

# WILDLIFE AND RECREATION MANAGEMENT

## 3 or 4 Member Teams

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### I. PURPOSE

The purpose of the wildlife and recreation management career development event is to support instructional objectives related to management and conservation of natural resources for wildlife habitat, knowledge of and respect for laws related to hunting and other outdoor recreational activities, and safety.

### II. EVENT FORMAT

#### A. Team Make-up

1. Three or four individuals per school form a team. All members will be scored and the top three scores will count towards the team total.
2. Participation of incomplete teams (one or two members) is at the discretion of the event officials but members of incomplete team are not eligible for individual or team awards or prizes.
3. Students should dress for field conditions.

#### B. Equipment

1. Teams are responsible for providing their own scan sheets. CDE officials may provide a photocopy of a scan sheet for preliminary scoring. If this is done, contestants will be given ample time at the conclusion of the last rotation, not to exceed 10 minutes, to transfer their data to the official scan sheet.
2. Each contestant will be allowed to bring the following items to the contest area:
  - Transparent Clipboard
  - Official Scan Sheet
  - Basic calculator (non-programmable type)
  - Plastic bag for storing scan sheet in wet weather
  - Manila folder, with NO stray marks for storing scan sheet
  - #2 pencils
3. Contestants will NOT be allowed to bring any of the following items to the contest area:
  - Programmable calculator
  - Electronic compass or any other device that is prohibited by CDE General Rules
  - Papers of any kind containing contest written information
  - Any contestant bringing any of these items into the contest area will be immediately disqualified from competition. Possession alone is enough to disqualify a contestant. It is not necessary for the contestant to be seen using any of the devices.

#### C. General Event Information

The following contest format will be used in each of the five regional contests as

well as the state contest:

1. Each region competition may draw select plants from the statewide list of 121 plants available that best represent their region. The state competition will select those plants that best represent the regions. Plants will be listed in the *Wildlife and Recreation Management Study Guide* for each CDE.
2. The game animals found in each region will vary. Information regarding each animal and their preferred plants will remain constant in all CDE's.
3. All WRM CDE's will consist of eight question areas listed below. The eight question areas are discussed in detail in the *Wildlife and Recreation Study Guide*.
4. Additional references will be used in the competition and are listed in each section.
5. Point value for each question area along with an explanation of the assignment of points is provided below. Due to variables in the CDE, the total point value for individual and team scores may vary. Still, the scoring for each question area will remain constant from region to region and state competitions. Total points (score) of some questions may fluctuate due to variables within the question. This is not a typical 100-point contest. Point values listed below may reflect the absolute minimum/varies/absolute maximum scores for each question where three values are given. Typically the range for the complete CDE should be 115 to 150 points for individuals and 345 to 450 for teams.
6. Scan sheets will be used in all WRM CDEs where conditions permit. If conditions do not permit use of the scan sheet, contest officials will hand score all entries and scoring will conform to guidelines in this set of regulations.
7. The rules for this competition shall follow those established by the State CDE Committee for all Texas FFA Career Development Events with the following exceptions or modifications.

**D. Question 1: Wildlife Plant Identification (Individual-30 pts., Team-90 pts.)**

Many trees, shrubs, vines, legumes, grasses, aquatic plants and forbs are found throughout Texas and the ability to identify them is important in wildlife management. For this question, 15 species of plants will be tagged with a letter from "A" through "O". Plants may be imported from all parts of the region or state for this section. Every effort should be taken by contest officials to provide plants that are fresh and clearly represent the correct genus and species as listed in the *Wildlife and Recreation Study Guide* for each CDE. Each plant will have a value of two points. Contestants will identify each by entering the correct number from the Question Sheet on to the scan sheet.

**E. Question 2: Wildlife Plant Preference (Individual-15/Varies/45 pts.; Team-45/Varies/135 pts.)**

The same plants used in Question 1: Wildlife Plant Identification will also be used for this question. Three species will be listed to match with their plant preferences

in this question. Contestants will select the plants that are considered preferred for a selected wildlife group (i.e. deer & waterfowl) and bubble in the “Y” on the scan sheet under that species if the plant is preferred by that species. More than one animal species may prefer the same plant. There will be one point awarded per animal correctly matched to its plant preference. If the plant is not preferred by any of the three species listed for competition purposes, the contestant should bubble in the “N” under “Not preferred by these species.” However, if the plant is not correctly identified in Question 1, no credit will be given for the rating in this question.

**F. Question 3: Wildlife Biological Facts (Individual-20 pts.; Team-60 pts.)**

In Texas, game biologists and landowners manage a variety of game animals. Question 3 tests the student’s knowledge of each of these species. The students will be asked to correctly answer 20 questions related to the species found in the *Wildlife and Recreation Management Study Guide* for their respective region or state competition. One point is awarded per question.

**G. Question 4: Wildlife Habitat Evaluation (Individual-9 pts.; Team-27 pts.)**

Habitat development is a major factor in managing wildlife in Texas. The habitat needs for each species is different and the land manager must know the requirements of that animal. Contestants will evaluate three animal species on their need for (1) food, (2) cover, and (3) water as discussed in the *Wildlife and Recreation Management Study Guide* for the CDE in which the contestant is participating. Contestants will be given information on the evaluation site. Three target species from those in the biological facts section of the study guide for the CDE will be identified for the contestants. Aerial or other maps may be provided. The management goals of the property manager will be provided. The Quadrant method will be used statewide to determine Food Adequacy or Inadequacy portion. The student will be asked to rate the food, cover, and water of the site and determine if each is adequate (A) or deficient (D). *Adequate* is defined as the habitat element being sufficient to maintain or increase the numbers for the species. *Deficient* is defined as being lacking or insufficient to the degree that the habitat cannot support or perpetuate the particular species. Each of these three areas will be valued at one point. Contestants will bubble in the “A” on the scan sheet if the element is adequate for the given species. If the element is deficient for the given species, the contestant will bubble in the “D” on the scan sheet.

**H. Question 5: Wildlife and Habitat Management Practices (Individual-Varies, Team-Varies)**

When managing for wildlife in Texas, many areas will need some habitat improvement. Using various management practices can make the needed improvement. The number of habitat management practices in this question area will vary within each region and the state competition. The *Wildlife and Recreation Management Study Guide* for region and state competitions will list and discuss those practices considered for each CDE. Officials setting up the CDE will follow recommendations for use of management practices as outlined in

the respective study guides for regions and state events. Contestants will be given information on the management site. Three target species from those in the biological facts section of the study guide for the CDE will be identified for the contestants. Aerial or other maps may be provided. The management goals of the property manager will be provided. The number of management practices that are needed will vary on conditions of the site and the target species being managed. Contestants will be provided with a list of management practices that should be considered for the CDE. One point will be awarded for each correctly identified management practice matched to the target species. A student should correctly identify only those practices needed for that target species. Each incorrectly identified practice will deduct one point from the total score. For example, if a contestant correctly identifies six management practices and incorrectly identifies two additional practices, the contestant will score four points instead of six points. The contestant will bubble in the “Y” under the target species for each correct management practice. If a management practice is not used by any of the three target species, the contestant should mark the “N” under the column “Not used for these three species.”

**I. Question 6: Game Laws (Individual- 15 pts.; Team- 45 pts.)**

Knowledge of state and federal game laws is important in wildlife management. Students will be tested on their knowledge of current Texas fish and game laws. Contestants will be given a 15 question True/False, Multiple Choice exam. Contestants will answer the questions by bubbling in the correct response on the scan sheets. Each question will be valued a one point per question.

**J. Question 7: Safety (Individual- 5 to 15 pts., Team-15 to 45 pts.)**

This question will test the students' knowledge of safety as it applies to the outdoors. A safe outing is a good outing. This question may be administered simply as a Multiple Choice – Safe/Unsafe exam where question relate directly to hunting, fishing, boating, or camping safety. This question may be administered as a skit, scene, or enactment. Contestants will be given a question sheet that directs them to consider various safety situations. A situation can be used if it is illegal but only if it is unsafe as well. If a situation is only illegal, it should not be part of this question. For example, registration numbers on a boat is illegal but it is not unsafe. It should not be used in this question. Contest officials can use from five to 15 safety question/situations to complete this question area. Each safety question/situation has a value of one point. Students will correctly answer each question on the scan sheet by bubbling in the correct response, Safe/Unsafe or the correct multiple-choice response. The Texas Parks & Wildlife’s Hunter Education Manual, Angler Education Manual, and Boater Safety Manual will serve as references for this question. This question is valued at no less than five points or more than 15 points per contestant.

**K. Question 8: Techniques (Individual-20 pts.; Team-60 pts.)**

To manage wildlife, biologists use basic skills and techniques. For example, to manage a deer herd for quality hunting, the age of the deer is an important

factor. Contestants will be asked to demonstrate their skills on 20 techniques selected from knowledge area found in the contest study guide. Each technique will be valued at one point. Examples of techniques are:

- aging a deer from jawbones,
- identify wildlife species by wings, tracks, pelts, mounts, skulls, or scat; and
- perform a variety of measurements on deer antlers.

Techniques may repeat. For example, there may be two or more wings, pelts, or skulls of different species to identify or two or more deer jawbones to age.

Contestants will be given a question sheet that asks a question or gives directions for answering or identifying that technique. Each questions/instruction will require either a Multiple Choice or True/False response. They are to bubble in the correct response for each technique on the scan sheet. Each technique will have a value of one point for a maximum total of 20 points per contestant.

### **III. SCORING AND TIEBREAKERS**

**A.** A representative from each region will be available during the state contest to review tests and scan sheet keys for errors.

**B.** In the event that the score of two or more teams results in a tie, the following procedure will be used to break the tie:

1. The team with the highest total score of three team members on Question 1 will be the higher placing team.
2. If the teams are still tied, the team with the highest total score of three team members on Question 8 will be the higher placing team.
3. If the teams are still tied, the team with the highest alternate score.
4. If teams are still tied, the coaches of the team will meet with contest officials who will conduct a coin toss to determine the higher placing team.

**C.** Individuals with scores resulting in a tie will follow the following tie-breaker policy:

1. The contestant with the highest score on Question 1 will be the higher placing individual.
2. If the individuals are still tied, the contestant with the highest score on Question 8 will be the higher placing individual.
3. If the individuals are still tied, the team with the highest alternate score.
4. If individuals are still tied, they will be accompanied by their coach and will meet with contest officials who will conduct a coin toss to determine the higher placing individual.

### **V. EVENT OPERATIONS**

Participation on regional competition will require endorsement from the local Soil and Water Conservation District in which the competing team is located. Local contests may be conducted in collaboration with the local FFA Chapters and 4-H Clubs and one or more local Soil and Water Conservation Districts (SWCD). The number of teams allowed to enter local competition will be determined by the local SWCD. Only one team from an FFA chapter will be able to advance to regional competition. For the purpose of conducting this CDE, Texas has been divided into five regions. FFA Areas are assigned to the region, which represents

the majority of the habitat for that area. 4-H Clubs will compete bases on which FFA area they are located. Area assignments for regional competition are as follows:

<b>Biological Regions</b>	<b>FFA Area</b>
<b>I</b>	<b>I</b>
<b>II</b>	<b>II &amp; VII</b>
<b>III</b>	<b>III &amp; X</b>
<b>IV</b>	<b>VI &amp; IX</b>
<b>V</b>	<b>IV, V &amp; VIII</b>

### **VII. SPECIAL RULES CONCERNING EVENT SITES**

Pursuant to Texas FFA state CDE policies, on-site presence of any competing team, coach, or individuals not directly related to hosting the competition is strictly forbidden at least 2 weeks prior to competition. The entire premises of an area are considered part of the competition site and should be avoided. For example, if a state or region CDE is to be held at the Welder Wildlife Refuge in Sinton, Texas, then all of the Welder Wildlife Refuge is considered the competition site.