






## INSTRUCTOR GUIDE

### LESSON 13: ZONES OF FIRE

V. 2/2017

#### Basic Hunter Education 2014 Standards – Section 2

#### Objective 27

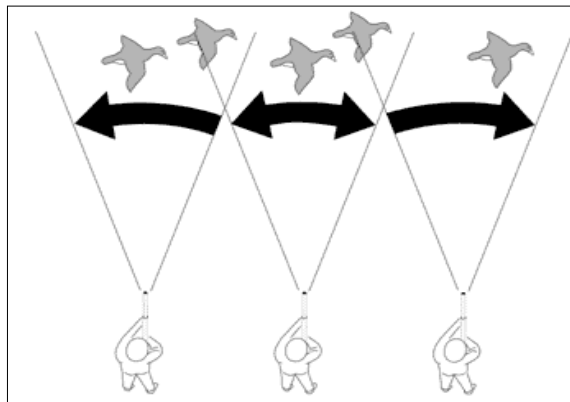
<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the safe zones in which they can shoot while hunting in a group. This lesson corresponds with Chapter 2 (pages 40-41) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Student hands-on activity</li><li>• Role-play</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>15 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Flagging tape or orange cones</li><li>• Flashlight or laser pointer (indoor option)</li><li>• Frisbees or footballs (outdoor option)</li><li>• Three Laser Ed. rifles</li></ul>

**Station**  
**Set-up**



5 minutes

- 1) Use cones, flagging tape, or other markers to clearly depict three individual shooting zones in a safe direction. Use an area where students are at least 15 feet apart if possible.
- 2) Create starting points where three students will stand at the beginning of the exercise (see illustration).
- 3) Have student volunteers be stationed on either side of the line of students to launch birds.



**Vocabulary**  
**Builder**






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.


**Target identification** – The practice of knowing with absolute certainty exactly what you are going to shoot.



**What lies beyond** – The knowledge that the entire path of a shot, including the area beyond the target, is safe.

**Zones of fire** – The direction in which each hunter in a group will fire, to be agreed upon before beginning a hunt.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How can we safely hunt as a small group?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objective to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• apply the concept of safe zone of fire while hunting in groups.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>3 minutes</p>	<p>Say: “In most hunting situations there is a limit to the number of people you can have safely hunting together.”</p> <ol style="list-style-type: none"> <li>1. Explain the importance of hunting in groups of reasonable sizes: <ul style="list-style-type: none"> <li>• usually, it is best not to have more than three hunters hunting together</li> <li>• for new hunters, no more than two</li> <li>• when multiple hunters are hunting together, they must observe a safe zone of fire in order to keep from shooting each other</li> <li>• hunters swinging on game is one of the main causes of firearm related hunting incidents</li> </ul> </li> <li>2. Explain that each of the three hunters has a zone of fire approximately 45 degrees in front of them, or from 10:30 to 1:30 on an analog clock face.</li> <li>3. Explain the importance of defining a safe zone of fire, and</li> </ol>

	<p>staying in line when bird hunting.</p> <ol style="list-style-type: none"> <li>4. Have the students use the “thumbs up” method to find their safe zone of fire.               <ol style="list-style-type: none"> <li>a. have the students stand and look straight ahead at a spot in the distance</li> <li>b. have them extend their arms out to each side parallel to their chest, and make a fist with the thumb held straight up</li> <li>c. while looking straight ahead, have the students slowly move their arms simultaneously toward the front until the thumbs are clearly in focus</li> </ol> </li> </ol>
<p><b><u>PART D:</u></b></p> <p><b><u>Student</u></b></p> <p><b><u>Exercise</u></b></p>  <p>9 minutes</p>	<ol style="list-style-type: none"> <li>5. Have three students come forward. Give them each a Laser-Ed rifle and have them line up three abreast at the starting points.</li> <li>6. Explain that the hunting simulation will begin, and that “birds” will be flushing through their hunting area. Begin the exercise:               <ol style="list-style-type: none"> <li>a. explain to the students that you will use frisbees or footballs to simulate a bird flushing (if inside use a flashlight beam on a wall to simulate birds flushing)</li> <li>b. have the students mount their firearm in reaction to the flush</li> <li>c. have them shoulder and fire at the target if they have a shot (if outside, have students say “boom” to symbolize shot took place)</li> <li>d. provide different scenarios (if outside have the bird launchers take turns launching birds at various trajectories)</li> <li>e. after each flush, ask the students the following:                   <ul style="list-style-type: none"> <li>• Who had a shot at that bird?</li> <li>• At what point during the flight path did they not have a</li> </ul> </li> </ol> </li> </ol>

	<p>shot?</p> <p>f. include different scenarios among the groups</p> <ul style="list-style-type: none"> <li>• when a bird flies over their heads</li> <li>• when a bird is flying too low</li> <li>• when there are multiple birds</li> </ul> <p>7. Demonstrate the importance of staying abreast:</p> <ul style="list-style-type: none"> <li>• change the position of the middle student during one of the scenarios</li> <li>• have them walk forward of the other two hunters</li> <li>• show how that changes each hunters zone (<i>outer hunters lose inner half of zone and center hunter stays at 45 °</i>)</li> </ul> <p>8. Repeat with three more students at the line until all students have completed the task.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>1 minute</p>	<p>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>• How do you define your safe zone of fire?</li> <li>• What is the maximum number of hunters that should be in one party?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. What if you are hunting with a dog, does that affect your zone of fire?</p> <p><i>If hunting with a dog, it is best to limit your zone of fire</i></p>

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*from shoulder height upward. Remember that some dogs will jump up into the air to try to catch a flushing bird.*

2. Can I shoot at birds on the ground?

*Legally, yes. Ethically, some would say no. Shooting at any animal on the ground requires assurance of a safe backstop and no chance of ricochet.*

3. Are the rules the same if I am hunting for game other than upland birds?

*It is always best to have a pre-determined zone of fire when hunting in groups. Driving deer is a common topic that arises with this topic, and it is best to highlight the dangers of driving deer (drivers and shooters facing each other).*

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