







## INSTRUCTOR GUIDE


### LESSON 16: JUDGMENT & SHOT PLACEMENT

V. 2/2017

#### Basic Hunter Education 2014 Standards – Sections 3 & 5

#### Objectives 28 & 51

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| <b><u>Instructor Notes</u></b><br>               | <p>This lesson introduces the students to real world hunting decisions such as determining safe verse unsafe shots and making the best and most ethical shot for the sake of the animal. It corresponds to the content in Chapter 2 (pages 41 – 45) of the Student Manual. It is best incorporated into a round robin as a learning station with a small group of (4-8) students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Student hands-on activity</li></ul> |
| <b><u>Time Suggested</u></b><br>               | 20 Minutes  |
| <b><u>Materials Required</u></b><br>           | <ul style="list-style-type: none"><li>• Audio visual equipment (DVD player, projector &amp; screen)</li><li>• “Take Your Best Shot” DVD</li><li>• One (1) Laser Ed. rifle (Tip: “Sight-in” ahead of time)</li></ul>   |
| <b><u>Station Set-up</u></b><br><br>10 minutes | <ol style="list-style-type: none"><li>1. Set up the AV equipment. Start the “Take Your Best Shot” video and select “Scenes” from the main menu. Cover the projector lens until you are ready to watch the video so that the students are not distracted by the screen.</li></ol>  |

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|  | <p>2. Set up a table facing the screen to simulate a shooting station for Part D. Place the table 10-15 feet away from the screen.</p> <p>3. Place the laser rifle on the table pointed in a safe direction.</p>   |
| <p><b>Vocabulary Builder</b></p>  | <div data-bbox="402 533 1406 701" style="border: 1px solid black; padding: 10px;"> <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>Big game</b> – A classification of legally hunted wild bird or mammal offering a challenge such as deer, bear, and turkey.</p> <p><b>Broadside</b> – When an animal is standing perpendicular to the shooter, exposing its entire side.</p> <p><b>Clean kill</b> – When a good shot is delivered and the animal dies quickly with as little suffering as possible.</p> <p><b>Clear shot</b> – Any shot that is safe and free from obstruction where the animal’s vital area is presented to the hunter.</p> <p><b>Quartering away</b> – When an animal is angled away from the hunter but has not completely turned so that it is facing directly away from the hunter.</p> <p><b>Sky-lined animal</b> – A game animal that is on top of a hill or in such a position that there is nothing behind the animal to stop a bullet in case of a missed shot.</p> <p><b>Sound shot</b> – A shot fired at a sound without any other target identification. This is an extremely unsafe practice.</p> |




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**Target identification** – The practice of knowing with absolute certainty exactly what a hunter is going to shoot.



**Vital area** – The part of a game animal targeted for an effective kill including the heart, lungs, liver, and major blood vessels of big game.

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


## LESSON PLAN

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| <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: “Why would your shot placement on an animal be important?” Follow this question with: “What circumstances would make for an unsafe shooting situation?”</p>   |
| <p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>         | <p>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>• describe effective shot placement for a quick kill;</li> <li>• and choose the proper response when presented with safe/unsafe shot opportunities.”</li> </ul>   |
| <p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>5 minutes</p> | <p>Ask: “What are some things you should consider before taking a shot while hunting?”</p> <ol style="list-style-type: none"> <li>1. Discuss the three main considerations and the importance of each: <ul style="list-style-type: none"> <li>• safety</li> <li>• legality</li> <li>• ethics</li> </ul> </li> <li>2. Begin the video now by selecting the “instructions” scene. The video will reiterate the safety, legal, and ethical components. When it shows an image of a deer standing broadside, pause the video and ask the students where an effective shot on big game would be. <ul style="list-style-type: none"> <li>• large vital organs (heart/liver/lungs)</li> <li>• broadside and quartering away positions are high probability shot angles for a clean kill</li> </ul> </li> </ol> |

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|  | <p>3. Resume the video and pause again when it shows a turkey in a field. Ask the students where an effective shot on birds (e.g. turkey, pheasant, and waterfowl) would be.</p> <ul style="list-style-type: none"> <li>• head and neck</li> </ul> <p>4. Continue the video.</p>   |
| <p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>10 minutes</p> | <p>5. The purpose of the student exercise is to have the students practice safe judgment and shot placement.</p> <div data-bbox="402 730 1419 907" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: There are fourteen (14) ten-second scenarios (see Addendum A) which represent hunting situations for the students to consider.</p> </div> <p>6. Play the first scenario for the entire group. Remind the students that before taking any shot on an animal they must be able to answer YES to all three of the following questions:</p> <ul style="list-style-type: none"> <li>• is the shot safe</li> <li>• is the shot legal</li> <li>• is the shot ethical</li> </ul> <p>7. Pause the video at the end of the scene and solicit responses as to whether they should or should not shoot, when to shoot, and where to shoot.</p> <p>8. Next, have the first shooter get ready for the next scenario. Let them know that if the shot is safe, legal, and ethical, they can remove the safety and shoot at the image on the screen paying attention to shot placement. Inform the students that for this exercise they are going to assume that all hunting situations are legal.</p> |

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|  | <p>9. At the end of each scenario, pause the video and discuss with the student their decision to shoot or not to shoot. When the first shooter has gone through their scenario, have them safely pass the firearm to the next shooter.</p> <p>10. Continue until all the students have completed the task.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: These exercises can sometimes present other teachable moments such as peer pressure (it is typical for the other students to get involved and try to sway the shooter) and the idea of preferences vs. ethics. These discussions are just as valuable during this exercise.</p> </div> <p>Students are not being tested at this stage; they are gaining new knowledge. Have the students practice with judgment and shot placement. Observe them for safe handling practices, correcting any mistakes they demonstrate.</p> |
| <p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</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>• What are the three main considerations a hunter should contemplate before taking a shot?</li> <li>• What is the ideal shot placement on a deer?</li> </ul> <p><b>END OF LESSON</b></p>  |
| <p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p>                                | <p><b>HUNTING SCENARIOS ON THE VIDEO</b></p> <p>1. A buck standing in a field with a doe in the background.</p>  |

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|  | <p>There is also a structure in the background. This is a No Shoot situation.</p> <ol style="list-style-type: none"> <li>2. Two bucks with one in front of the other. This is a Shoot situation once the buck in the front clears.</li> <li>3. A buck running across a field. This is a No Shoot situation, but turns into a Shoot situation once the buck stops.</li> <li>4. A buck walking through thick brush. This is a No Shoot situation, but turns into a Shoot situation once the buck stops in the clear.</li> <li>5. A coyote standing still in front of a tree. This is a Shoot situation.</li> <li>6. A black bear in a good quartering-away position. This is a Shoot situation. Pause the video and explain and demonstrate to the students where to aim with a quartering away shot. By using the front leg opposite you, follow the leg about 1/3 of the way up the body and aim along an imaginary line through the bear's far shoulder.</li> <li>7. A bobcat walking over water. This is a No Shoot situation.</li> <li>8. A bobcat standing over ice with half its body concealed. This is a Shoot situation, yet there are discussion topics here such as "tip to tail" and potential ricochet.</li> <li>9. A bear as seen from a treestand. This is a Shoot situation.</li> </ol> |
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|   | <p>10. A bear standing by the road, yet the road can't be seen until the end. This is a No Shoot situation.</p> <p>11. A still image of 2 turkeys in a field with farm equipment in the background. This is a No Shoot situation.</p> <p>12. A jake turkey walking in a corn field. This is a Shoot situation.</p> <p>13. Two bull moose walking directly towards the shooter. This is a No Shoot situation.</p> <p>14. A bull moose standing quartering away that then walks away. This is a Shoot situation that turns into a No Shoot situation.</p> |
| <p><b><u>Addendum</u></b></p> <p><b><u>B</u></b></p> <p></p> | <p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. Are broadside and quartering away the only shot angles you should take?</p> <p><i>They are the only shots with a high probability of an effective kill. Other shots may kill the animal, but may have a large possibility of wounding.</i></p>   |