



INSTRUCTOR GUIDE

LESSON 4: HUNTING LAWS & REGULATIONS

V. 3/2024

Basic Hunter Education Standards – 2014 Edition

Section 3 & 4 - Objectives 35, 44, & 46

Instructor Notes



This lesson introduces the students to hunting laws and regulations. It corresponds with Chapter 7 (pages 68-69) in the student manual. Teach this lesson to the entire class.

Teaching Methods Used In This Lesson include:

- **Lecture**
- **Discussion**
- **Small group work**

This lesson includes the use of a PowerPoint show (see Addendum A). Review the PowerPoint ahead of time to familiarize yourself with the arrangement of the presentation. While information on some slides is shown all at once, other slides are arranged to reveal one piece of information at a time. This lets the instructor reveal only part of the slide when needed and use questioning techniques throughout the lecture.

Time Suggested





60 Minutes

Materials Required



- AV equipment (projector and screen)
- Laptop w/ PowerPoint software

	<ul style="list-style-type: none"> • PowerPoint file: <i>Laws & Regulations Slideshow</i> • A sample of Hunter orange clothing (i.e. vest or hat) • One copy of the current <i>Massachusetts Fishing and Hunting Guide</i> and of the <i>Migratory Game Bird Regulations</i> for each student (included in course materials) • One set (8 different scenarios) of Lesson 4 Student Worksheets (included in course materials).
<p><u>Station Set-up</u></p>  <p>15 minutes</p>	<ol style="list-style-type: none"> 1. Set up projector, screen, and laptop and open the PowerPoint presentation to the title slide (Slide #1). 2. Stage the printed materials for this lesson at the instructor's desk/podium. Do not distribute them until the student exercise begins (Part D of the lesson). 3. Stage the hunter orange clothing at the instructors' desk/podium.
<p><u>Vocabulary Builder</u></p> 	<div data-bbox="402 1293 1416 1482" style="border: 1px solid black; padding: 10px;"> <p>Note: Do not read the vocabulary to the students. It is provided for instructor reference. It is a list of terms and their definitions commonly used during the lesson.</p> </div> <p>Blaze orange – aka “Hunter Orange” is a daylight fluorescent orange color which, when worn by hunters, has helped decrease the number of hunting incidents.</p> <p>Conservation – The wise sustainable use of resources.</p> <p>Fair chase – Ethical and lawful pursuit and taking of animals that does not give the hunter an unfair advantage over game.</p>

Legal means – Those hunting implements (i.e. firearms and bows) that are legal to use in the taking of game.

Legal methods – Permitted hunting practices as defined in statute or regulation (e.g. game calls, decoys, baiting).

Ordinance – A statute enacted by the legislative department of a city or county government.

Poaching – The Illegal taking of game such as taking game out of season, taking game before or after shooting hours or shooting more than the limit allows.

Privileges – Extra benefits given to a person or group that meets certain conditions. A privilege can be taken away if conditions are not met.









Regulations – Laws or rules by which conduct is regulated.

Rights – Powers to which a person has a just claim. Unlike a privilege, a right cannot be taken away from you.


Statutes – A law passed by a legislative body and appears in a formal document.


Trespassing – Going onto posted private property without the owner's permission. Trespassing is illegal.

LESSON PLAN

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: This lesson begins with a lecture using PowerPoint. This “click” icon () is shown when the instructor should advance the show. It is vital that you practice with the PowerPoint show ahead of time so that you are familiar with the program and know how/when to navigate it properly. (See Addendum A for a layout of the slides).</p> </div> <p> Slide #2 –Get everyone focused on the lesson by asking: “Who can tell me the difference between a right and a privilege?”</p> <p> Follow this question with: “Is hunting a right or a privilege?”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></p>  <p>1 minute</p>	<p> Slide #3 – 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"> • explain why hunting laws and regulations are important; • locate information regarding hunting regulations by using an official resource; • and explain the importance of wearing hunter orange to prevent hunting-related shooting incidents.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>15 minutes</p>	<p>Ask: “What is the legal definition of the verb ‘to hunt’ ”?</p> <p>1.  Slide #4 – Read the definition as defined in the MA General Laws, Chapter 131, Section 1. “The verb ‘to hunt’, in all of its moods and tenses, includes pursuing, shooting, killing and capturing mammals and birds and all lesser acts such as disturbing, harrying or worrying, or placing, setting, drawing or using any device commonly used to take mammals and birds, whether or not such acts result in taking; and includes every attempt to take and every act of assistance to any other person in taking or attempting to take mammals and birds.”</p>

-
2. 🖐️ Slide #5 – Say “There are four main reasons why hunting laws exist. Can anyone name one?” Use questioning techniques to draw the correct answers from the students. Ask the students to give examples of specific laws for each of the four reasons and offer some examples if they cannot.
- 🖐️ **protect people** (public safety)
 - no discharge of a firearm within 500 feet of an occupied dwelling or building in use
 - mandatory Hunter Education
 - hunter orange requirements
 - **protect wildlife** (conservation of resources)
 - hunting season dates
 - bag limits
 - **ensure fair distribution** (opportunity and fair share)
 - daily bag or possession limits
 - **ensure fair chase** (limits “method of take”)
 - restricting use of artificial lights at night to kill deer
3. 🖐️ Slide #6 – Ask the students to try to name three primary sources for laws. Explain the differences among them and give examples of laws from each source.
- 🖐️ **Federal laws and regulations.**
 - Examples: Lacey Act of 1900, Weeks-McLean Act of 1913, Migratory Bird Treaty Act of 1918, Migratory Bird Hunting Stamp Act of 1934.
 - **State laws and regulations.**
 - Example: State agency regulations define Hunting seasons, hunting hours, hunting implements
 - **Municipal/Local laws, ordinances, and regulations.**
 - Example: Local ordinances can be more restrictive than other laws and regulations such as prohibiting the discharge of a firearm or requiring written permission of the landowner or the town.
-

	<ol style="list-style-type: none"> 4. 🖱️ Slide #7 – Say: “Now that we know the reasons and sources for laws about hunting, the next step is to know where and how to find them.” 5. Pass out one copy of the <i>Massachusetts Fishing and Hunting Guide</i> and one copy of the <i>Migratory Game Bird Regulations</i> pamphlet to each student 6. Ask students to turn to the table of contents on page 1 of the Guide and familiarize themselves with the contents. Explain the importance of the guide and point out these important sections: <ul style="list-style-type: none"> • New for “the year” • MassWildlife Directory • Environmental Police (offices and 800 number) • Licenses / Permits / Stamps / Fees • Hunting - General regulations • Hunting Prohibitions/ Gun Laws / WMA regulations • Wildlife Management Zone Map • Youth Hunters • Species specific regulations • Trapping regulations • Sunrise-Sunset table • Seasons summary
<p><u>PART D:</u></p> <p><u>Student Exercise</u></p> <p></p> <p>30 minutes</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: Objective 46 should be met with the following small group exercise.</p> </div> <ol style="list-style-type: none"> 7. 🖱️ Slide #8 – Divide the students into 8 small groups. There are eight different hunting scenario worksheets provided with the course materials. Pass out a different worksheet to each small group of students.

	<p>8. Tell the groups “Using your hunting laws and regulations Guide, find the specific information for each item listed on the worksheet, as it pertains to the hunting scenario listed on the sheet.” Give the students 10 minutes to complete the exercise. A few instructors should mingle among the groups and help the students find information.</p> <p>9. Starting with the species most commonly hunted in Massachusetts, have each group present their information to the class as time allows. As the students report certain facts, ask them to relate the information back to one of the four reasons for hunting laws. Use questioning techniques to maximize responses. When discussing “hunter orange”, emphasize its importance (<i>allows an individual to be more easily seen and identified as a human; prevents shooting related hunting incidents</i>).</p> <p>Students are not being tested at this stage; they are gaining new knowledge and will make mistakes. Be constructive and positive. Your role as the instructor is that of a coach to help the students learn the material. Help them find the information and discuss the importance of being thorough when reading the regulations.</p>
<p><u>PART E:</u></p> <p><u>Student Summary</u></p> <p></p> <p>3 minutes</p>	<p>👉 Slide #9 - Ask students to recall the important aspects that were covered in the lesson. Since it is vital for learning, it is essential for students to be able to put these points into words. Use the following questions to flesh out answers.</p> <ul style="list-style-type: none"> • What is the difference between a right and a privilege? • What are the four reasons we have hunting laws? • What are the three sources of hunting laws? <p>END OF LESSON</p>

**Additional
Instructor
Notes**



1. If available, it can be helpful to display different articles of hunter orange clothing (vest style vs. jacket style).
2. If you have an example of faded hunter orange clothing that is no longer serviceable, it may be a good display item to show why periodic replacement is necessary.

**Addendum
A**



POWERPOINT SLIDES FOR LESSON FOUR



MASSWILDLIFE

**Massachusetts Hunter
Education Program**

#1 -

Hunting Laws & Regulations

- What is a right? What is a privilege?
- Is hunting a right or a privilege?

#2 -

MASSWILDLIFE

Objectives

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

- explain why hunting laws and regulations are important;
- locate information regarding hunting regulations by using an official resource;
- and explain the importance of wearing hunter orange to prevent hunting-related shooting incidents.

#3 -

MASSWILDLIFE

“To Hunt...”

M.G.L. c131, S. 1

“The verb ‘to hunt’, in all of its moods and tenses, includes pursuing, shooting, killing, and capturing mammals and birds and all lesser acts such as disturbing, harrying or worrying, or placing, setting, drawing or using any device commonly used to take mammals and birds, whether or not such acts result in taking; and includes every attempt to take and every act of assistance to any other person in taking or attempting to take mammals and birds.”

#4 -

MASSWILDLIFE

“Why do hunting laws exist?”

There are four reasons...

- Protect people
- Protect wildlife
- Ensure fair distribution
- Ensure fair chase



#5 -

MASSWILDLIFE

“Where do they come from?”

There are 3 sources of hunting laws...

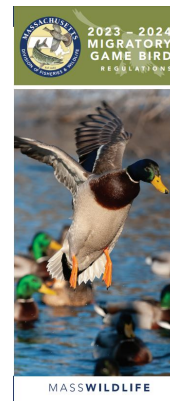
- Federal
- State
- Municipal



#6 -

MASSWILDLIFE

“How do you find these laws?”



#7 -

MASSWILDLIFE

Group exercise

1. White-tailed Deer during the shotgun season in Zone 10
2. Coyotes in Zone 8
3. Ducks on the coast
4. Black Bear in September
5. Wild Turkey in the Spring in Zone 3
6. Pheasant on a wildlife management area
7. White-tailed Deer during the archery season in Zone 8
8. Gray Squirrels in Zone 10

#8 -

MASSWILDLIFE

Summary

- What is the difference between a right and a privilege?
- What are the 4 reasons we have hunting laws?
- What are the 3 sources of hunting laws?

#9 -

MASSWILDLIFE

Addendum

B



FREQUENTLY ASKED QUESTIONS

You may receive questions regarding the legality of different issues. Respond to these questions to the best of your ability, but willingly admit when you do not know an answer. You should also reassure the students that you will find the answer by the next class.

1. Why is the pheasant daily bag, limited to two birds per day?
The reason for this law is fair distribution. Pheasants are a “stocked” resource, and by limiting the daily bag limit to two birds, it ensures that everyone will have an opportunity.

2. Why don't the migratory bird regulations come out the same time as the other hunting regulations?
Historically the migratory bird regulations came out in the summer of each year, because the federal biologists needed to complete their annual breeding ground survey in the Spring before the regulations could be published. Recently, there has been a shift in how waterfowl is monitored, so now the Migratory Bird Regulations come out earlier in the Spring.