

Activity IV: Wildlife Management Plan

Objective

Contestants will learn to evaluate the current condition of wildlife habitat and develop a wildlife management plan.

Overview

Contestants work as a team to make written recommendations for an identified tract of land. A Field Condition Sheet with a management scenario will be provided. Team members interpret the landowner's objectives, evaluate the site and write a detailed management plan applying habitat practices addressing up to six wildlife species.

Unlike Activity III, where habitat practices were applied to wildlife species separately and independently, habitat practices in the plan should be implemented with consideration toward all wildlife species identified on the Field Condition Sheet. In Arkansas, Private Lands Biologist with the Arkansas Game and Fish Commission write hundreds of such plans annually for private landowners.

The wildlife management plan is a logical and comprehensive narrative describing to the landowner what he or she needs to do. Teams make written recommendations based on the objectives of the landowner as stated in the Field Condition Sheet. They interpret the objectives, identify the species to be managed, state which wildlife management practices are to be used and their impact on habitat and wildlife species, and methods for evaluating the success of their plan.

Refer to the Judges' Scoring Sheet – Written Management Plan for details on how these plans will be judged. All plans must be written using paragraph format with complete sentences. (Do not use bulleted text or an outline format.)

A management plan worksheet is included in this section to help teams prepare for writing management plans.

Contest Rules

1. This is a timed team event. Members are expected to work as a team, not as individuals. All phases of the exercise must be completed and handed to the judges within one and one-half hours after instructions are given.
2. Instructions will be provided to contestants before beginning the event. Each team will receive a Field Condition Sheet. A maximum of six wildlife species will be indicated on the Field Condition Sheet.
3. Contestants can use the following equipment only: pencil and clipboard, management plan paper (provided), additional paper for notes (provided), graph paper (provided and optional, based on judge's determination).
4. The team writes their management plan on one side of each of two pieces of unlined eight and one-half-inch by 11-inch paper (two pages maximum). The team number must be written on the blank back side of each sheet. Additional paper will be supplied for

drafting an outline, taking notes as they evaluate the site, etc. in preparation for writing the plan.

5. Graph paper may be provided for drawing a map of the site. Do not bring graph paper to the event. If graph paper is allowed, the judges will provide it to contestants.
6. An aerial photo of the area to be managed *may* be provided at the judges' discretion.
7. This event is worth 140 points for the team, or about one-third of the total team score.

Field Condition Sheet

The Field Condition Sheet can be written as an outline, paragraph, or scenario. The Field Condition Sheet typically contains the following information:

1. Landowner objectives;
2. Aerial photograph or sketched map of the property;
3. Definition of property boundaries and size of tract;
4. Population conditions for some of the wildlife species;
5. Special considerations, which can include costs.

If any of the above are omitted, they are not important to the development of the wildlife management plan.

Written Wildlife Management Plan Worksheet

Judges will use a score sheet and apply points to written management plans that meet certain criteria. A copy of the judges score sheet is found at the end of this activity. Refer to the score sheet for details about what should be included in your written plan.

Following is a worksheet only. It is intended to help you learn the correct format for writing management plans. In a contest situation you will only be given two blank pieces of paper, plus additional paper for writing notes and drafting your response. You must know the format and what is to be included in each section.

In a contest, you will be limited to using 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 to be managed.

Wildlife Plan Worksheet

Part 1: Plan Background (20 points)

A. What are the species to be managed? (10 points)

Example: The species to be managed are Eastern Bluebirds, Coyote, and American Kestrel.

B. State the management objectives. (10 points)

Example: The management objectives are to increase populations of Eastern Bluebirds, decrease populations of coyotes, and maintain populations of American Kestrels.

Part 2: Plan development (20 points)

A. State the species habitat requirements for each species to be managed. (10 points)

Example: Raccoons prefer riparian areas of Stage 5 and 6 interspersed with other successional Stages for feeding on crayfish, fish, insects and eggs. They also eat seeds, fruits, grains and small mammals and will eat garbage and pet food where available. They prefer to den in tree cavities but will also den in the ground, under brush and in rocky ledges. They require water daily in warm seasons.

B. Provide a habitat assessment. (10 points)

(Evaluate the area and state what is present and lacking with respect to the needs of each of the species.)

Example: For the Raccoon, this area provides sufficient Stages 5 and 6 for denning, but lacks riparian areas for feeding.

Part 3: Plan Implementation (70 points)

- A. Indicate appropriate management practices and the affects on habitat and other species to be managed.

Example: For the hummingbird, plant flowering shrubs, trees and vines such as flowering dogwood, lilac and trumpet vine to provide a source of nectar. These flowering plants will also benefit butterflies by providing a feed source and a wind break.

- B. Indicate when, where and how the management practice will be implemented.

Example: Controlled burning will be used on a rotational basis to annually create two open areas (less than 10 acres in size) in large expanses of Stage 5 and 6 succession to provide forage for White-tailed Deer and nesting habitat for Wild Turkey.

Part 4: Plan evaluation (10 points)

- A. State what you will do to determine if your plan worked.

Example: For the Eastern Bluebird, count the number of birds seen in the spring along a pre-determined transect route and count eggs in nest boxes. For White-tailed Deer, collect hunter harvest data in the fall.

Activity IV
Judges' Scoring Sheet – Written Management Plan
SENIOR

Contestant Number: _____ Judge's Initials: _____

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

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| Part 1: Plan Background (20 points) | | | | | | | | | | | |
| | Subtotal: _____ | | | | | | | | | | |
| The plan accurately identified the wildlife species to be managed. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The plan accurately identified the management objective. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Part 2: Plan Development (20 points) | | | | | | | | | | | |
| | Subtotal: _____ | | | | | | | | | | |
| The team demonstrated understanding of the habitat needs of each species. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 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 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Part 3: Plan Implementation (70 points) | | | | | | | | | | | |
| | Subtotal: _____ | | | | | | | | | | |
| The team included the appropriate management practices . | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team fully explained when and where each practice will be implemented. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team fully explained how each practice will be implemented. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team demonstrated their knowledge of each practice affects on the existing habitat. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team fully explained the benefits of implementation of each practice for each species to be managed. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team utilized the appropriate native plant species in their plan. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team recognized the compromises necessary to meet the needs of each species. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Part 4: Plan Evaluation (10 points) | | | | | | | | | | | |
| | Subtotal: _____ | | | | | | | | | | |
| The team presented a realistic plan for monitoring the success of their plan. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Part 5: Content (20 points) | | | | | | | | | | | |
| | Subtotal: _____ | | | | | | | | | | |
| The team presented the plan in the appropriate narrative format. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The team included a sketch of the area that accurately reflected the management practices to be implemented. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| FINAL SCORE: | Total Score (140 points maximum): _____ | | | | | | | | | | |