

Waterfowl Decoy Placement Lesson Plan

Instructor Notes

This lesson introduces the students to the knowledge considered necessary to set up confidently while waterfowl hunting. This lesson can serve as a stand-alone workshop or be utilized as an add on segment to other coursework.

Teaching Methods Used in This Lesson

- Discussion
- Student Hands-on Learning

Materials Required

- Floating decoys (ducks and/or geese).
- Field decoys (ducks and/or geese).
- Electronic decoy (Mojo duck).
- Lightweight pop-up blind/blind materials.

Station Set-up

20 minutes

1. Select a location that's flat and open to ensure students of all abilities can actively participate.
2. Lay out a setup to simulate hunting on water and another setup for hunting in a field for waterfowl.

Lesson Plan

Part A:

Focus Activity (1 minute)

The purpose of the focus activity is to get everyone focused on the lesson. Ask: "What are some important factors to keep in mind while setting up for a waterfowl hunt?"

Part B:

Objectives (1 minute)

State the learning objective to the students: At the end of this lesson, you will be able to:

1. Differentiate between floating, field, and electronic decoys.
2. Explain the importance of choosing the right cover for concealment.
3. Utilize factors such as cover, weather conditions, safe shooting direction and decoy numbers when hunting on water or in a field for ducks or geese.
4. Identify the advantages of morning, day, or evening hunting.

5. Justify the importance of scouting for successful waterfowl hunts.

TIPS for Instructor: Have basic knowledge on necessary equipment for waterfowl hunting.

NOTE: *Although equipment for waterfowl hunting can be expensive, it is important to inform new hunters to not be discouraged by price point. Effective waterfowl hunting can be done with affordable old decoys and equipment, and their effectiveness relies more on the ability of the hunter to scout and then conceal themselves proficiently.*

Part C:

Teaching Method (30 minutes)

1. Explain the difference in decoy types. Floating, field, and electronic.
2. Discuss how to choose cover/importance of cover in concealment.
3. Discuss how to setup while incorporating factors such as available cover, wind direction, weather, safe shooting direction, decoy numbers and time of day.
4. Discuss field hunting incorporating those same factors.
5. Emphasize importance of scouting for waterfowl.

Part D:

Student Exercise (30 minutes)

The purpose of the student exercise is to get the students engaged in trying to mimic a real-life hunting scenario for waterfowl. There will be 2 separate scenarios set up prior to the lesson that will be interactive for students to setup a decoy spread under the direction of a designated instructor. Set up blinds (mock blinds) to simulate both water and field setups for waterfowl hunting. One mock blind will simulate setting up **on the water** for ducks/geese. Instructors should emphasize this can be done with a stationary blind or with the use of a small cartop boat (kayak or canoe) as a blind. The second blind scenario will focus **on field hunting**, which, while is generally conducted for goose hunting, can sometimes also be utilized for ducks. Participants will be separated into 2 groups and will work through the 2 separate scenarios moving and shifting decoy setups to account for 'pretend factors' (wind direction, weather, cover, time of day, decoy numbers) that instructors choose.

- At each predetermined scenario, give the students details on wind, weather, cover, time of day and let them set up the decoys at the scenario relative to how they think will be successful for a hunt.
- Give the students about 3-5 minutes to create this mock setup, then critique them on their decoy layout and hunt setup.
- Be sure to elaborate on the importance of factoring in wind, weather, cover, and time of day for a successful hunt.

- Emphasize decoy numbers is not as important as concealment and a natural look for a waterfowl setup.
- Instructors should encourage and facilitate discussion amongst the students.
- Each instructor will take a group of students through both scenarios, spending 10-15 minutes at each scenario.

Part E:

Student Summary/Wrap up (5 minutes)

Use the remaining time for questions and open dialogue. Reinforce for a final time, the importance of wind, weather, cover, time of day, and available blind and decoy resources. Consider asking questions here including:

1. Who can recall an important factor when preparing your decoys at your location?
2. Why is time of day a consideration when hunting waterfowl?
3. How does scouting impact the success of your hunt?