



GEORGIA



WILDLIFE JUDGING

Contest Guidelines

Revised Winter 2025



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Junior Wildlife Management Plan adapted from South Carolina 4-H.



UNIVERSITY OF GEORGIA
EXTENSION



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Overview

Introduction

Georgia is one of the most biologically diverse states in the nation, ranking 2nd in amphibian species, 3rd in freshwater fish species, and 7th in reptile species. Wildlife Judging challenges 4-H youth to learn about Georgia wildlife species and habitat management practices for conservation success. 4-H competitions are held annually at the state and national levels.

Youth participating in the Georgia 4-H Wildlife Judging contest will be able to:

- Describe characteristics of common wildlife species of Georgia.
- Identify common wildlife species of Georgia by examining specimens (pelts, skulls, feathers, calls, tracks, etc.).
- Explain different wildlife management practices (population survey, removing invasive species, etc.).
- Choose best management practices for a given species based on a scenario and site.
- Develop a species management plan based on a scenario and site.



The Georgia 4-H Wildlife Judging Contest is based on the National 4-H Wildlife Habitat Education Program (WHEP) contest. All content for the contest is derived from the National WHEP manual (6th edition; 2024), available at the Georgia 4-H website and in the 4-H Staff Only Files within the 4-H Enrollment system.

Eligibility

Membership classifications are defined as:

- Juniors: 4th - 8th grade
- Seniors: 9th - 12th grade

Eligibility is determined by the grade level during the current school year. Refer to the Georgia 4-H Membership & Eligibility document for more information.

Counties may bring up to 20 Junior team members and 20 Senior team members. A minimum of 3 participants comprise a team. Counties may have up to 5 teams per division. There are four contest components - three are part of an individual's score and all four are a part of the team score. While individuals work together to write a Wildlife Management Plan (Activity 3-A) for them to reference for the oral defense, the plan itself is only scored for a team and does not factor into an individual's score. Typically, counties choose to divide their youth into smaller teams so that each contestant can actively participate in the development of the management plan. However, a team can consist of 3-20 youth per division.

Counties cannot mix grade divisions to comprise a team. All members of the Junior team must meet the Junior grade requirements, and all members of the Senior team must meet the Senior grade requirements.

Youth may participate as a member of a team or as an individual. Counties with fewer than 3 youth per division will have these youth assigned to the state "at-large wild card" team so that they can write a management plan and present their oral defense of the plan (which is individually scored). Since these youth are not part of a team, only their Activity 3-B (Oral Defense of Wildlife Management Plan) score will be part of their individual score. Depending on the number of individual contestants, the Georgia 4-H Specialist may choose to create multiple at-large wild card teams.

Georgia 4-H Contest

The Georgia 4-H Wildlife Judging Contest has five activities. Activities 1-A, 1-B, 2, and 3-B are individual activities. Activity 3-A is a team activity.



The activities are:

- Activity 1: Wildlife Challenge - consists of a Written Knowledge Test (1-A) and Specimen Identification (1-B).
- Activity 2: Wildlife Management Practices
- Activity 3-A: Wildlife Management Plan
- Activity 3-B: Oral Defense of Wildlife Management Plan

The National WHEP manual identifies 14 ecoregions and identifies a set of species for each. The manual also identifies two special area considerations: Urban and Wetlands.

For the Georgia 4-H Wildlife Judging contest, only the Southeast Mixed and Outer Coastal Plain Forest ecoregion is used. The Wetlands and Urban descriptions are not applicable to the Georgia 4-H contest.

For Senior competitors, all 22 species associated with the Southeast Mixed and Outer Coastal Plain Forest ecoregion apply. These are listed on page 61 of the National WHEP Manual.

They are the:

- | | |
|----------------------------|--------------------------|
| 1. barred owl | 12. eastern fox squirrel |
| 2. loggerhead shrike | 13. raccoon |
| 3. mourning dove | 14. white-tailed deer |
| 4. northern bobwhite | 15. wild pig |
| 5. prothonotary warbler | 16. American alligator |
| 6. red-cockaded woodpecker | 17. eastern indigo snake |
| 7. red-eyed vireo | 18. gopher tortoise |
| 8. wild turkey | 19. channel catfish |
| 9. wood duck | 20. largemouth bass |
| 10. coyote | 21. American bumble bee |
| 11. eastern cottontail | 22. monarch butterfly |

For Junior competitors, only 10 species apply.

They are the:

1. barred owl
2. mourning dove
3. northern bobwhite
4. eastern cottontail
5. eastern fox squirrel
6. white-tailed deer
7. American alligator
8. gopher tortoise
9. largemouth bass
10. American bumble bee

General Rules

All contestants abide by the Georgia 4-H Code of Conduct and Georgia 4-H Code of Ethics.

All contestants must provide their own pencils and clear clipboards. No storage clipboards are allowed. Clipboards should be clear and not contain blank paper, etc.

No electronic devices of any kind are allowed at the contest site. This includes, but is not limited to, cell phones, MP3 players, etc. If a contestant is seen with electronic devices during the contest, that person and team may be disqualified immediately.

No backpacks are allowed. Bags for medical reasons should be discussed with the Georgia 4-H Specialist coordinating the contest before the event.

Contestants work independently on the individual activities. No talking by contestants is allowed during the individual activities.

Questions are not allowed during the contest except for those related to the contest procedure. Questions should be directed to contest administrators.

Anyone cheating will be disqualified at the discretion of the Georgia 4-H Specialist and Extension Wildlife Specialist.

Youth enter their answers for Activity 1 and Activity 2 into the electronic scoring system during the competition. The judges record their scores for Activity 3-A and 3-B onto a scoresheet, and these scores are entered by the contest event staff. The Georgia 4-H Specialist and Extension Wildlife Specialist review and certify the results before the announcement of winners. Their decision is final. After the event, individual and team scores are made available in the 4-H Event Registration system. Contest score sheets will not be distributed after the contest. Team management plans will be electronically distributed to County Extension Offices no later than one month after the contest.

Any youth needing to leave the contest early needs to coordinate this request through their local County Extension Office with the Georgia 4-H Specialist at least 3 weeks before the contest. In certain circumstances, this request may not be granted.

Because competitors spend time transitioning from various sites, stations, etc., during the contest, it is imperative that the youth competitors and their adult chaperones act in accordance with the Georgia 4-H Code of Ethics. This includes refraining from talking, sharing notes or observations, answer sheets, etc. If adult chaperones are providing transportation between sites/stations, they should not discuss the contest or wildlife-related content with the youth.

Accommodations

The University of Georgia is an Equal Opportunity, Affirmative Action, Veteran, Disability Institution. Youth requiring a reasonable accommodation or language access services to participate in Georgia 4-H Wildlife Judging should request these accommodations through their local County Extension Office to the Georgia 4-H Specialist at least three weeks before the competition.

The Reasonable Accommodation(s) Request Form is found here:
<https://secure.georgia4h.org/documents/GA4HAccommodationForm.pdf>

The Georgia 4-H Accommodation Guidance Tool is in the 4-H Staff Only files by following: 4-H Enrollment - Shared Files - Staff Only - Inclusive Programming - Georgia 4-H Accommodation Tool and Form.

Georgia FFA and 4-H Statement of Relations

Refer to the current version of the Georgia FFA and 4-H Statement of Relations regarding a youth's participation in similar contest. A student may participate in both FFA and 4-H simultaneously. However, a student is not allowed to participate in activities considered "same" to both groups in the same "project year." The Statement of Relations defines the "project year" as July 1 to June 30. The Statement says that annually the State FFA Advisor and State 4-H Leader will meet and announce the list of activities considered "same" for the coming year.

Currently, Wildlife Management/Judging is considered the "same."

Georgia 4-H Contest

Activity 1: Wildlife Challenge (50 points)

The Wildlife Challenge consists of two parts: a written knowledge test (Activity 1-A) and specimen identification (Activity 1-B). Content to prepare for the Wildlife Challenge activities is throughout the National WHEP Manual including:

- Concepts and Terms (pp. 17-27)
- Southeast Mixed and Outer Coastal Plain Forest (pp. 58-61)
- Wildlife Species (selected pp. 69-220)
- Wildlife Management Practices (pp. 221-252)
- Glossary (pp. 256-258)

Only species of the Southeast Mixed and Outer Coastal Plain Forest ecoregion (p. 59) are used for the Georgia 4-H Wildlife Judging Contest. Seniors should know all 22 species for the Southeast Mixed and Outer Coastal Plain Forest. For Junior competitors, only 10 species (previously referenced on page 5 of this guide) apply.

Junior competitors will have 35 test questions and 15 specimens to identify. Senior competitors will have 30 test questions and 20 specimens to identify.

The objective of Activity I is to demonstrate knowledge of wildlife identification, ecoregion species, wildlife management concepts, terminology, wildlife management practices, and the biology and ecology of wildlife species.

Activity 1-A: Written Knowledge Test

For the written knowledge test, contestants are given a printed copy of a multiple-choice test. Each question has up to four options. Contestants have 30 minutes to complete the test. After recording their answers on the scorecard, contestants enter their responses into an electronic scoring platform. The input of answers into the electronic scoring platform is not timed and occurs after the 30 minutes allocated for recording their responses on their scorecard.

An example question might be ...

Which bird call sounds like "Who cooks for you? Who cooks for you all"?

- a) barred owl
- b) mourning dove
- c) northern bobwhite
- d) wild turkey

Answer: A - barred owl; found on page 78 of the National WHEP Manual

All question content for the written knowledge test is derived from the National WHEP Manual, including Concepts and Terms (pp. 17-27), Southeast Mixed and Outer Coastal Plain Forest (pp. 58-61), Wildlife Species (selected pp. 69-220), Wildlife Management Practices (pp. 221-252), and Glossary (pp. 256-258).

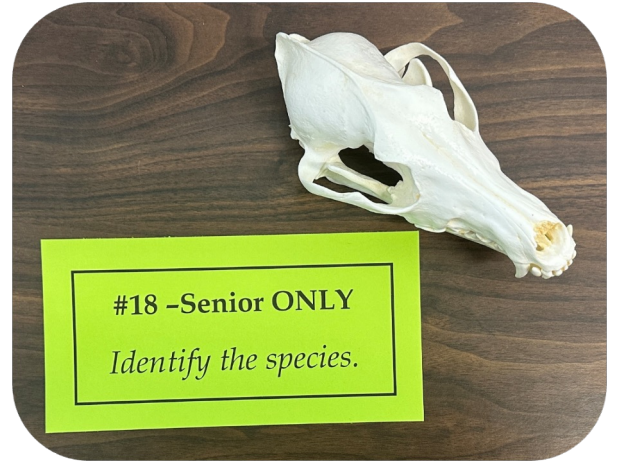
Each question is worth 1 point.

Activity 1-B: Specimen Identification

For the specimen identification, contestants are presented with a wildlife specimen and must identify the wildlife species. Contestants have 30 minutes to identify all the species on their scorecard. After recording their answer on the scorecard, contestants enter/type their responses into an electronic scoring platform. The input of answers into the electronic scoring platform is not timed and occurs after the 30 minutes allocated for recording their responses on their scorecard.

Participants may be asked to identify an animal by a specimen (pelt, skull, wing/feather, mount, fish in jar with preservative fluid, insect in resin, etc.), portion of a specimen, photo, animal sign (track, scat, etc.), sound/call, or distinctive habitat photo (ex. photo of a gopher tortoise burrow). Contest coordinators do not select specimens intending to trick contestants. For example, a skull (as opposed to a femur or rib bone) would be provided. Typically, adult-sized specimens would be selected (e.g. a juvenile eastern cottontail skull would be nearly impossible to source and potentially identify). There may be outliers (e.g. a juvenile American alligator skull looks very similar to an adult), but they would be extremely obvious. Some of the species exhibit sexual dimorphism, where physical characteristic differences exist between males and females, such as size, color, or shape, etc. In this situation, the coordinators would likely indicate if contestants are identifying males or females.

Examples of wildlife specimen identification are included below.



Although stations may be located outdoors for Activity 1 at the national competition with questions related to various habitat features, this does not occur at the state competition. Stations are indoors for the Georgia 4-H competition.

When identifying species in the Specimen Identification, the correct spelling, capitalization, and punctuation must be used to receive credit. The correct spelling, capitalization, and punctuation for the species in the Southeast Mixed and Outer Coastal Plain Forest ecoregion are listed on page 61 of the National WHEP Manual.

Juniors are provided a handout (see Appendix A) at the competition. The word bank includes possible wildlife species and variations of the spelling of the species. Correct and incorrect species are listed. Juniors can reference this word bank as possible answers to the specimen identification. *However, they must still correctly enter the name of the wildlife species (including correct spelling, capitalization, and punctuation) into the electronic scoring system.*

Each specimen is worth 1 point.

Activity 2: Individual On-Site Recommendation of Wildlife Management Practices (50 Points)

Activity 2 involves recommending Wildlife Management Practices (WMPs) to manage wildlife and habitat on a given site. Contestants are provided an outdoor site (typically designated by flagging tape) and a scenario.

*Juniors are asked to select management practices for 4 species (selected by the contest coordinators) in the Southeast Mixed and Outer Coastal Plain Forest ecoregion. For Junior competitors, only the ten species (previously referenced on page 5 in this guide) apply. **The correct number of WMPs needed for each species is shared with the Juniors.** For example, check 7 WMPs for Species 1.*

*Seniors are asked to select management practices for 6 species (selected by the contest coordinators) in the Southeast Mixed and Outer Coastal Plain Forest ecoregion. All 22 species are eligible to be the focal species. **Seniors are not provided the number of WMPs needed for management.***

Youth must evaluate the site and read the scenario to determine if a practice is needed. For example, typically, a wildlife or fish survey is a practice checked for all species. However, if the scenario indicates a survey has recently been completed, this practice does not need to be checked. Barred owls need snags for reproduction. However, if the site has adequate snags, then the practice of creating snags would not be selected.

Contestants have 40 minutes to select the WMPs by placing an 'X' for each recommended practice for each species. After recording their answer on the scorecard, contestants enter their responses into an electronic scoring platform. The input of answers into the electronic scoring platform is not timed and occurs after the 40 minutes allocated for recording their responses on their scorecard.

A list of all possible practices for each species is found on page 59 of the National WHEP manual.

Management recommendations in Activity 2 should consider each species listed separately. The WMPs should be recommended as if each species was the only species (focal species) considered on the site.

Prior to starting Activity 2, each contestant is given a printed copy of a scenario for the outdoor site. An example scenario is included below.

Your family recently purchased this 100-acre lake-front property as a place where the family can vacation. The site includes the lake and the forested land surrounding the property. Currently, there are no buildings on the property, but as the lake owner, you are responsible for the spillway and

levee. As the young biologist in the family, your family has asked that you plan the appropriate management actions to meet your family's vision. Your grandparents are interested in birds of prey, and thus, your goal is to benefit owls and similar species. Because those birds rely on small mammals, the family is concerned about the number of deer and how it may impact the vegetation. You are interested in increasing fox squirrels to benefit other large birds of prey such as eagles. Your family really enjoys fishing, so you would like to improve the largemouth bass population for future fishing opportunities. However, some preliminary seine sampling you just completed revealed that there are no recently hatched largemouth bass and lots of intermediate largemouth bass in poor condition. There is no sign of livestock on the property, the spillway is in good condition, and there is no current system in place to control the water levels. Given all this information, your goal is to identify management practices to incorporate over the next year to restore and/or increase native wildlife and fisheries habitat for the benefit of the 4 species listed below.

- Species 1: barred owl - check 6 practices*
- Species 2: white-tailed deer - check 8 practices*
- Species 3: eastern fox squirrel - check 9 practices*
- Species 4: largemouth bass - check 5 practices*

Remember, Seniors will have 6 species and not be provided the number of practices to select.

This is an individual activity, so no talking or collaboration among team members is allowed.

To calculate the total score for Activity 2,

<i>Step 1</i>	<i>Step 2</i>	<i>Step 3</i>
(Number of correct answers marked by 4-H'er) <u>Minus</u> (Number of incorrect or unmarked answers)	<u>Divided by</u> the (total number of possible correct answers)	<u>Multiplied</u> by 50

For example, a WMP score sheet key includes 20 correct answers. The contestant marks 15 correct answers, but also marks 5 incorrect answers or fails to mark 5 correct answers. The contestant's score is calculated as $[(15 - 5 = 10) / 20 = 0.50] \times 50 = 25$ points.

Another scoring example could be a WMP score sheet key includes 20 correct answers. The contestant marks 15 correct answers but also marks 10 incorrect answers. The contestant's score is calculated as $[(15 - 10 = 5) / 20 = 0.25] \times 50 = 12.5$ points.

No negative scores will be assigned. The minimum individual score on Activity 2 is 0.

Activity 3-A: Written Wildlife Management Plan (125 points)

The Written Management Plan is a team event in which team members discuss, consider, and provide written recommendations that address current conditions and objectives regarding wildlife populations and habitat on a specified property. Contestants are provided with an outdoor site (typically designated by flagging tape) and a scenario that describes the property, current conditions, and landowner objectives. A copy of the scenario is provided to all contestants.

During this portion of the competition, youth will not have their scorecards. Teams will be given a packet of materials (see below) for use with these stations

Junior teams use the template (see Appendix B) and answer the questions about 1 species (selected by the contest coordinator). The Junior focal species are one of the following species: the barred owl, eastern cottontail, American alligator, largemouth bass, or American bumblebee. No other species would be chosen. Juniors do not prepare a formal management plan; they complete the questions on the template. Each Junior contestant will be given one sheet of paper to write notes on while observing the site. Teams only turn in the template with the answers recorded on the template. Each contestant can keep their notes page so that they can study before the oral defense.

For Seniors, the plan will address 2 species (selected by the contest coordinator) to be announced during the activity. The 2 focal species are selected from the 22 listed for the Southeast Mixed and Outer Coastal Plain Forest ecoregion. *They will consider both species in the one plan.* Compromises may likely be part of the plan (i.e. installing a food plot for one species could create an increase in population for another species).

Each Senior contestant will be given one sheet of paper to write notes on while observing the site. Each contestant can keep their notes page so that they can study before the oral defense.

Senior teams are given three sheets of paper. Two of these sheets are for writing the plan in paragraph format. The third sheet is for sketching a map of the property illustrating where practices should be implemented. Youth may only write on one side of each piece of paper. Teams turn in three sheets of paper: two pages of a written plan and a one-page sketch mapping the property illustrating where practices are implemented.

Teams may use pencils only, no pens. Colored pencils are allowed for the sketch if desired.

Contestants have 1 hour and 20 minutes to complete this activity. The first 40 minutes is spent outdoors, where contestants read the scenario, observe the property, and make notes. Then, the teams transition indoors. Each team has an individual team table and chairs (one per team member). Teams work together to create their written plan to be submitted for evaluation at the end of this time period. ***Teams may not transition indoors early.*** If a team is satisfied with their outdoor observation, they may begin to write their plan outside.

Youth must evaluate the site and read the scenario to determine if a practice is needed. For example, typically, a wildlife or fish survey is a practice checked for all species. However, if the scenario indicates a survey has recently been completed, this practice does not need to be checked. Barred owls need snags for reproduction. However, if the site has adequate snags, then the practice of creating snags would not be selected.

When coaching Seniors in creating a plan, using the Junior template is a great guide in ensuring they are including the correct information. A strong tip is for these youth to think about “what-why-how” when describing their intended actions – what management practice are they selecting, why are they selecting it, and how it will affect the ecosystem and two focal species.

For example, gopher tortoises eat grasses, legumes, and fruits. When observing a site, the contestants notice a lot of non-native, invasive species (like kudzu) that are preventing native grasses from growing.

Therefore, the team may recommend:

what: controlling nonnative invasive vegetation

why: because the observed kudzu is reducing habitat quality by limiting herbaceous diversity and could be difficult for tortoises to dig burrows

how: controlling nonnative invasive vegetation (removing it) would likely provide more diverse food options for tortoises, potentially increasing their population

Additionally, many times a wildlife or fish survey is recommended to monitor the potential increase or decrease in the population for the selected species. Senior contestants are especially encouraged to use specific details about what type of survey they would conduct and the frequency. For example, contestants may earn more points if they indicate that they would specifically conduct point counts monthly for the next six months to monitor the red-eyed vireo population, as opposed to just saying they would conduct a wildlife survey.

One each species page in the national WHEP manual, suggested survey types are listed. More detailed explanations of surveys are also listed on pp. 247-248.

Note: The oral defense (Activity 3-B) is included in calculating a contestant's overall individual score. Therefore, every youth must complete a Written Management Plan (Activity 3-A) to complete the oral defense (Activity 3-B). Counties with fewer than 3 youth per division (Junior or Senior) assign these youth to the state "at large wild card" team so that they can write a management plan to present their oral defense. Wild card members will present their oral defense on the plan created by their "wild card" team.

This is a group activity, so talking and collaboration among team members is permitted. However, conversations with others outside the team are not allowed.

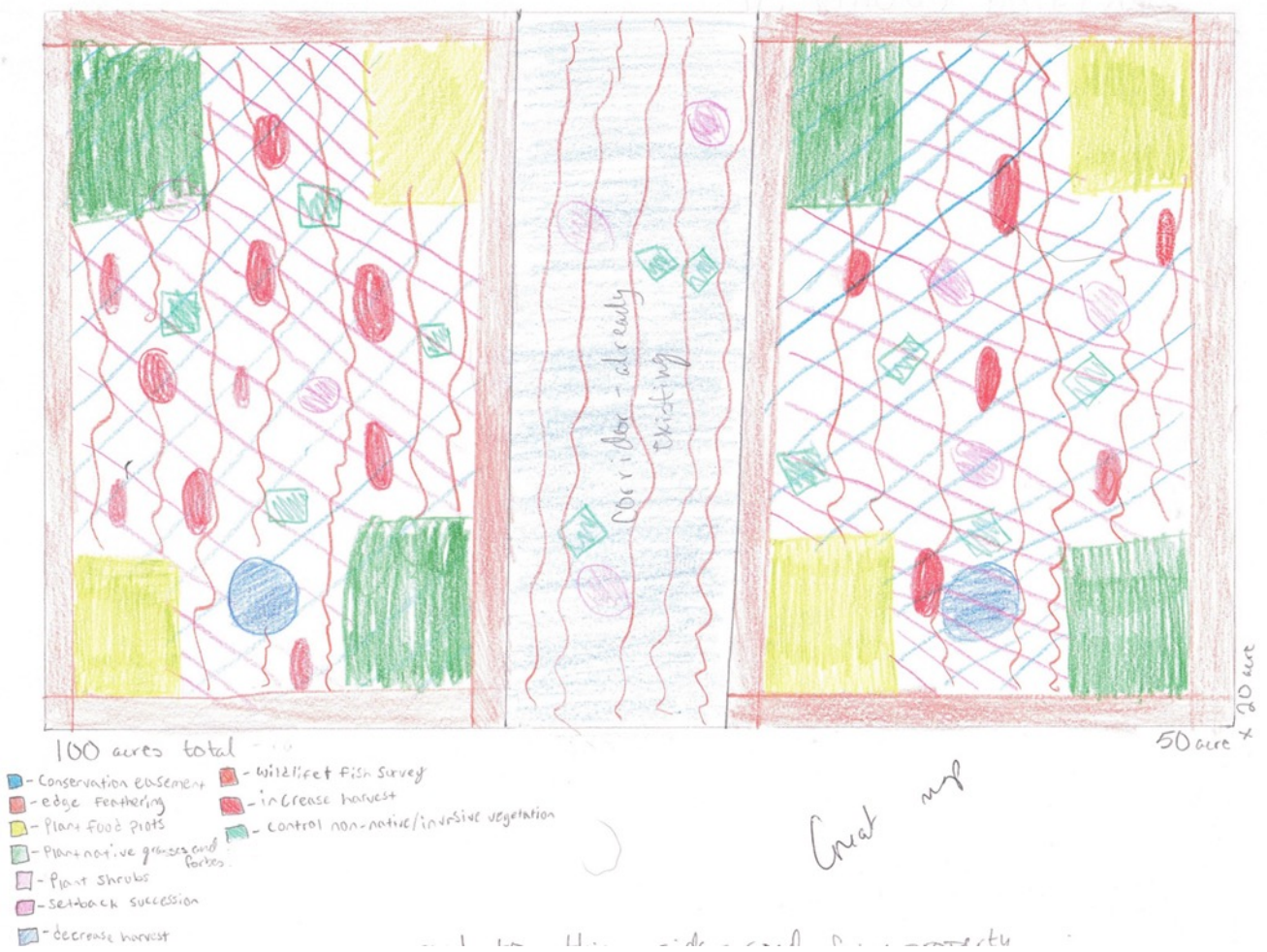
Prior to starting Activity 3-A, each contestant is given a printed copy of a scenario for the outdoor site. An example scenario is included below.

Your family recently purchased this lake-front property where the whole family can get together during vacations. This 100-acre property includes the lake, the forested land surrounding the property, and the one large building in front of you that the family envisions using as a vacation cabin and meeting place. As the young biologist in the family, your family has

asked you to create a wildlife management plan to meet youth family's vision. Your grandparents are interested in birds of prey (e.g., eagles). Because birds of prey rely on small mammals, the family would like to increase the number of eastern cottontail rabbits on the property. Based on that information, your goal is to provide recommendations on the best ways to manage the property to maintain or increase rabbit populations on the property.

Two judges evaluate plans using the scoring rubrics (see Appendix C and D). The scores are averaged to determine the final team score. Teams may earn up to 125 points on Activity 3-A. The management plan score is part of the team score but not an individual's score.

An example aerial sketch/map is included below. This is Part 5 on the Junior Wildlife Management Plan Template. Seniors are provided 1 blank piece of paper to draw a map.



Activity 3-B: Oral Defense (25 points)

The Oral Defense is an individual event where contestants answer questions about the Wildlife Management Plan (developed during Activity 3-A). Thus, it is important that each team member actively participates in preparing the written plan. Comprehensive knowledge of the written plan is necessary to successfully respond to judges' questions about the team's plan. Team members are called individually into a room or outdoor space with one or two judges, where they are asked a series of standard questions to test the individual's knowledge of the team's plan.

Upon entering the space, the judge begins the timer and asks the first question. The judge asks the second question after the competitor answers the first question.

For Junior competitors, they have up to **90 seconds** to answer *both* of the following questions asked by the judge(s):

- What is the goal of your wildlife management plan?
- What are two wildlife management practices you incorporated into your plan, and why did you choose these practices?

For Senior competitors, they have up to **90 seconds** to answer questions asked by the judge(s). Below are the questions the judge(s) *could ask* the competitor. The contest coordinator will pre-select **two questions** that all Senior competitors will answer at the contest:

- What wildlife management practices did you incorporate into your plan, and why did you choose these practices?
- Explain any compromises you had to make in developing your plan.
- Based on the wildlife management practices you incorporated, which practice might be the most challenging, and why?
- Are there any wildlife management practices you incorporated that could be mutually beneficial for both species? How so?
- What do you consider the most limiting factors for both species?
- Explain two methods you would use to determine the effectiveness of your team's plan.

Youth should be coached to answer the questions efficiently and succinctly in the allocated time. The time is the total time allowed, not the time per question.

One to two judges evaluate the oral defense using the scoring rubrics (see Appendix E and F). If two judges are present, their scores are averaged to determine each contestant's final oral defense score.

Note: In many 4-H judging/evaluation contests, youth present a set of 'oral reasons' – placing a class of items and defending their placings. The oral defense in the Georgia 4-H Wildlife Judging contest differs from other contests. Wildlife Judging competitors respond to the standard questions, and their response is evaluated by judges using the rubric.

Scoring

Individual Scoring

Activities 1, 2, and 3-B are scored individually, with individual scores contributing to their team's score (if applicable):

Activity 1: Wildlife Challenge (maximum of 50 points)

Activity 2: Wildlife Management Practices (maximum of 50 points)

Activity 3-B: Oral Defense (maximum of 25 points)

In case of a tie following tabulation of individual contestant scores, the tie scores are broken in descending order by:

- Activity 2: Wildlife Management Practices
- Activity 1: Wildlife Challenge
- Activity 3-B: Oral Defense

Team Scoring

Activity 3-A (Written Management Plan) is scored as a team effort (maximum of 125 points) and is only considered for the team score. The Management plan is not a part of an individual's score.

Counties cannot mix grade divisions to comprise a team. All members of the Junior team must meet the Junior grade requirements, and all members of the Senior team must meet the Senior grade requirements.

For teams of four or more members, the top three individual scores within a team count toward the total overall team score, regardless of the number of team members. For teams of three members, all scores will count.

In case of a tie following tabulation of teams' scores, the tie scores will be broken in descending order by:

- Activity 3-A: Written Management Plan
 - Summation of top 3 contestants' scores from Activity 2: Wildlife Management Practices
 - Summation of top 3 contestants' scores from Activity 3-B: Oral Defense
- Should a tie remain, the contest coordinators (Georgia 4-H Specialist and Extension Wildlife Specialist) will determine a strategy to select the winner.

Scoring Example

Individual Scores					Ind Team Sum	Group Scores	Overall Team Score
Activity	Team Member 1	Team Member 2	Team Member 3	Team Member 4		Activity 3-A	
1	20	30	40	50	70 + 75 + 115	100	260 + 100 = 360
2	30	30	20	40			
3-B	15	10	15	25			
Total	65	70	75	115			
High 3		70	75	115			
Totals	3 rd 2 nd 1 st			260			

Awards & Recognition

County Extension offices have access to certificate templates for all youth. All participants receive an award pin at the state competition.

Medals are given to the top three winning Senior and Junior teams (up to four members per team placing) and the Senior and Junior Overall High Individuals at the state contest.

The Senior Overall High Individual is named a Master 4-H'er.

- The State Winning Senior High Individual is permitted to compete in future years as a Senior individual, if they are age-eligible to participate in 4-H programs.
- If the State Winning Senior High Individual is a member of the State Winning (First Place) Senior Team, they are permitted to compete in future years as a Senior individual only.
- If the State Winning Senior High Individual is a not member of the State Winning (First Place) Senior Team, they are permitted to compete in future years as a Senior individual and as a Senior team member.

The (up to four) members of the first-place Senior team members are named Master 4-H'ers. The first-place Senior team members are eligible to compete in the National 4-H Wildlife Habitat Education Program (WHEP).

- Members of the State-Winning (First-Place) Senior Team are ineligible to compete as Senior team members in future years, regardless of whether they compete in the National 4-H Wildlife Habitat Education Program.
- State Winning Senior Team members may compete as individuals in subsequent State 4-H Wildlife Judging Contests and may be recognized as a State Winner as a Senior High Individual, if they are age-eligible to participate in 4-H programs.
- Should an alternate team member be approved to compete in the National 4-H WHEP program as a member of a team, that member is no longer eligible to compete in future Georgia 4-H Wildlife Judging contests as a team member, just as if the member had been on the state winning team. However, the competitor can compete as an individual as long as the competitor is age-eligible to participate in 4-H programs.

Junior Wildlife Specimen Word Bank

Junior competitors are provided with this specimen list at the contest for completing the Specimen Identification (1-B). This word bank contains both correct and incorrect information. Juniors can reference this word bank as possible answers to the specimen identification. However, they must still correctly enter the name of the wildlife species (including correct spelling, capitalization, and punctuation) into the electronic scoring system.

American Aligator	Gopher Tortise	american alligator	Bumblebee
gopher tortoise	Bumble bee	northern bobwhite	gopher turtle
White Tail Deer	Bared owl	American bumble bee	White-tailed Deer
Bobwhite quail	gray fox squirrel	white-tail deer	American gator
Cardinal	Red cardinal	Barn owl	Eastern tortise
little black bear	eastern cottontail	white-tailed dear	Southern squirrel
Northern dove	barred owl	American alligator	Black bear
Barred Owl	American aligator	Large mouth bass	Eastern Bluegill
common deer	Channel bass	North black bear	mourning dove
Blue Gill	Eastern Barn Owl	Eastern Cardinal	Bluegill
cardinal	Large-Mouth Bass	Bob White Quail	barn owl
Cottontail rabbit	Gofer tortoise	Morning dove	eastern fox squirrel
white-tailed deer	eastern rabbit	common cardinal	Bared Owl
Northern Fox Squirrel	Northern Bobwhite Quail	largemouth bass	American Bumblebee

Junior Wildlife Management Plan Template

When completing the Wildlife Management Plan (3-A), Junior teams receive this template at the contest. Teams should record their final answers on this template for judges to evaluate. Teams should view the outdoor site and read the scenario to answer these questions. Some questions may require multiple sentences, while other questions may only require a single sentence.

Team Information:

County: _____
Team Members: _____

Part 1: Plan Background (5 points)

Based on the scenario, what is the focal species to be managed?

What are the management goals? What do you hope to achieve with this management plan?

Part 2: Plan Development (40 points)

Part 2-A: Species Habitat Requirements (20 points):

What type of habitat does the species need to survive? Consider:

Diet/Food:

Water:

Shelter/Type of Cover:

Part 2-B: Site Evaluation (20 points):

Evaluate the site for the focal species and its needs. Consider these questions:

Is the size of the property adequate?

Is there food? If so, what is it?

Is there a water source? If so, what is it?

Is there shelter or cover? What is it like?

Is there anything missing from this habitat?

Are there important native plant species present?

Are there non-native or invasive species present that could be an issue?



Part 3: Plan Implementation (40 points)

What Wildlife Management Practices should be used to meet the habitat requirements of the focal species? Complete the chart below by recording one wildlife management practice on each row. For each management practice your team chooses, include a description of the practice **and** what it will do to the site. Use as many rows as necessary.

Wildlife Management Practice	Description
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>



Part 5: Aerial Map (20 points)

Use the space below to draw an aerial (bird's eye view) map of the site. Indicate where you will implement the wildlife management practices (that you selected in Part III). Include any important features of the site, such as water or food sources, etc.



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Junior Wildlife Management Plan Scoring Rubric

Judges will use this rubric when scoring the Junior Wildlife Management Plans (3-A).

A high(er) score indicates the team is accurate and proficient in the content. A mid-range score indicates the team is progressing toward proficiency, but key content information was excluded. A low(er) score indicates the team is not accurate or developing their proficiencies related to this topic.

Team: _____

Judge: _____

Part I: Plan Background (5 points maximum) _____ points <input type="checkbox"/> Accurately identified the wildlife species to be managed and accurately identified the management objectives
Part II: Plan Development (40 points maximum) _____ points <input type="checkbox"/> Demonstrated understanding of the habitat needs of each species (20 points) <input type="checkbox"/> Accurately evaluated the area as habitat for each species (what is present and what is lacking) (20 points)
Part III: Plan Implementation (40 points maximum) _____ points <input type="checkbox"/> Included the appropriate management practices (20 points) <input type="checkbox"/> Demonstrated knowledge of the effect of various management practices on habitat and/or the species (20 points)
Part IV: Plan Evaluation (20 points maximum) _____ points <input type="checkbox"/> Presented realistic methods for monitoring success of the recommendations (20 points)
Part V: Aerial Map (20 points maximum) _____ points <input type="checkbox"/> Included a drawing or sketch of the area, reflecting the recommended management practices and where they should be implemented (20 points)
TOTAL SCORE (125 points maximum): _____ points

Senior Wildlife Management Plan Scoring Rubric

Judges will use this rubric when scoring the Senior Wildlife Management Plans (3-A).

A high(er) score indicates the team is accurate and proficient in the content. A mid-range score indicates the team is progressing toward proficiency, but key content information was excluded. A low(er) score indicates the team is not accurate or developing their proficiencies related to this topic.

Team: _____

Judge: _____

Part I: Plan Background (10 points maximum) _____ points <input type="checkbox"/> Accurately identified the wildlife species to be managed and accurately identified the management objectives
Part II: Plan Development (50 points maximum) _____ points <input type="checkbox"/> Demonstrated understanding of the habitat needs of each species (20 points) <input type="checkbox"/> Accurately evaluated the area as habitat for each species (what is present and what is lacking) (20 points) <input type="checkbox"/> Identified native plant species or nonnative invasive species (10 points)
Part III: Plan Implementation (30 points maximum) _____ points <input type="checkbox"/> Included the appropriate management practices (10 points) <input type="checkbox"/> Demonstrated knowledge of the effect of various management practices on habitat and/or the species (10 points) <input type="checkbox"/> Recognized the management compromises necessary to meet the needs of each species and showed understanding of the mutual benefits of implementing certain practices (10 points)
Part IV: Plan Evaluation (15 points maximum) _____ points <input type="checkbox"/> Presented realistic methods for monitoring the success of the recommendations (15 points)
Part V: Format and Drawing (20 points maximum) _____ points <input type="checkbox"/> Presented in the appropriate narrative format (10 points) <input type="checkbox"/> Included a drawing or sketch of the area, reflecting the recommended management practices and where they should be implemented (10 points)
TOTAL SCORE (125 points maximum): _____ points

Junior Oral Defense Scoring Rubric

Judges will use this rubric when scoring the Junior Oral Defense (3-B).

A high(er) score indicates the youth is accurate and proficient in the content. A mid-range score indicates the youth is progressing toward proficiency, but key content information was excluded. A low(er) score indicates that the youth is not accurate or is not developing their proficiencies related to this topic.

For Junior competitors, they will have 90 seconds to answer both of the following questions:

- What is the goal of your wildlife management plan?
- What are two wildlife management practices you incorporated into your plan, and why did you choose these practices?

Contestant: _____

County: _____

Judge: _____

Contestants may earn a maximum of 5 points per category.

Ability to explain the goal of the management plan	_____ points
Understanding of 1 focal species biology and management	_____ points
Understanding of 1 focal species habitat requirements	_____ points
Understanding of wildlife management practices and implementation	_____ points
Poise, voice, and body language	_____ points
TOTAL SCORE (25 points maximum): _____ points	

Senior Oral Defense Scoring Rubric

Judges will use this rubric when scoring the Senior Oral Defense (3-B).

A high(er) score indicates the youth is accurate and proficient in the content. A mid-range score indicates the youth is progressing toward proficiency, but key content information was excluded. A low(er) score indicates that the youth is not accurate or is not developing their proficiencies related to this topic.

For Senior competitors, they have up to 90 seconds to answer questions asked by the judge(s). Below are the questions the judge(s) *could ask* the competitor. The contest coordinator will pre-select two questions that all Senior competitors will answer at the contest:

- What wildlife management practices did you incorporate into your plan, and why did you choose these practices?
- Explain any compromises you had to make in developing your plan.
- Based on the wildlife management practices you incorporated, which practice might be the most challenging, and why?
- Are there any wildlife management practices you incorporated that could be mutually beneficial for both species? How so?
- What do you consider the most limiting factors for both species?
- Explain two methods you would use to determine the effectiveness of your team’s plan.

Contestant: _____

County: _____

Judge: _____

Contestants may earn a maximum of 5 points per category.

Understanding of 2 focal species' biology and management	_____ points
Understanding of 2 focal species' habitat requirements	_____ points
Knowledge of key concepts and terms related to plan	_____ points
Ability to explain and rationalize decisions regarding wildlife management practices and implementation	_____ points
Poise, voice, and body language	_____ points
TOTAL SCORE (25 points maximum):	_____ points