



# INSTRUCTOR GUIDE

## LESSON1: INTRODUCTION TO HUNTER ED

### TRADITIONAL FORMAT

V. 2/2017

#### Basic Hunter Education 2014 Standards – Section 1

#### Objectives 1, 2, 3, & 4

#### Instructor Notes



This lesson introduces the students to the importance and goals of hunter education as well as funding for conservation. This lesson corresponds with Chapter 1 (pages 1-12) in the student manual. Teach this lesson first to the entire class.

#### **Teaching Methods Used In This Lesson**

- **Lecture**
- **Discussion**

This lesson includes the use of a PowerPoint show (See Addendum A). Review the PowerPoint ahead of time and familiarize yourself with the functionality of the presentation. Certain slides present all information at once, while others reveal pieces of information at a time. This is intended to allow the students to see topics or questions while still hiding the additional information from view. This allows the instructor to use questioning techniques throughout the lecture.




#### Time Suggested



30 Minutes

#### Materials Required

- Audio visual equipment (projector & screen)

	<ul style="list-style-type: none"> <li>• Laptop w/ PowerPoint software</li> <li>• PowerPoint file: <i>2017 Intro &amp; Chapter 1 Slideshow - Traditional</i></li> <li>• See Addendum B for tips on creating a low-tech lesson if you do not have access to PowerPoint</li> </ul>
<p><b><u>Station Set-up</u></b></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop and open the PowerPoint show.</li> <li>2. This opens the show to the first slide. This is the title slide that should be displayed as students arrive to the course.</li> </ol>
<p><b><u>Vocabulary Builder</u></b></p> 	<div data-bbox="402 972 1417 1140" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>Note: Do not read the vocabulary to the students. These are terms commonly used during this lesson, and the definitions are for instructor reference only.</p> </div> <p><b>Association of Fish &amp; Wildlife Agencies (AFWA)</b> – The professional association that serves as the collective voice of North America’s state, provincial, and territorial fish and wildlife agencies.</p> <p><b>Federal Aid in Wildlife Restoration Act of 1937 (AKA: Pittman-Robertson Act)</b> – A legislative act that took an 11% excise tax on firearms and ammunition and returned the funds to the states for wildlife conservation and recreation. A tax on handguns (1970) and archery equipment (1972) was added and states were authorized to spend up to one half of this addition on Hunter Education.</p> <p><b>Hunter Education</b> – International program developed to</p>

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create safe, knowledgeable, responsible, and involved hunters to prevent hunting incidents and ensure the future of the hunting tradition.

**International Hunter Education Association** – A professional hunter education association affiliated with AFWA and the 50 state hunter education programs.

**North American Model of Wildlife Conservation** – A set of principles that has guided wildlife management and conservation decisions in the United States, Canada, and Mexico.

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## LESSON PLAN – Traditional Format

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: This lesson uses PowerPoint extensively as a teaching aid. The PowerPoint begins with a course introduction. The lead instructor will welcome the students and introduce the course, cover housekeeping issues, introduce what is involved and the course requirements. All instructors should introduce themselves to the students at this time. Chapter 1 immediately follows the introduction at PowerPoint slide #9, and that is where this lesson plan begins. This “click” icon (  ) is shown when the instructor should advance the PowerPoint. It is vital that you practice with the PowerPoint ahead of time so that you are familiar with the program and know how/when to navigate it properly. See Addendum C for a layout of the slides.</p> </div> <p>Slide #9 – The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How many of you have ever taken a hunter ed course before? How many of you have ever hunted before?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p> Slide #10 – State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>•  identify the purpose and importance of hunter education;</li> <li>•  identify hunters and recreational hunting as key to wildlife conservation;</li> <li>•  describe how license fees and excise taxes support wildlife conservation;</li> <li>•  and describe the central principles of the North American Model of Wildlife Conservation.”</li> </ul>

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**PART C:**

**Teaching**  
**Method**



25 minutes




Say: “Let’s take a few minutes and talk about the importance of hunter education.”

1. 🖱 Slide #11 – Discuss why hunter education is important.
  - 🖱 decrease hunting incidents
  - 🖱 promote responsible hunter behavior
2. 🖱 Slide #12 – Discuss the goal of the hunter education program.
  - 🖱 produce safe, responsible, knowledgeable, and involved hunters
3. 🖱 Discuss each of the funding sources one by one and take the time to explain how each source directly, or indirectly, funds conservation.
  - 🖱 state wildlife agencies
  - 🖱 US Fish & Wildlife Service
4. 🖱 Slide #14 - Explain how the Pittman Robertson Act supports wildlife conservation.
5. 🖱 Slide #15 – Continue with more funding sources:
  - 🖱 International Hunter Education Association
  - 🖱 non-governmental associations
  - 🖱 sportsmen’s and civics clubs
  - 🖱 local businesses
6. 🖱 Slide #16 – Transition into slide 16 by instructing the students that the way wildlife is managed in North America is quite unique and different from European countries. Explain how conservation efforts in North America rely on the wise sustainable use of the resource and that hunters and hunting play a crucial role in these efforts. State how

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the North American Model of Wildlife Conservation breaks down North America's conservation efforts into seven main principles, and discuss how each one is directly affected by hunting.

- 🖐️ wildlife as a public trust resource
  - wildlife is owned by no one and everyone at the same time; wildlife management is entrusted to state and federal wildlife agencies by the public
- 🖐️ elimination of markets for game
  - with a few exceptions, the killing and selling of animals has been eliminated; in the 1800's, many species were over harvested, leading to the demise of some populations
- 🖐️ allocation of wildlife by law
  - although no one person or entity owns wildlife, federal and state laws allocate wildlife for limited public use
- 🖐️ kill only for legitimate purposes
  - animals are only allowed to be killed if there is a legitimate reason for its killing (i.e. food, fur, prevent property damage)
- 🖐️ wildlife as an international resource
  - wildlife do not respect political boundaries; many bird species are migratory and therefore this model requires the cooperation among adjacent countries (i.e. US, Mexico, Canada)
- 🖐️ science-based wildlife policy
  - decisions on the policies of wildlife management are based on scientific evidence
- 🖐️ democracy of hunting
  - the public has a say in the management of wildlife. States hold public hearings where citizens can give their thoughts and opinions on concerns of wildlife management

	<p>Students are not being tested at this stage; they are gaining new knowledge. Your role as the instructor is that of a facilitator/coach to help the students learn the material. The instructor should lead the students through the PowerPoint, and lead the discussion, yet allow the students to try and come up with the information themselves.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p> <p> 3 minutes</p>	<p>👉 Slide #17 – Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What is the goal of the hunter education program?</li> <li>• What does the Pittman Robertson Act accomplish?</li> <li>• What makes the North American Model of Wildlife Conservation so unique?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum A</u></b></p> <p></p>	<p><b>POWERPOINT SLIDES FOR LESSON ONE</b></p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to Hunter Education</li> </ul> <p>#9 -  MASSWILDLIFE</p>

## Objectives

At the end of this lesson, you will be able to:

- identify the purpose and importance of hunter education;
- identify hunters and recreational hunting as key to wildlife conservation;
- describe the central principles of the N. A. Model of Wildlife Conservation;
- and describe how license fees and excise taxes support wildlife conservation.

#10 -

MASSWILDLIFE

## Course Importance

Hunter Education is important because it:

- Decreases hunting-related shooting incidents and other hunting injuries
- Promotes responsible hunter behavior to ensure the future of the tradition

#11 -

MASSWILDLIFE

## Course Goal

The goal of hunter education is to produce hunters that are ....

*safe, responsible, knowledgeable, and involved.*

#12 -

MASSWILDLIFE



## Conservation Funding

- State/Provincial Wildlife Agencies
  - Sportsmen and Sportswomen pay for conservation
- U.S. Fish and Wildlife Service



Federal Aid in Wildlife  
Restoration Act – 1937  
“Pittman-Robertson”

#13 -

MASSWILDLIFE



#14 -

MASSWILDLIFE

## Conservation Funding cont...

- International Hunter Education Association
- Other Non-governmental Organizations (NGOs)
  - Some promote shooting sports
  - Some work for species/habitat conservation
- Local Sportsmen's and Civic Clubs
- Local Businesses

#15 -

MASSWILDLIFE

## N.A. Model of Wildlife Conservation

The Seven Pillars:

- Wildlife as a Public Trust Resource
- Elimination of Markets for Game
- Allocation of Wildlife by Law
- Kill only for legitimate purposes
- Wildlife as an International Resource
- Science-based Wildlife Policy
- Democracy of Hunting

#16 -

MASSWILDLIFE

### Questions?

- What is the goal of the hunter education program?
- What does the Pittman Robertson Act accomplish?
- What makes the North American Model of Wildlife Conservation so unique?

#17 -

MASSWILDLIFE

### Addendum

**B**




### TIPS FOR CONDUCTING LESSON 1 WITHOUT POWERPOINT

In some instances instructors may not have access to a laptop with PowerPoint software. In this case, the instructor should present the same information in the same order, yet use other visual aids for the students.

Other visual aids could include:

1. Writing key points on a whiteboard/easel

	<ol style="list-style-type: none"> <li>2. Presenting a chart showing the process of the Pittman-Robertson Act</li> <li>3. A chart stating the seven principles of the NAMWC</li> </ol>
<p><b><u>Addendum</u></b> <b><u>C</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Why is hunter education international? <i>So that hunter safety can be standardized rather than region specific</i></li> <li>2. Is archery tackle taxed like firearms and ammunition? <i>Yes, in 1972 a tax on archery tackle was added to PR funds</i></li> </ol>