

# WHEP Activities and Scoring

Activities I, II and III will be used in the National WHEP Invitational events. These activities may be used as presented, or they may be modified as deemed appropriate for local, regional or state contests.

## Individual Activities

Activities I and III will be scored on an individual basis. Awards will be presented to the top three individuals for Activity I and Activity III (combined score of Activity III-A and III-B). The top individuals overall will be identified by the sum of the scores of these activities. The top three individual scores for each individual activity will count toward the total overall team score. For teams of four members, the lowest score will be dropped. For teams of three members, all scores will count.

**Activity I:** On-Site Recommendation of Wildlife Management Practices (30 points)

**Activity III-A:** General Wildlife Knowledge (30 points)

**Activity III-B:** Wildlife Identification (20 points)

## Team Activity

Activity II will be scored as a team effort and will include scores for Activity II-A and II-B. The written wildlife management plan (Activity II-A) is worth 140 points. Activity II also includes up to 60 points for Activity II-B, oral defense of the written plan. The maximum score for each individual is 20 points. Only the top three scores will be counted into the total score for Activity II. Thus, Activity II is worth a maximum of 200 points.

**Activity II-A and II-B:** Written Wildlife Management Plan and Oral Defense (200 points)

## Activity I: On-Site Recommendation of Wildlife Management Practices

Activity I involves the recommendation of WMPs necessary to manage wildlife and habitat on a given site. Management recommendations in Activity I should consider each species listed **separately** and WMPs recommended as if each species was the only species considered on the site. Note that not all WMPs are listed for each region. Only those practices appropriate for the region are listed. Refer to the WMP charts in the “Regions” section.

Prior to starting Activity I, information will be given about the site (a scenario), either verbally or written (describing field conditions). Based on this information, an “X” should be marked in the box for each WMP recommended. Contestants will have one hour to complete Activity I. This is an individual activity, thus no talking is allowed.

### Scoring Activity I: Wildlife Management Practices

**Total Score = [(total correct - total incorrect) / total possible correct] × 30**

All boxes are counted in the scoring. For example, for eastern deciduous forest, there are 200 possible correct answers because there are 25 WMPs × 8 possible species on an answer sheet.

#### Participants are given credit for:

- putting an “X” in the appropriate boxes; **[Note:** Keep in mind that during a contest, all “X’s” marked on the WMP chart may not be used, as the correct answers depend on the information given about the site and the conditions present on site at the time of the contest.] and
- leaving boxes blank where no “X” is indicated on the WMP chart. [That is, regardless of the scenario and field conditions, boxes that are not marked on the WMP chart should never be marked during a contest because these practices have been determined inappropriate for that species and region.]

#### Answers will be incorrect if:

- boxes that should be marked are left blank; and
- boxes that should not be marked are marked.

No negative scores will be assigned. The minimum individual score on Activity I is zero. Blank WMP worksheets for each region are provided in Appendix A for practice use.

**Activity II is a team effort and is worth 200 points.**

## **Activity II-A: Written Management Plan (140 Points)**

Referring to an identified area, teams make written recommendations based on landowner objectives as stated on a written Field Condition Sheet, which is provided to each team prior to Activity II-A. Each team interprets the objectives, identifies the focal species, recommends WMPs and their intended impact and states how the plan will be evaluated. The “Judges’ Scoring Sheet – Written Management Plan,” shown below, details how plans are judged. All plans must be written using paragraph format. A sample management plan worksheet is also included to help teams prepare for writing management plans.

For the National WHEP Invitational, teams may use **one side** of each of two pieces of paper provided. The team number **must** be written on the blank back side of each sheet. Both sides of one sheet of paper should **NOT** be used to write the management plan. Plans not written in the proper format or correctly identified will not be judged.

Participants will be required to draw a sketch and locate where recommended practices will be implemented. An aerial photo of the area may be provided.

Teams will have two hours to complete this activity.

### **Sample Written Wildlife Management Plan Field Condition Sheet**

The Three Peaks area has long been favored by outdoor enthusiasts. The area is owned by the Bureau of Land Management (BLM). Managing the area for multiple user groups is often difficult. Users at Three Peaks include hunters, recreational shooters, hikers, bird watchers, ATV riders and remote control airplane fanatics. BLM requests your assistance in developing a management plan for wildlife on the 4,000 acre tract. The area marked by flags is a representative sample of the vegetation and topography on the 4,000-acre area.

Sage grouse population are not hunted on Three Peaks. University researchers have surveyed the area and determined sage grouse populations are very low. Early indicators suggest a lack of brood rearing cover and nest disturbance by recreational users may be to blame.

Bird watchers and hikers on the area occasionally observe red-tailed hawks pursuing desert cottontails and kangaroo rats. BLM would like to see an increase in the red-tailed hawk population. Some bird watchers have also reported seeing sage thrashers.

Constructing Interstate 15 directly through the mule deer winter migration corridor leading to Three Peaks has had a negative impact on the herd. Biologists have determined this hunted mule deer population is negatively impacted by deer/car collisions and have determined mule deer here have relatively low body weights.

The presence of cheat grass on Three Peaks is a major concern because it is invasive and does not provide adequate cover or forage. Fire is not the preferred method of disturbance on this site because it allows cheat to dominate. If disturbance occurs naturally or by recommendation, efforts should be made to establish native grasses and forbs to avoid this problem.

Prepare a plan to meet BLM’s objectives for mule deer, sage grouse, red-tailed hawk and sage thrasher.

This is a team activity. Use only one side of each of two (2) pages to write your plan. You have two hours to complete this activity.

Good Luck!

### **Sample Written Wildlife Management Plan Worksheet**

This sample worksheet is intended to help you learn the correct format for writing management plans. In a contest, you will be given two blank pieces of paper. You must know the format and what is to be included in each section. You can only use one side of each of two sheets of paper. Learn to write neatly, using small print and short concise sentences. For the total score, in addition to the points listed below, a maximum of 20 points will be given for use of the correct format and inclusion of an accurate sketch of the site. A maximum of 60 points is added for the individual oral presentations for a total of 200 points for Activity II.

## **Part 1: Plan Background (20 Points)**

### ***What are the species to be managed? (10 points)***

The species to be managed are Eastern bluebirds, coyote and American kestrel.

### ***State the management objectives (10 points)***

The management objectives are to increase numbers of Eastern bluebirds, decrease the coyote population, and maintain the number of American kestrels on the property.

## **Part 2: Plan Development (20 Points)**

### ***Species Habitat requirements (10 Points)***

State the basic habitat needs for each species. For example:

Eastern bluebirds are found in early successional areas interspersed with trees and shrubs where they forage on insects. Water is obtained from their diet. Bluebirds nest in cavities when available, but will readily use nesting boxes.

### ***Habitat Assessment (10 points)***

Evaluate the area and state what is present and lacking with respect to the needs of each species. For example:

The area is primarily Stages 5 and 6. Stages 2 and 3 is lacking for Eastern bluebird.

## **Part 3: Plan Implementation (70 Points)**

This section should indicate the team has an understanding of the appropriate WMPs that should be implemented and the effects of those practices on the habitat and other species managed. For example:

Forest regeneration and chainsawing will open the Stage 6 forest and provide more usable space for bluebirds. Native grasses and forbs should be established to provide suitable foraging areas. Although a few cavity trees are available and should be retained when implementing forest regeneration and chainsaw work, additional nesting cover is desirable and nest boxes should be put in place.

## **Part 4: Plan Evaluation (10 Points)**

State what you will do to determine if your plan worked. For example:

Spring counts and nest box checks will be conducted to determine presence of bluebirds. Vegetation surveys will evaluate if establishment techniques for native grasses and forbs were successful.

# Wildlife Habitat Evaluation Program

## Judges' Scoring Sheet – Written Management Plan Activity II

Scale for Scoring:

0 = not at all  
 2 = poor or poorly  
 4 = fair or slightly well  
 6 = good or fairly well  
 8 = excellent or very well  
 10 = outstanding

Team Number \_\_\_\_\_  
 Room Number \_\_\_\_\_  
 Judge's initials \_\_\_\_\_

### Part 1: Plan Background (20 points maximum)

The plan accurately identified the wildlife species to be managed	0	2	4	6	8	10
The plan accurately identified the management objectives	0	2	4	6	8	10

**Part 1: Plan Background Subtotal** \_\_\_\_\_

### Part 2: Plan Development (20 points maximum)

The team demonstrated understanding of the habitat needs of each species	0	2	4	6	8	10
The team accurately evaluated the existing habitat (what is present and what is lacking) based on management objectives and species to be managed	0	2	4	6	8	10

**Part 2: Plan Development Subtotal** \_\_\_\_\_

### Part 3: Plan Implementation (70 points maximum)

The team included the <b>appropriate management practices</b>	0	2	4	6	8	10
The team fully explained <b>when and where</b> each practice should be implemented	0	4	8	12	16	20
The team demonstrated knowledge of practices effects on existing habitat and benefits to each species	0	4	8	12	16	20
The team used the appropriate native plant species in their plan and/or recognized invasive species	0	2	4	6	8	10
The team recognized the management compromises necessary to meet the needs of each species and showed understanding of the mutual benefits of implementing certain WMPs	0	2	4	6	8	10

**Part 3: Plan Implementation Subtotal** \_\_\_\_\_

### Part 4: Plan Evaluation (10 points maximum)

The team presented a realistic plan for monitoring the success of their plan	0	2	4	6	8	10
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**Part 4: Plan Evaluation Subtotal** \_\_\_\_\_

### Part 5: Content (20 points maximum)

The team presented the plan in the appropriate narrative format	0	2	4	6	8	10
The team included a sketch of the area that accurately reflected the management practices to be implemented.	0	2	4	6	8	10

**Part 5: Content Subtotal** \_\_\_\_\_

**Activity II-B**

**Oral Presentation (60 points maximum)** Top three scores to count in team total

Team member A

A: 0 – 20 \_\_\_\_\_

Team member B

B: 0 – 20 \_\_\_\_\_

Team member C

C: 0 – 20 \_\_\_\_\_

Team member D

D: 0 – 20 \_\_\_\_\_

**Activity II-b Subtotal** \_\_\_\_\_

Comments:

Total Points for Part 1

Total Points for Part 2

Total Points for Part 3

Total Points for Part 4

Total Points for Part 5

Total Points for Activity II-B

Combined top 3 scores

**FINAL SCORE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Final Score (200 points max)**

## **Activity II-B: Oral Defense of Written Plan (60 points)**

*(only the top three scores are counted)*

To be successful and score well in Activity II-B, it is important that all team members actively participate in Activity II-A. Comprehensive knowledge of the written plan is necessary to successfully orally respond to judges questions about the team's plan. After completing the written wildlife management plan, each team member will be expected to be able to demonstrate their understanding of the plan. Team members are called individually into a room of two or three judges where they are asked a series of questions to test the individual's knowledge of the team's plan. For example, team members may be asked to explain a certain part of the plan such as the background or the implementation; or they may be asked to further explain certain management practices recommended within the plan. They may be asked to explain the habitat needs of the focal species. Questions can cover anything related to the plan, the focal species and/or management practices recommended.

Each team member will be scored individually. The top three scores will be added together and combined with the written plan score for the total score for Activity II.

For the oral defense portion of Activity II, each team member is required to individually face a panel of judges and answer a series of questions related to their written plan (Activity II-A). The questions may cover anything related to the appropriate species and WMPs. Following are some sample questions. It is important for each team member to participate in developing the written plan, to understand the habitat needs of each species considered and be able to discuss why any WMP should or should not be implemented.

### **Sample questions and requests:**

- Explain the WMPs your team implemented for dickcissel.
- Two of the four species in your plan had very different habitat requirements. Identify those species and explain the compromises you made to accommodate those species.
- The Eastern bluebird requires Stages 2 and 3. Explain the techniques your team chose to manipulate succession and why they were recommended.
- In assessing habitat on this site, what do you consider the most limiting factor for grasshopper sparrow?
- Explain two methods you would use to determine the effectiveness of your team's plan.

# Judges' Scoring Sheet for Oral Presentations

Activity II-B

Scale for Scoring:      0 = not at all                      6 = good or fairly well                      Team Number \_\_\_\_\_  
    2 = poor or poorly                      8 = excellent or very well                      Room Number \_\_\_\_\_  
    4 = fair or slightly well                      10 = outstanding                      Judge's initials \_\_\_\_\_

## Part 1: Subject Matter ( 30 points maximum)

Understanding of species habitat requirements	0	1	2	3	4	5	6	7	8	9	10
Understanding of wildlife management practices and their implementation	0	1	2	3	4	5	6	7	8	9	10
Knowledge of appropriate terms and concepts (succession, edge, interspersions, etc)	0	1	2	3	4	5	6	7	8	9	10

**Part 1: Subject Matter Subtotal** \_\_\_\_\_

## Part 2: Contestant (40 points maximum)

Poise (calm, confident)	0	1	2	3	4	5	6	7	8	9	10
Voice (volume, clarity, enunciation)	0	1	2	3	4	5	6	7	8	9	10
Grammar	0	1	2	3	4	5	6	7	8	9	10
Body language (eye contact, hand gestures and other movements)	0	1	2	3	4	5	6	7	8	9	10

**Part 2: Contestant Subtotal** \_\_\_\_\_

## Part 3: Response to Questions (30 points maximum)

Accuracy of response	0	1	2	3	4	5	6	7	8	9	10
Logic, reasoning and organization	0	1	2	3	4	5	6	7	8	9	10
Answered honestly and concisely	0	1	2	3	4	5	6	7	8	9	10

**Part 3: Response to Questions Subtotal** \_\_\_\_\_

### FINAL SCORE:

Total Points for Part 1 \_\_\_\_\_  
 Total Points for Part 2 \_\_\_\_\_  
 Total Points for part 3 \_\_\_\_\_

Total Score (100 Points max) \_\_\_\_\_

**Final Score = Total Score x .2** \_\_\_\_\_

## Activity III-A: General Wildlife Knowledge (30 Points)

The objective of Activity III-A is to demonstrate knowledge of the region(s) involved, wildlife management concepts, wildlife management terminology, wildlife management practices and the biology and ecology of the wildlife species found within a region(s). Questions for Activity III-A may be from information within *Concepts*

and *Terms, Regions, Wildlife Species, Wildlife Management Practices, and the Glossary.*

Definitions of wildlife foods are provided in Appendix A. For the purpose of WHEP, foods have been placed in groups. Participants should be prepared to indicate which foods are eaten by specific wildlife species, and be familiar with the food group definitions. Foods charts are contained in *Regions*, and further information on foods can be found in *Wildlife Species*. Additionally, questions may be asked related to aerial photo interpretation.

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### Sample General Knowledge Questions

Activity III-A will provide 30 multiple choice question, each worth one point. The test may be presented as a PowerPoint program and/or a hard copy. Contestants will have 30 minutes to 45 minutes to complete the test.

1. In the Eastern Deciduous Forest, the final successional stage consists of:
  - a. deciduous trees such as oaks, hickories and beech
  - b. a mix of conifers and deciduous trees
  - c. deciduous trees such as blackgum, red maple, and sycamore
  - d. deciduous trees such as southern magnolia, American holly and slippery elm
2. Mid-story trees in the Eastern Deciduous Forest include:
  - a. blackgum, flowering dogwood, hornbeam and redbud
  - b. flowering dogwood, hornbeam, spicebush and redbud
  - c. hornbeam, flowering dogwood, redbud and sweetbay
  - d. shadbush, titi, American hornbeam and flowering dogwood
3. Would the area circled on the photo below be considered suitable habitat for a species that

requires early (such as 1 or 2) stages of plant succession?



4. The diet of the Northern bobwhite includes all **except**?
  - a. forbs
  - b. fungi
  - c. hard mast
  - d. buds
5. Which of the following groups of foods is **not** eaten by this species?
  - a. forbs, fungi, grain
  - b. grass, hard mast, soft mast
  - c. seeds, snails, soft mast
  - d. fungi, grass, twigs



Photo courtesy Dwayne Eimore

## Activity III-B: Wildlife Identification (20 Points)

Wildlife managers must be able to identify the species they are managing. The objective of Activity III-B is to test the participants' ability to identify wildlife species within the various regions presented in the WHEP manual. Activity III-B will ask participants to identify wildlife species included in the stated region(s) selected as well as those included in the *Urban* and/or *Wetlands* Regions. If the region selected for the contest is *Wetlands* or *Urban*, then wildlife species from the surrounding eco-region could also be included for identification. To practice for Activity III-B, participants and coaches are encouraged to use field guides and websites.

### Birds

American kestrel  
American robin  
black-capped chickadee  
black-throated sparrow  
blue-winged teal  
Brewer's sparrow  
broad-winged hawk  
brown thrasher  
California quail  
California thrasher  
Canada goose  
common nighthawk  
crissal thrasher  
dickcissel  
dusky grouse  
Eastern bluebird/Western bluebird  
European starling  
Gambel's quail  
grasshopper sparrow  
great horned owl  
greater prairie-chicken  
greater sage-grouse  
hairy woodpecker  
house finch  
house sparrow  
house wren  
hummingbird  
ladder-backed woodpecker  
lark bunting  
mallard  
mourning dove  
Northern bobwhite

Northern flicker  
Northern goshawk  
Northern harrier  
Nuttall's woodpecker  
ovenbird  
prothonotary warbler  
red-eyed vireo  
redhead  
red-tailed hawk  
red-winged blackbird  
ring-necked pheasant  
rock dove  
ruffed grouse  
sage thrasher  
scaled quail  
sharp-tailed grouse  
song sparrow  
spotted towhee  
Western kingbird  
white-winged dove  
wild turkey  
wood duck  
yellow-rumped warbler

### Mammals

American beaver  
American marten  
big brown bat  
black bear  
black-tailed prairie dog  
bobcat  
common muskrat

Activity III-B will be provided as a Power-Point presentation, hard copy pictures and/or physical specimens (such as skulls, hides, feathers, etc.). There will be 20 pictures/specimens shown to identify by filling in the blank. Each will be worth 1 point. The photograph/specimen provided may be of an adult, juvenile, male or female. Each species will be assigned a number and participants will write the name of the species in the space provided on the answer sheet. Answers must be legible, spelled correctly, with correct capitalization and the full common name of the species as given on page 67 (and below) must be provided. If the judges cannot read the answer, the answer will be considered incorrect.

coyote  
desert cottontail  
Eastern cottontail  
Eastern fox squirrel  
Eastern gray squirrel  
elk  
mink  
mountain cottontail  
mule deer  
Northern raccoon  
pronghorn  
red squirrel  
snowshoe hare  
white-tailed deer

### Other Species

bluegill  
box turtle  
bullfrog  
butterfly  
cutthroat trout  
frog  
largemouth bass  
Pacific salmon  
rainbow trout  
rough-skinned newt  
Western hognose snake