestants must select (circle) the X's appropriate for the habitat and field conditions on the grid chart. The score sheet will be a combination of the grid chart from the Manual corresponding to the Southeast Mixed and Outer Coastal Plain Forest region and numbered multiple choice selections (A-D) for the staked questions.

This activity covers wildlife species and WMP listed in the Manual under the *Southeast Mixed and Outer Coastal Plain Forest region* only. (See sample question and score sheet in Appendix A)

II: Written Wildlife Management Plan (1.5 hours, in the field)

Develop a wildlife management plan for the species listed in the provided Field 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 score sheet on the day of the contest (Appendix B). A labeled sketch of the habitat is required showing 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*.

III: Wildlife Challenge (1 hour)

This activity combines general wildlife knowledge and wildlife identification. Rotate through **10** stations, each with a two part challenge; part one identification of a wildlife species or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice (A-D) or 'yes or no' format (see Appendix D 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 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 species listed in the Southeast Mixed and Outer Coastal Plain Forest ecoregion), Appendix A: Definitions of Food Groups, Appendix B: Definitions of Food Groups, and the 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.

Senior Division Activities –

I: On-Site Recommendations of Wildlife Management Practices (1 hour, in the field)

Select the appropriate Wildlife Management Practices (WMP) for each of the **four** species named at the contest following the provided Field Conditions and upon evaluating the habitat on site. This activity covers WMP and wildlife species listed in the *Southeast Mixed and Outer Coastal Plain Forest region* only. The answer sheet will be the grid from the Manual corresponding to the Southeast Mixed and Outer Coastal Plain Forest region. This answer sheet grid will provide all X's applicable for each of the species. Contestants must select (circle) the X's appropriate for the habitat and field conditions provided at the contest. This eliminates the need to memorize the placement of the X's on the grid. (See sample score sheet in Appendix A)

II: Written Wildlife Management Plan (1.5 hours, in the field)

Develop a wildlife management plan for the species listed in the provided Field 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 score sheet on the day of the contest (Appendix B). A labeled sketch of the habitat is required showing 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*.

III: Wildlife Challenge (1 hour)

This activity combines general wildlife knowledge and wildlife identification. Rotate through **10** stations, each with a two part challenge; part one identification of a wildlife species or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice (A-D) or 'yes or no' format (see Appendix D 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 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 species listed in the Southeast Mixed and Outer Coastal Plain Forest ecoregion), Appendix A: Definitions of Food Groups, Appendix B: Definitions of Food Groups, and the 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.

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.

Junior Division (700 total possible points per team dropping lowest individual score; 300 total possible points per individual):

I: On Site Recommendations of Wildlife Management Practices – 100 points total per individual; 50 points for multiple choice questions and 50 for WMP chart

II: Written Wildlife Management Plan – 100 points total per plan; points earned according to Judges’ Score Sheet (See Appendix C)

III: Wildlife Challenge – 100 points total per individual; 5 points per question part

Senior Division (700 total possible points per team dropping lowest individual score; 300 total possible points per individual):

I: On Site Recommendations of Wildlife Management Practices – 100 points total per individual

II: Written Wildlife Management Plan – 100 points total per plan; points earned according to Judges’ Score Sheet (See Appendix C)

III: Wildlife Challenge – 100 points total per individual; 5 points per question part

Tie Breaks:

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

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

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

IMPORTANT INFORMATION:

Registration: 7:00 a.m. Registration Ends: 7:45 a.m. Contest: 8:00 a.m. Results and Awards: immediately following scoring and tabulation	Contest Location T&M Ranch 3880 E Highway 90A, Richmond, TX
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Texas 4-H Natural Resources Program Office

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College Station, TX 77845

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Educational programs of the Texas AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin.

The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating



Appendices

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

Appendix A: Activity I Sample Answer Sheet – Junior/Senior Division

Sample Question for Junior Division:

If you wanted to manage for wood ducks on this property, what wildlife management practice can you identify as a need?

- A. Soil test B. Create snags C. Plant shrubs D. Water developments for wildlife

Activity I - Junior Division

On Site Recommendations of Wildlife Management Practices

(Sample Answer Sheet)

<p style="text-align: center;">Activity 1 - Junior Division</p> <p style="text-align: center;">On Site Recommendations of Wildlife Management Practices</p> <p>1. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>2. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>3. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>4. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>5. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>6. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>7. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>8. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>9. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p> <p>10. A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>	<p>*Circle the X's for the Wildlife Management Practices to be used in this habitat</p> <p>*Evaluate the habitat independently for each wildlife species</p> <p>*Select Management Practices based on the current condition of the habitat</p> <p>*Select Management Practices that should be put in place immediately for wildlife species based on habitat conditions and landowner objectives. Select those that are needed now even though beneficial effects may not occur until later, even years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">loggerhead shrike</th> <th style="width: 10%; text-align: center;">wild pig</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Habitat Management Practices</td> </tr> <tr> <td>Conservation Easement</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Control Nonnative Invasive Vegetation</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Create Snags</td> <td></td> <td></td> </tr> <tr> <td>Delay Crop Harvest</td> <td></td> <td></td> </tr> <tr> <td>Edge Feathering</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Field Borders</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Forest Management</td> <td></td> <td></td> </tr> <tr> <td>Leave Crop Unharvested</td> <td></td> <td></td> </tr> <tr> <td>Livestock Management</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Nesting Structures</td> <td></td> <td></td> </tr> <tr> <td>Plant Food Plots</td> <td></td> <td></td> </tr> <tr> <td>Plant Native Grasses and Forbs</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Plant Shrubs</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Plant Trees</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Repair Spillway/Levee</td> <td></td> <td></td> </tr> <tr> <td>Set-back Succession</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Tillage Management</td> <td></td> <td></td> </tr> <tr> <td>Water Control Structures</td> <td></td> <td></td> </tr> <tr> <td>Water Developments for Wildlife</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Population Management Practices</td> </tr> <tr> <td>Decrease Harvest</td> <td></td> <td></td> </tr> <tr> <td>Increase Harvest</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Wildlife Damage Management</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Wildlife or Fish Survey</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </tbody> </table>		loggerhead shrike	wild pig	Habitat Management Practices			Conservation Easement	x		Control Nonnative Invasive Vegetation	x		Create Snags			Delay Crop Harvest			Edge Feathering	x		Field Borders	x		Forest Management			Leave Crop Unharvested			Livestock Management	x		Nesting Structures			Plant Food Plots			Plant Native Grasses and Forbs	x		Plant Shrubs	x		Plant Trees	x		Repair Spillway/Levee			Set-back Succession	x		Tillage Management			Water Control Structures			Water Developments for Wildlife			Population Management Practices			Decrease Harvest			Increase Harvest		x	Wildlife Damage Management		x	Wildlife or Fish Survey	x	x
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Activity I - Senior Division
On Site Recommendations of Wildlife Management Practices
(Sample Answer Sheet)

<p><i>*Circle the X's for the Wildlife Management Practices to be used in this habitat</i></p> <p><i>*Evaluate the habitat independently for each wildlife species</i></p> <p><i>*Select Management Practices based on the current condition of the habitat</i></p> <p><i>*Select Management Practices that should be put in place immediately for wildlife species based on habitat conditions and landowner objectives. Select those that are needed now even though beneficial effects may not occur until later, even years. Do not recommend practices to be added in the future for perceived habitat changes and needs.</i></p>	loggerhead shrike	prothonotary warbler	raccoon	wild pig
Habitat Management Practices				
Conservation Easement	X			
Control Nonnative Invasive Vegetation	X	X	X	
Create Snags		X	X	
Delay Crop Harvest				
Edge Feathering	X		X	
Field Borders	X		X	
Forest Management		X	X	
Leave Crop Unharvested			X	
Livestock Management	X	X	X	
Nesting Structures		X		
Plant Food Plots			X	
Plant Native Grasses and Forbs	X			
Plant Shrubs	X		X	
Plant Trees	X	X	X	
Repair Spillway/Levee		X	X	
Set-back Succession	X		X	
Tillage Management			X	
Water Control Structures		X	X	
Water Developments for Wildlife		X	X	
Population Management Practices				
Decrease Harvest			X	
Increase Harvest			X	X
Wildlife Damage Management			X	X
Wildlife or Fish Survey	X	X	X	X

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

Note: Additional pages will be provided with each set of answer sheets for the sketch. Field Conditions will be provided with the answer sheet.

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

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

Note: Space shown here for each section does not reflect 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.

Plan Development

Evaluate the habitat. List what requirements are present and what requirements are lacking for each wildlife species to be managed. (Examples – food, water, cover, etc.)

Species name _____:
Present:

Lacking:

Species name _____:
Present:

Lacking:

Plan Implementation

List which management practices you will use for each wildlife species in this habitat at its current state to reach the management 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 its habitat.

Species name _____:
Mgmt. Practice:
Mgmt. Practice:
Mgmt. Practice:
Mgmt. Practice:

Species name _____:
Mgmt. Practice:
Mgmt. Practice:
Mgmt. Practice:
Mgmt. Practice:

Plan Evaluation

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

Appendix C: Activity II Judges' Score Sheet - Junior and Senior Divisions

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

Scale for Scoring

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

<p>Plan Development (10 points maximum)</p> <p>The plan accurately evaluated the existing habitat (what is present and what is lacking) based on management objectives and each wildlife species' needs.</p>	<p>0 2 4 6 8 10</p> <p>Plan Development Subtotal _____</p>
<p>Plan Implementation (30 points maximum)</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").</p> <p>The plan fully explained when and where each practice will be implemented.</p> <p>The plan stated the effect each management practice will have on the habitat and the wildlife species.</p>	<p>0 2 4 6 8 10</p> <p>0 2 4 6 8 10</p> <p>0 2 4 6 8 10</p> <p>Plan Implementation Subtotal _____</p>
<p>Plan Evaluation (10 points maximum)</p> <p>The plan presented a realistic method for determining and monitoring the success of each objective and management practice implemented.</p>	<p>0 2 4 6 8 10</p> <p>Plan Evaluation Subtotal _____</p>
	<p>Activity II Total</p> <p>(50 pts. max) _____</p>

Appendix D: Activity III Sample Answer Sheet - Junior and Senior Divisions

	IDENTIFICATION (please print)	Multiple Choice Answers 'YES' 'NO'
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"/>