

4-H Wildlife Habitat Education Project 2017 State Contest Rules and Procedures

General Information:

- Texas 4-H Wildlife Habitat Education Project (WHEP) contests cover 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/>).
- Contests are based on information found in the WHEP Manual only. This Manual should be used for a study guide to prepare for the WHEP 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.
- This contest will cover the **Great Plains Grassland: Shortgrass Prairie** ecoregion listed in the Manual under the Ecoregions section (pg. 34-35). Contestants should focus their study on this single region for wildlife species and wildlife management practices. This ecoregion will match the location of the contest.
- The contest rules and procedures listed below 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. The contest 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 as an Individual.
- Contest registration must be made through 4-H Connect online (texas.4honline.com).
- Coaches, parents, and other family members are welcome to the contest site but will not be allowed in the activity areas during the contests.

Age Divisions:

As of August 31st of the current 4-H year:

- Junior (3rd – 5th grades)
- Intermediate (6th – 8th grades)
- Senior (9th – 12th 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 and IIIB - Oral Reasons for the 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.
- 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 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 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.

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 #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 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.**

Junior Division Activities –

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

This activity includes wildlife identification, habitat management practice identification, habitat component identification, and general knowledge of those. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice, or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice format (A-D) or 'yes or no' format (see *Appendix E for example 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/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, 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), the specific ecoregion designated for the contest, Wildlife Species information of those listed in the designated ecoregion, Wildlife Management Practices information of those listed in the designated ecoregion, *Definitions of Food Groups* (pg. 249), and *Glossary* (pg. 251).

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

Contestants will select the Wildlife Management Practices (WMP) given in multiple choice 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 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. 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 wildlife identification, habitat management practice identification, habitat component identification, and general knowledge of those. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice, or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice format (A-D) or 'yes or no' format (see Appendix E for example 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/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, 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), the designated ecoregion, Wildlife Species listed in the designated ecoregion, Wildlife Management Practices listed in the designated ecoregion, *Definitions of Food Groups* (pg. 249), and *Glossary* (pg. 251).

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 "X" for each wildlife management practice they choose to recommend in the column below the wildlife species. All applicable "X's" for each wildlife species will be printed on the Answer Sheet. Contestants should not add "X's". Each wildlife species should be managed independently from the others and consideration for wildlife practices counteracting between 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 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* 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. 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. Answer sheets containing the plan outline will be provided (*see Appendix B of this document*). Using colored map pencils, create a labeled sketch of the habitat and a key showing 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 wildlife identification, habitat management practice identification, habitat component identification, and general knowledge of those. Contestants will rotate through **25** stations, each with a two part challenge; part one identification of a wildlife species, a habitat management practice, or a habitat feature (ex: 'edge') and part two answering a question related to part one. Answers will be in multiple choice format (A-D) or 'yes or no' format (*see Appendix E for example 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/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, 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), the designated ecoregion, Wildlife Species listed in the designated ecoregion, Wildlife Management Practices listed in the designated ecoregion, *Definitions of Food Groups* (pg. 249), and *Glossary* (pg. 251).

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 "X" for each wildlife management practice they choose to recommend in the column below the wildlife species. All applicable "X's" for each wildlife species will be printed on the Answer Sheet. Contestants should not add "X's". Each wildlife species should be managed independently from the others and consideration for wildlife practices counteracting between 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 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* 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. 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. Answer sheets containing the plan outline will be provided (*see Appendix B of this document*). Using colored map pencils create a labeled sketch of the habitat and a key showing management practices recommended. 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 are eligible for an overall individual placing. 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 tie breaks will be made by means 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 however the decision must be made on the day of the State Contest.

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.

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:

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.

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.

(Space shown here for each section does not reflect the amount of space given during the contest)

Instructions:

Complete the outline below to develop your wildlife management plan for the species listed with the land owners' objectives in the Field Conditions below. Draw a sketch 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. *(continued on next page)*

**Activity IIIA
Wildlife Management Plan
Junior Division Answer Sheet and Format (continued)**

Field Conditions:

Develop a management plan for this property to be presented to the landowners as an outline and a sketch. **The following outline must be completed in bullet statement format. The information written in the outline will be scored.**

Plan Background

List the wildlife species the landowner wants managed.

Plan Implementation

List the management practices you will use in your plan.

Describe how each practice will affect the habitat.

Describe how each practice will affect the species to be managed.

Plan Evaluation

List what will be done to determine if the plan worked.

**Activities IIIA & IIIB
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 Background

The wildlife species to be managed were indicated on the plan outline and sketch.

0 2 4 6 8 10 _____

Plan Implementation

Appropriate management practices for each wildlife species were included on the plan outline and sketch.

0 2 4 6 8 10 _____

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

0 2 4 6 8 10 _____

The effect each practice will have on the wildlife species was included in the plan outline.

0 2 4 6 8 10 _____

Plan Evaluation

An understanding of how to evaluate a management plan was demonstrated in the plan outline.

0 2 4 6 8 10 _____

IIIA Total (50 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=110 pts. max. per Team; 70 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

Note: Space shown here 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 (see example written plan).

Plan Background

- A. List the wildlife species to be managed.
- B. List the management objectives of the landowners.

Plan Development

- A. List the habitat requirements for each wildlife species to be managed.
- B. Evaluate the habitat and list what is adequate and what is lacking for each of the wildlife species to be managed.

Plan Implementation

State which management practices to use for each of the wildlife species in this habitat at its current state to reach the management objectives listed above. Include how, when, and where each management practice will be implemented.
State the effect each practice will have on the habitat.
State the effect each practice will have on the wildlife species to be managed.

Plan Evaluation

State what will be done to determine if the plan worked.

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>Part 1: Plan Background (20 points maximum)</p> <p>The plan accurately identified the wildlife species to be managed.</p> <p>The plan accurately identified the management objectives as given in the Field Conditions.</p>	<p>0 2 4 6 8 10</p> <p>0 2 4 6 8 10</p> <p>Part 1: Plan Background Subtotal _____</p>
<p>Part 2: Plan Development (20 points maximum)</p> <p>The plan demonstrated an understanding of the habitat needs of each wildlife species.</p> <p>The plan accurately evaluated the existing habitat (what is adequate and what is lacking) based on management objectives and each wildlife species' needs.</p>	<p>0 2 4 6 8 10</p> <p>0 2 4 6 8 10</p> <p>Part 2: Plan Development Subtotal _____</p>
<p>Part 3: Plan Implementation (40 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 demonstrated knowledge of the effects of each practice on the existing habitat.</p> <p>The plan demonstrated knowledge of the effects of each practice on each wildlife species to be managed.</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>0 2 4 6 8 10</p> <p>Part 3: Plan Implementation Subtotal _____</p>
<p>Part 4: Plan Evaluation (10 points maximum)</p> <p>The plan presented a realistic method for monitoring the success of each objective and practice implemented.</p>	<p>0 2 4 6 8 10</p> <p>Part 4: Plan Evaluation Subtotal _____</p>
<p>Part 5: Content (10 points maximum)</p> <p>The plan included a sketch of the area that accurately illustrated and labeled the management practices to be implemented.</p>	<p>0 2 4 6 8 10</p> <p>Part 5: Content Subtotal _____</p> <p>Activity IIA Total</p> <p>(100 pts. max) _____</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

Part 1: Subject Matter (40 points maximum) 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
	Part 1: Subject Matter Subtotal _____
Part 2: Contestant (40 points maximum) Addressed judges with a greeting and smile. Poised throughout presentation (calm, confident) Voice and speaking (appropriate volume, clear, enunciation) Grammar 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 0 2 4 6 8 10 0 2 4 6 8 10 0 2 4 6 8 10 0 2 4 6 8 10
	Part 2: Contestant Subtotal _____
Part 3: Response to Questions (10 points maximum) Logic, reasoning, and organization of answer	0 2 4 6 8 10
	Part 3: Response to Questions Subtotal _____
Comments:	TOTAL SCORE: Contestant's Total Score (70 points max) _____

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

Note: The actual answer sheet for the activity will consist of 30 blanks .

Contestant Name:		Texas 4-H Wildlife Habitat Education Project	
Age Division: Junior Senior		State Contest	
County:		McClellan Creek National Grassland	
		April 29-30, 2017	

**Activity I
Wildlife Challenge**

'YES' 'NO'

1. _____ A B C D

2. _____ A B C D

3. _____ A B C D

4. _____ A B C D

5. _____ A B C D

6. _____ A B C D

7. _____ A B C D

8. _____ A B C D

Appendix F: On-Site Recommendation of Wildlife Management Practices Answer Sheet

Example - Activity II (Intermediate and Senior age divisions)

Note: Field Conditions will be provided with this answer sheet.

- Intermediate Division answer sheets will represent four wildlife species
- Senior Division answer sheets will represent eight wildlife species

*Circle the X's for the Wildlife Management Practices to be used in this habitat. Do not add X's. *Evaluate the habitat independently for each wildlife species *Select Management Practices based on the current condition of the habitat *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 as the habitat changes and the need arises.	blue-winged teal	dickcissel	northern harrier	eastern cottontail	red fox	white-tailed deer	plains hog-nosed snake	bluegill
Habitat Management Practices								
Conservation Easement								
Control Nonnative Invasive Vegetation	x	x	x	x	x	x	x	
Create Snags								
Delay Crop Harvest		x	x					
Edge Feathering				x	x	x		
Field Borders		x		x	x	x		
Forest Management						x		
Leave Crop Unharvested	x	x	x	x		x		
Livestock Management	x	x	x	x	x	x	x	x
Nesting Structures								
Plant Food Plots	x			x		x		
Plant Native Grasses and Forbs	x	x	x	x	x	x	x	
Plant Shrubs				x	x	x		
Plant Trees						x		
Repair Spillway/Levee	x							x
Set-back Succession	x	x	x	x	x	x	x	
Tillage Management	x	x	x	x		x		
Water Control Structures	x							x
Water Developments for Wildlife	x					x		
Population Management Practices								
Decrease Harvest				x	x	x		x
Increase Harvest				x	x	x		x
Wildlife Damage Management				x	x	x		
Wildlife or Fish Survey	x	x	x	x	x	x	x	x
Fish Pond/Stream Management								
Construct Fish Pond								x
Control Aquatic Vegetation								x
Fertilize / Lime Fish Pond								x
Reduce Turbidity in Fish Pond								x
Restock Fish Pond								x
Streams: Create Pools								
Streams: Remove Fish Barriers								

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

1470 William D. Fitch Parkway/College Station, TX 77845/Telephone – 979.845.1214/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 race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.

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

