



INSTRUCTOR GUIDE

LESSON 1: INTRODUCTION TO HUNTER ED INDEPENDENT STUDY 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)



- Laptop w/ PowerPoint software
- PowerPoint file: *Lesson 1- Intro & Chapter 1 Slideshow - Independent*
- See Addendum B for tips on creating a low-tech lesson if you do not have access to PowerPoint

**Station
Set-up**



10 minutes

1. Set up projector, screen, and laptop and open the PowerPoint show.
2. This opens the show to the first slide. This is the title slide that should be displayed as students arrive to the course.

**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.

Association of Fish & Wildlife Agencies (AFWA) – The professional association that serves as the collective voice of North America’s state, provincial, and territorial fish and wildlife agencies.

Federal Aid in Wildlife Restoration Act of 1937 (AKA: Pittman-Robertson Act) – 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.





Hunter Education – International program developed to

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.

LESSON PLAN – Independent Study Format

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>Note: This lesson uses PowerPoint extensively as a teaching aid. The presentation begins with a course introduction. The lead instructor will welcome the students and introduce the course, cover housekeeping issues, introduce what is involved, and cover the course requirements. All instructors should introduce themselves to the students at this time. Chapter 1 immediately follows the introduction at PowerPoint slide #17, and that is where this lesson plan begins. This “click” icon () will be 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.</p> <p>Slide #17 – 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><u>PART B:</u></p> <p><u>Objectives</u></p>  <p>1 minute</p>	<p> Slide #18 – 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">• identify the purpose and importance of hunter education;• identify hunters and recreational hunting as key to wildlife conservation;• describe how license fees and excise taxes support wildlife conservation;• and describe the central principles of the North American Model of Wildlife Conservation.”

PART C:

**Teaching
Method**




25 minutes

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

1. 🖱 Slide #19 – Discuss why hunter education is important.
 - 🖱 decrease hunting incidents
 - promote responsible hunter behavior
2. 🖱 Slide #20 – Discuss the goal of the hunter education program.
 - 🖱 produce safe, responsible, knowledgeable, and involved hunters
3. 🖱 Slides #21 – Ask the students “How are hunter education programs and conservation efforts across the nation funded?” 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 #22 - Explain how the Pittman Robertson Act supports wildlife conservation.
5. 🖱 Slide #23 – Continue with more funding sources:
 - International Hunter Education Association
 - 🖱 non-governmental associations
 - 🖱 sportsmen’s and civics clubs
 - 🖱 local businesses
6. 🖱 Slide #24 – Transition into slide 24 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 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
-

	<p>management</p> <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><u>PART D:</u></p> <p><u>Student Summary</u></p> <p></p> <p>3 minutes</p>	<p>👉 Slide #25 – 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">• 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? <p>END OF LESSON</p>



POWERPOINT SLIDES FOR LESSON ONE

Chapter 1

- Introduction to Hunter Education

#17 -

MASSWILDLIFE

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.

#18 -

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

#19 -

MASSWILDLIFE

Course Goal

The goal of hunter education is to produce hunters that are

safe, responsible, knowledgeable, and involved.

#20 -

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”

#21 -

MASSWILDLIFE

Cycle of Success

for Wildlife and Sport Fish Restoration Programs



#22 -

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

#23 -

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

#24 -

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?

#25 -

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
2. Presenting a chart showing the process of the Pittman-Robertson Act
3. A chart stating the seven principles of the NAMWC

Addendum

C



FREQUENTLY ASKED QUESTIONS

1. Why is hunter education international?
So that hunter safety can be standardized rather than region specific
 2. Is archery tackle taxed like firearms and ammunition?
Yes, in 1972 a tax on archery tackle was added to PR funds
-



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)



- Laptop w/ PowerPoint software
- PowerPoint file: *2017 Intro & Chapter 1 Slideshow - Traditional*
- See Addendum B for tips on creating a low-tech lesson if you do not have access to PowerPoint

**Station
Set-up**



10 minutes

1. Set up projector, screen, and laptop and open the PowerPoint show.
2. This opens the show to the first slide. This is the title slide that should be displayed as students arrive to the course.

**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.

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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.

LESSON PLAN – Traditional Format

<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 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><u>PART B:</u></p> <p><u>Objectives</u></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"> • identify the purpose and importance of hunter education; • identify hunters and recreational hunting as key to wildlife conservation; • describe how license fees and excise taxes support wildlife conservation; • and describe the central principles of the North American Model of Wildlife Conservation.”

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

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
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- 🖱️ 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><u>PART D:</u></p> <p><u>Student Summary</u></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"> • 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? <p>END OF LESSON</p>
<p><u>Addendum</u></p> <p><u>A</u></p> 	<p>POWERPOINT SLIDES FOR LESSON ONE</p> <p style="text-align: center;">Chapter 1</p> <ul style="list-style-type: none"> • Introduction to Hunter Education <p style="text-align: right;">#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

Cycle of Success

for Wildlife and Sport Fish Restoration Programs



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



INSTRUCTOR GUIDE

LESSON 2A: FIREARMS BASICS

V. 2/2017

Basic Hunter Education 2014 Standards – Section 2 Objectives 9, 10, 12, & 16


Instructor Notes



This lesson introduces the students to the knowledge considered necessary to identify and name different parts of firearms. This lesson corresponds with Chapter 2 (pages 14-24) in the student manual. Teach this lesson to the entire class prior to the students handling firearms.

Teaching Methods Used In This Lesson

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




Note: This lesson uses HE Tools software extensively as a teaching aid. This HE Tools icon () is shown when the software is being used in the lesson. It is vital that you practice with the software ahead of time so that you are familiar with the program and know how to navigate it properly. See Addendums A & B for helpful hints on software navigation.

Time Suggested



45 Minutes

Note: The “Firearms Basics” lesson is divided into two segments: Lesson 2A & 2B. These segments should be taught in sequence, preferably on the same day. Offer Lesson 3: Firearm Safety, or another lesson, between these segments to add variety.

<p><u>Materials Required</u></p> 	<ul style="list-style-type: none"> • Audio visual equipment (projector & screen) • HE Tools software installed on a laptop
<p><u>Station Set-up</u></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> 1. Set up projector, screen, and laptop loaded with HE Tools. Cue HE Tools to the Topic “Firearms Basics” and Subtopic “Parts of a Firearm”. 2. Mute the sound before beginning the lesson.
<p><u>Vocabulary Builder</u></p> 	<div style="border: 1px solid black; padding: 10px; margin-bottom: 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>Action – The part of the firearm that loads, fires, and ejects the cartridge or shot shell.</p> <p>Barrel – The metal tube through which the bullet, slug, or shot is fired.</p> <p>Bore – The interior of the barrel of a firearm.</p> <p>Butt or Butt plate – The portion of the gun that is held against the shooter’s shoulder.</p> <p>Caliber – The diameter of the bore or projectile. In rifled firearms it can be the distance between the lands or the grooves.</p> <p>Cartridge – A complete round of ammunition which includes</p>

primer, powder, case, and the bullet. Cartridges can be either rimfire or centerfire.

Chamber – The part of the barrel into which a cartridge is placed for firing.

Cylinder – The chamber and magazine of a revolver.

Grooves – The low spots in the rifling of a barrel.

Lands – The high spots in the rifling of a barrel.

Magazine – The part of a repeating firearm which holds ammunition until it is ready to be fed into the chamber.

Muzzle – The end of the barrel, out of which bullets, slugs, or shot are expelled.

Rifling – Spiral grooves cut into the bore of a firearm barrel that make a bullet spin.

Safety – A mechanism that prevents the trigger from moving, or the firing pin from operating, in order to stop the firearm from being unintentionally fired.





Sights – The parts of a firearm which are used in aiming.

Stock – The part of a firearm generally made from wood or a synthetic, which holds the barrel and action.


Trigger – The device that starts the firing process on a firearm.

Trigger guard – The part of a firearm that surrounds the trigger, preventing it from being unintentionally actuated.

LESSON PLAN


<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How many of you have ever shot a gun? Was it a rifle or shotgun?”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></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"> • identify the basic parts of a firearm and state their purposes; • identify common types of modern firearm actions; • explain how to load and unload common modern firearm actions; • and describe the characteristics of rifles, shotguns, and handguns.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>40 minutes</p>	<p>Ask: “Before we can begin handling firearms we need to be able to name the basic parts, and understand some basic characteristics. Let’s start by taking a look at the basic parts of a rifle.”</p> <ol style="list-style-type: none"> 1.  “Parts of a Firearm” – identify the basic parts of a rifle and state the purpose of each: <ul style="list-style-type: none"> • butt plate • stock • safety • trigger • trigger guard • action • magazine

- rear sight
- forearm
- barrel
- front sight
- muzzle

2.  “Sights” - show each and identify their components:


- telescopic
- open
- peep

Note: Continue with HE Tools: Topic “Shotgun”; Subtopic “Parts of a Shotgun.”

3.  “Parts of a Shotgun” – identify and explain the parts that are different from rifles:


- tube plug
- vented rib
- sighting bead
- comb

Note: Continue with HE Tools: Topic “Firearms Basics”; Subtopic “Firearm Safeties.”


4.  “Firearm Safeties” – define what a safety is and discuss the different types:

- prevents the firearm from unintentionally firing
- may have a red indicator (i.e. red is hot, ready to fire)
- location may vary but usually close to the action
- different types
 - lever safety (aka: pivot, rocker)
 - cross-bolt safety (aka: button)
 - tang safety (aka: slide)


- wing safety

5.  “Magazine Types” – identify and explain each type:
- tubular
 - detached box
 - internal


Note: Continue with HE Tools: Topic “Shotgun”; Subtopic “Magazine Plug.”

6.  “Magazine Plug” – explain what it does:
- displaces the amount of space normally taken by two shotgun shells
 - why a plug may be required
 - what legally constitutes a plug

Note: If you hover the mouse over the word “chokes” prior to clicking on it, it will give a nice image of what a choke tube is before explaining the different sizes.


7.  “Chokes” – explain what they do and the difference among the three common chokes:
- full
 - modified
 - improved cylinder
 - explain how distance and the hunter’s target will dictate which choke to use

Note: Continue with HE Tools: Topic “Firearms Basics”; Subtopic “Firearms Action Types.”


8.  “Firearm Action Types” – identify and explain how each action functions: Show how to load, fire, and unload the empty cartridge for each:

- bolt
- pump
- semi-automatic
- lever
- break




Note: Continue with HE Tools: Topic “Handguns”; Subtopic “Handgun Action Types.”



9.  “Handgun Action Types” – identify and explain these three types:

- semi-automatic
- double action revolver
- single action revolver

10.  “Barrel Rifling” – describe handgun and rifle characteristics starting with barrel rifling:

- has a rifled bore
 - define lands and grooves
 - explain what rifling does
- aimed by aligning the sights and are fired by carefully squeezing the trigger to avoid disturbing sight picture
- used on stationary targets
- fires single, solid projectiles
- effective at longer ranges
- extra care must be taken to control the muzzle of a handgun, because of the one handed grip and short barrel length

	<p>11. Describe shotgun characteristics:</p> <ul style="list-style-type: none"> • pointed at the target with the aid of a sighting bead and is fired with a quick slap of the trigger • typically has a smooth bore • used on moving targets • fires multiple projectiles (slug is the exception) • effective at shorter ranges <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. Lead the students through the discussion, and ensure everyone thoroughly understands the information and vocabulary.</p>
<p><u>PART D:</u></p> <p><u>Student Summary</u></p>  <p>3 minutes</p>	<p>Ask the 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"> • What do we call the end of the barrel? • What is the difference between a rifle barrel and a shotgun barrel? • What are the five common firearm action types? • Why are handguns more difficult to control than long guns? <p>END OF LESSON</p>
<p><u>Addendum</u></p> <p><u>A</u></p> 	 <p>HE TOOLS HELPFUL HINTS – Navigation & Use</p> <p>HE Tools™ is a collection of interactive animations and video demonstrations that help Hunter Education instructors convey</p>

	<p>important content related to the basic hunter education course. These visual tools enhance the learning experience for students.</p> <p>Navigation</p> <ul style="list-style-type: none"> • Use the MAIN (or MENU in 2011 version) button on any page, at any time, to return to the main menu. • Use the BACK button at any time to return to the previous page. <p>Animation Control</p> <p>Many pages within HE Tools allow interactive navigation. You can use the ARROW KEYS on the keyboard to move forward and backward through the animations, frame by frame.</p> <ul style="list-style-type: none"> • press RIGHT ARROW KEY – moves forward one frame • hold RIGHT ARROW KEY – fast forward • press LEFT ARROW KEY – moves backward one frame • hold LEFT ARROW KEY – fast reverse <p>The benefit of this is that you can show animations very slowly (e.g. how the firing pin hits the primer) or back up and play animations several times until the students understand the concept. When you are finished and wish to continue the animation normally, just click on the RESUME ANIMATION button or other available buttons on the screen.</p>
<p>Addendum <u>B</u></p> <p></p>	<p> HE TOOLS HELPFUL HINTS – Firearms Basics</p> <p>Parts of a Firearm – This is an interactive image of the parts of a firearm. Reveal the names individually by clicking on the part or click the SHOW PARTS button to show all the names at once. Click the HIDE PARTS button to hide the names. Ask students to identify/name the common parts. Define</p>

the parts as they are identified. TIP: Start with Action, Stock, and Barrel.

Firearm Action Types – The five most common firearm action types are shown: **PUMP, BREAK, SEMI-AUTOMATIC, BOLT, and LEVER ACTION**. View any of the animated sequences by clicking on the appropriate firearm from the ACTION TYPES menu. You can show the sequence quickly by clicking on the CONTINUOUS button. To return to the firearm action types, click on the ACTIONS MENU button or click on the BACK button.

Firearm Safeties – This section is a mini slide show showing various firearm safeties. Use the mouse to click through the images or use the left/right arrow keys to navigate.

Magazine Types – This section is a mini slide show showing various magazine types. Use the mouse to click through the images or use the left/right arrow keys to navigate.

Handgun Action Types – The four most common handgun action types are shown here: **REVOLVER, BOLT, BREAK and SEMI-AUTOMATIC**. You can view the animated sequence of any action type by clicking on the picture of that firearm action type. The next screen will show a close up of that action type. You can show the sequence quickly by clicking on the CONTINUOUS button. To return to the firearm action types, click on the BACK button.

Barrel Rifling – This animation is a visual aid depicting barrel rifling and the spinning of a bullet. Use the mouse to click through the animation of the barrel rifling. You can also use the left/right arrow keys to navigate.

Addendum

C



FREQUENTLY ASKED QUESTIONS

1. Are there guns without safeties?

Yes, some older firearms were not equipped with modern safeties, yet typically there is some way to have the firearm on safe

2. How do you unload a firearm with an external hammer that is cocked?

This would depend on the action type. With a lever action, simply continuously work the lever until all ammunition is expelled. Then let the hammer down slowly by keeping pressure on the hammer with the thumb and squeezing the trigger. For a break action, it is best to let the hammer down gently and then open the action to remove the ammo.



INSTRUCTOR GUIDE

LESSON 2B: FIREARMS BASICS

V. 2/2017

Basic Hunter Education 2014 Standards – Section 2 Objectives 13, 15, 20, & 54


Instructor Notes



This lesson introduces the students to the knowledge and skills necessary to describe the characteristics of different types of ammunition. This lesson corresponds with Chapter 2 (pages 23-27) in the student manual. Teach this lesson to the entire class prior to the students handling firearms.

Teaching Methods Used In This Lesson

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




Note: This lesson uses HE Tools software extensively as a teaching aid. This HE Tools icon () is shown when the software is being used in the lesson. It is vital that you practice with the software ahead of time so that you are familiar with the program and know how to navigate it properly. See Addendums A & B for helpful hints on software navigation.

Time Suggested



25 Minutes

Note: The “Firearms Basics” lesson is divided into two segments: Lesson 2A & 2B. These segments should be taught in sequence, preferably on the same day. Offer Lesson 3: Firearm Safety, or another lesson, between these segments to add variety.

<p><u>Materials Required</u></p> 	<ul style="list-style-type: none"> • Audio visual equipment (projector & screen) • HE Tools software installed on a laptop
<p><u>Station Set-up</u></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> 1. Set up projector, screen, and laptop loaded with HE Tools. Cue HE Tools to the Topic “Ammunition”.
<p><u>Vocabulary Builder</u></p> 	<div style="border: 1px solid black; padding: 10px; margin-bottom: 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>Barrel stamp – Manufacturer’s stamp or etching on the barrel of the firearm indicating the chamber size and gauge or caliber.</p> <p>Caliber – The diameter of the bore or projectile. In rifled firearms it can be the distance between the lands or the grooves.</p> <p>Cartridge – A complete round of ammunition which includes primer, powder, case, and the bullet. Cartridges can be either rimfire or centerfire.</p> <p>Choke – A constriction in the muzzle of a shotgun barrel which controls the spread of shot.</p> <p>Centerfire – A cartridge with a primer located in the center of the cartridge case head.</p> <p>Comb – The part of the stock where your cheek rests while</p>

sighting.

Crimp – A patterned fold to seal the end of the shotshell.

Gauge – The size of the bore of a shotgun. It is measured by the number of lead balls, equal to the diameter of the bore, it takes to weigh one pound. (exception .410 which is a bore measurement)

Headstamp – A stamp on the end of a cartridge that states the caliber or gauge of the cartridge/shot shell.

Magazine plug – A wooden or plastic plug put into the end of the magazine tube to restrict the number of shells.

Rimfire – A cartridge where the rim of the cartridge's head is used to ignite the primer.

Shot – Many tiny projectiles in a shotshell made of lead, steel, or other material.

Shot shell – A round of ammunition for shotguns that includes primer, powder, wad, case, and shot or slug.

Sighting bead – Small round bead on top of the barrel near the muzzle used for sighting.

Squib fire – A firearms malfunction where a fired projectile does not have enough force behind it to exit the barrel.





Trigger squeeze – A slow steady squeeze of the trigger to release the shot without disturbing sight alignment or sight picture.




Ventilated rib – A flat plane raised above the level of the


barrel(s). It helps with sighting for accurate shotgun shooting and aids with cooling.


Wad – A paper or plastic barrier between the powder and shot within a shot shell that creates a gas seal between the powder and shot, and holds the shot together as it travels through and exits the barrel.


LESSON PLAN


<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Say: “Now that we have learned some of the basic characteristics of modern firearms, let’s take a look at the ammunition used in modern firearms.”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></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">• describe the differences among rifle, shotgun, and handgun ammunition;• describe how ammunition functions in a firearm;• match ammunition to the respective caliber or gauge of firearm;• and select a proper firearm and ammunition for the game to be hunted.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>20 minutes</p>	<p>Ask: “Can anyone name two different categories of rifle and handgun ammunition?”</p> <ol style="list-style-type: none">1.  “Rimfire Cartridges” – identify and explain the function of the parts:<ul style="list-style-type: none">• rim• case• bullet• primer• powder• explain how rimfire primers work and explain the firing process

-
2.  “Centerfire Cartridges” – identify and explain the function of the parts:
- head
 - rim
 - case
 - shoulder
 - neck
 - crimp
 - bullet
 - primer
 - powder
 - explain how centerfire primers work and explain the firing process
3.  “Calibers” – explain that caliber is a measurement of the diameter of the bullet:
- larger the number, larger the bullet
 - explain how the game hunted will dictate the size used
 - give examples (Squirrel - .22LR; Coyote - .223; Deer - .30-06)
 - identify and explain what a headstamp is
 - state that rimfire cartridges do not have a headstamp like centerfire cartridges
4.  “Shotshells” – identify and explain the function of the parts (*differs from rifle cartridges)
- rim
 - head
 - case
 - primer
 - powder
 - crimp*
 - wad*
 - shot*
-

-
5.  “Shotgun Gauges” – explain how gauge is calculated:
 - number of bore sized lead balls to weigh one pound
 - larger the number, smaller the barrel
 - except .410 (diameter measurement; developed in US)
 - identify the headstamp on shotshells

 6.  “Shot Sizes” – explain the various sizes of shot:
 - larger the number, smaller the size
 - explain how the game hunted will dictate the size used
 - give examples (Quail - 7½-8; Pheasant - 6; Turkey - 4-6)
 - sizes are sometimes restricted in regulation

 7.  “Buckshot in Slow Motion” – use the video to demonstrate how the wad contains the shot and falls away. You can also use this time to explain how shot not only spreads out based on the choke, but it spreads out in when it arrives to the target.

 8.  “Using Proper Ammunition” – explain what a barrel stamp is and demonstrate the three options:
 - informs user of the proper size of ammunition for the firearm
 - explain the danger of using the wrong ammunition
 - have the students guess which ammo is correct
 - show all three examples and explain what happens if you use the wrong ammunition

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. Lead the students through the discussion, and ensure everyone thoroughly understands the information and vocabulary.

PART D:

**Student
Summary**



3 minutes

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.

- Which shot pellet has a larger diameter, #2 or #9?
- How are shotgun gauges measured?
- How does firearm and ammunition choice relate to hunting?
- What parts are different between a rifle and a shotgun?

END OF LESSON

Addendum

A



HE TOOLS HELPFUL HINTS – Navigation & Use

HE Tools™ is a collection of interactive animations and video demonstrations that help Hunter Education instructors convey important content related to the basic hunter education course. These visual tools enhance the learning experience for students.

Navigation

- Use the MAIN (or MENU in 2011 version) button on any page, at any time, to return to the main menu.
- Use the BACK button at any time to return to the previous page.

Animation Control

Many pages within HE Tools allow interactive navigation. You can use the ARROW KEYS on the keyboard to move forward and backward through the animations, frame by frame.

- press RIGHT ARROW KEY – moves forward one frame
- hold RIGHT ARROW KEY – fast forward
- press LEFT ARROW KEY – moves backward one frame
- hold LEFT ARROW KEY – fast reverse

The benefit of this is that you can show animations very slowly (e.g. how the firing pin hits the primer) or back up and play animations several times until the students understand the concept. When you are finished and wish to continue the animation normally, just click on the RESUME ANIMATION button or other available buttons on the screen.

Addendum

B



HE TOOLS HELPFUL HINTS – Firearms Basics

Rimfire Cartridge - This animation allows you to show the parts of the rimfire cartridge while loaded in the chamber of a firearm. (There is an EXTERNAL Parts view and an INTERNAL parts view) Ask students to identify/name the parts. Define the parts as they are identified. You can reveal the names individually by clicking on the part or click the SHOW PARTS button to reveal all the names at once. Click the HIDE PARTS button to hide the names. In addition, while viewing the INTERNAL parts of the cartridge you have the option to FIRE the cartridge by clicking the FIRE button. This animation shows how the firing pin strikes the primer and fires the shot.

Centerfire Cartridge - This animation allows you to show the parts of the centerfire cartridge while loaded in the chamber of a firearm. (There is an EXTERNAL Parts view and an INTERNAL parts view) Ask students to identify/name the parts. Define the parts as they are identified. You can reveal the names individually by clicking on the part or click the SHOW PARTS button to reveal all the names at once. Click the HIDE

PARTS button to hide the names. In addition, while viewing the INTERNAL parts of the cartridge you have the option to FIRE the cartridge by clicking the FIRE button. This animation shows how the firing pin strikes the primer and fires the shot.

Calibers - This section is a mini slide show which first defines caliber. It also shows several sizes of cartridge calibers. Use the mouse to click through the images or use the left/right arrow keys to navigate.

Shotshells - This animation allows you to show the parts of the shotgun shell while loaded in the chamber of a firearm. (There is an EXTERNAL Parts view and an INTERNAL parts view) Ask students to identify/name the parts. Define the parts as they are identified. You can reveal the names individually by clicking on the part or click the SHOW PARTS button to reveal all the names at once. Click the HIDE PARTS button to hide the names. In addition, while viewing the INTERNAL parts of the shotgun shell you have the option to FIRE the shotgun shell by clicking the FIRE button. This animation shows how the firing pin strikes the primer and fires the shot. It also follows the shot with the wad as it exits the muzzle.


Shot Sizes - This interactive chart is a visual aid that allows you to show the different shot sizes. (Shotgun shells are loaded with different sizes of shot) This interactive chart allows you to move the cursor over each of the shot sizes in the chart and see the corresponding shot size measurement next to the ruler. You will also see an internal view of a shotgun shell with the corresponding shot inside. You can also switch to the steel shot size chart by clicking the appropriate button on the screen.

Shotgun Gauges - This animation is a visual aid depicting shotgun gauges. The gauge refers indirectly to the bore

diameter of a shotgun. It is calculated as the number of lead balls of a bore diameter which weighs one pound (i.e. a ball the same width as a 12-gauge barrel would weigh one-twelfth of a pound). Instructor tip: Ask the class if they can tell you why a 20 gauge is called a 20 gauge. Then click on the 20 gauge barrel to show a lead ball drop out the diameter of the barrel and align with the other 19 lead balls at the bottom of the screen. You can click on any of the barrels for a similar demonstration. The .410 works differently because it's the actual barrel measurement.

Using Proper Ammunition - This interactive animation allows you to demonstrate the potentially dangerous scenarios of using IMPROPER ammunition (wrong gauge or shell length) for a 12 gauge shotgun with a 2 $\frac{3}{4}$ " chamber. The shotgun shell options include a **12 gauge 2 $\frac{3}{4}$ inch shell**, a **20 gauge 2 $\frac{3}{4}$ inch shell** and a **12 gauge 3 inch shell**. The object is to ask the class to tell you which of the three shot shell choices is the correct ammunition for the gun. Select any one of the shot shells by clicking on it. This loads the selected ammunition in the chamber and then shows you an animation of the shot shell being fired. Show all three scenarios to demonstrate each situation.

- **If you choose the 20 gauge 2 $\frac{3}{4}$ " shell** the shell will load and slide down about 1/3 of the barrel length. At that point the shell gets stuck and causes a barrel obstruction. The animation then prompts you to load another round of ammunition. The second round fires normally until it reaches the obstruction in the barrel, thus destroying the gun and injuring the user.
- **If you choose the 12 gauge 3" shell** the shell will load and fire, but will not open up fully due to the smaller size of the chamber area. This creates an intense amount of pressure and will certainly kick extremely hard, if not damaging the

	<p>gun and/or injuring the user.</p> <ul style="list-style-type: none"> • If you choose the 12 gauge 2 3/4" shell the ammunition fires as intended.
<p><u>Addendum</u> <u>C</u></p> 	<p>FREQUENTLY ASKED QUESTIONS</p> <ol style="list-style-type: none"> 1. How do you remove the wrong ammunition from the barrel? <i>The safest way is to use a cleaning rod to remove the obstruction.</i>



LESSON 3 FIREARMS SAFETY STUDENT EXERCISE INCIDENT CARDS *INSTRUCTOR'S ANSWER SHEET*

V. 2/2017

The students should be broken up into groups and each group should be given one of the laminated firearms safety incident cards provided by the Team Leader. Use this answer sheet to verify the student's answers.

- 1. Shooter discharged a shotgun while checking the safety mechanism. An obstruction in the barrel caused a small piece of the muzzle to lodge in the shooter's ankle. Shooter was intoxicated at time of incident. What actions should have been taken to prevent this incident?**

- #1: Treat every firearm as if it were loaded.
- #2: Keep the muzzle pointed in a safe direction.
- #3: Keep the action open and unloaded.
- #4: Keep the safety "on" and your finger off the trigger.
- #5: Be sure the barrel of the firearm is clear of obstructions.
- #6: Check the chamber and magazine every time up pick it up.
- #20: Never use alcohol or drugs that can impair your judgment before or while shooting.

- 2. Victim (age 10) laid a .410 shotgun next to a six-year old who consequently pretended to be a hunter and pulled the trigger. The shot hit the victim in the arm. What actions should have been taken to prevent this incident?**

- #1: Treat every firearm as if it were loaded.
- #2: Keep the muzzle pointed in a safe direction.
- #3: Keep the action open and unloaded.
- #4: Keep the safety "on" and your finger off the trigger.
- #8: Never point a firearm at anything you do not intend to shoot.
- #16: Unload firearms when not in use, leaving the action open.
- #19: Store firearms and ammunition beyond the reach of children.

3. Shooter had his firearm in a vehicle and was getting it out from the back seat when he carelessly discharged his rifle. The bullet ricocheted and struck the driver with a nonfatal wound. What actions should have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety "on" and your finger off the trigger.

#16: Unload firearms when not in use, leaving the action open.

#17: Transport and carry firearms unloaded and cased when traveling to and from the field or target practice.

4. Victim was injured from an apparent ricochet by a member of his own hunting party. The shooter and the victim were in dense cover and the victim was standing on a stone wall. Shooter shot once at a deer. The shooter never saw a person or hunter orange prior to discharging his shotgun. What actions should have been taken to prevent this incident?

#10: Positively identify your target and what lies beyond.

#14: Be aware of the potential for ricochet.

#15: Never shoot at a hard, flat surface or water.

5. Victim was attempting to shoot swallows, protected wildlife, with a .22 rifle. When unsuccessful he then attempted to knock the swallow's nest off of the bottom of a bridge using the butt of his gun. As the firearm hit the nest it discharged and shot the victim in the upper chest leaving a self inflicted gunshot wound. Besides refraining from the obvious illegal/unethical activity in which the shooter was engaged, what actions should have been taken to prevent this incident?

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#6: Check the chamber and magazine every time up pick it up.

#8: Never point a firearm at anything you do not intend to shoot.

#13: Never pull a firearm toward you by the muzzle.

#16: Unload firearms when not in use, leaving the action open.

6. Victim was carrying a muzzleloader over his right shoulder and holding the barrel. He tripped and fell forward. He put his hand out to catch himself. The gun went off and the bullet entered the lower bicep of his arm. Wound was self inflicted. What actions should have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#12: Unload your firearm when climbing a tree, crossing fence, jumping a ditch or traversing slipper or steep terrain.

#13: Never pull a firearm toward you by the muzzle.

7. Victim was hunting and placed a 20 gauge shell in a 12 gauge shotgun. They then discharged a 12 gauge shell behind the 20 gauge shell and the barrel blew up. They received an injury to their forward hand. What actions should have been taken to prevent this incident?

#5: Be sure the barrel of the firearm is clear of obstructions.

#7: Only carry and use ammunition appropriate for your firearm.

- 8. Shooter discharged a shotgun as he was picking up his gear getting ready to leave for the field. Shot struck a fellow hunter from his party in the arm. What actions should have been taken to prevent this incident?**

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety "on" and your finger off the trigger.

#16: Unload firearms when not in use, leaving the action open.

- 9. A pheasant hunter was shot by another hunter in the same party. Victim and shooter were walking in a straight line with several other companions when a pheasant flushed. Victim was shot by shooter swinging on game. It was a non-fatal injury with 5 pellets to legs and forearm. What actions should have been taken to prevent this incident?**

#2: Keep the muzzle pointed in a safe direction.

#8: Never point a firearm at anything you do not intend to shoot.

#9: Agree to safe fields of fire for yourself and hunting companions and never swing beyond your area.

#10: Positively identify your target and what lies beyond.

- 10. A deer hunter shot himself in the right foot. Investigation showed that the victim was playing with the hammer on his single shot 16-gauge shotgun while walking with a party of five hunters. The shotgun discharged striking the victim on the top of his right foot with buckshot. It was a non-fatal injury with one buckshot pellet through his right foot. What actions should have been taken to prevent this incident?**

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety “on” and your finger off the trigger.

Twenty Points associated with the “Ten Basic Rules of Firearm Safety”

#1: Treat every firearm as if it were loaded. (Cardinal Rule – 1 of 4 primary rules)

#2: Keep the muzzle pointed in a safe direction. (1 of 4 primary rules)

#3: Keep the action open and unloaded.

#4: Keep the safety “on” and your finger off the trigger. (1 of 4 primary rules)

#5: Be sure the barrel of the firearm is clear of obstructions.

#6: Check the chamber and magazine every time up pick it up.

#7: Only carry and use ammunition appropriate for your firearm.

#8: Never point a firearm at anything you do not intend to shoot.

#9: Agree to safe fields of fire for yourself and hunting companions and never swing beyond your area.

#10: Positively identify your target and what lies beyond. (1 of 4 primary rules)

#11: Make sure there is an adequate backstop when hunting or target practicing.

#12: Unload your firearm when climbing a tree, crossing fence, jumping a ditch or traversing slipper or steep terrain.

#13: Never pull a firearm toward you by the muzzle.

#14: Be aware of the potential for ricochet.

#15: Never shoot at a hard, flat surface or water.

#16: Unload firearms when not in use, leaving the action open.

#17: Transport and carry firearms unloaded and cased when traveling to and from the field or target practice.

#18: Store firearms and ammunition separately in locked compartments.

#19: Store firearms and ammunition beyond the reach of children.

#20: Never use alcohol or drugs that can impair your judgment before or while shooting.



1. Shooter discharged a shotgun while checking the safety mechanism. An obstruction in the barrel caused a small piece of the muzzle to lodge in the shooter's ankle. Shooter was intoxicated at time of incident. What actions should have been taken to prevent this incident?
-



2. Victim (age 10) laid a .410 shotgun next to a six-year old who consequently pretended to be a hunter and pulled the trigger. The shot hit the victim in the arm. What actions should have been taken to prevent this incident?
-



3. Shooter had his firearm in a vehicle and was getting it out from the back seat when he carelessly discharged his rifle. The bullet ricocheted and struck the driver with a nonfatal wound. What actions should have been taken to prevent this incident?
-



4. Victim was injured from an apparent ricochet by a member of his own hunting party. The shooter and the victim were in dense cover and the victim was standing on a stone wall. Shooter shot once at a deer. The shooter never saw a person or hunter orange prior to discharging his shotgun. What actions should have been taken to prevent this incident?
-



5. Victim was attempting to shoot swallows, protected wildlife, with a .22 rifle. When unsuccessful he then attempted to knock the swallow's nest off of the bottom of a bridge using the butt of his gun. As the firearm hit the nest it discharged and shot the victim in the upper chest leaving a self inflicted gunshot wound. Besides refraining from the obvious illegal/unethical activity in which the shooter was engaged, what actions should have been taken to prevent this incident?
-



6. Victim was carrying a muzzleloader over his right shoulder and holding the barrel. He tripped and fell forward. He put his hand out to catch himself. The gun went off and the bullet entered the lower bicep of his arm. Wound was self inflicted. What actions should have been taken to prevent this incident?
-



7. Victim was hunting and placed a 20 gauge shell in a 12 gauge shotgun. They then discharged a 12 gauge shell behind the 20 gauge shell and the barrel blew up. They received an injury to their forward hand. What actions should have been taken to prevent this incident?
-



8. Shooter discharged a shotgun as he was picking up his gear getting ready to leave for the field. Shot struck a fellow hunter from his party in the arm. What actions should have been taken to prevent this incident?
-



9. A pheasant hunter was shot by another hunter in the same party. Victim and shooter were walking in a straight line with several other companions when a pheasant flushed. Victim was shot by shooter swinging on game. It was a non-fatal injury with 5 pellets to legs and forearm. What actions should have been taken to prevent this incident?
-



10. A deer hunter shot himself in the right foot. Investigation showed that the victim was playing with the hammer on his single shot 16-gauge shotgun while walking with a party of five hunters. The shotgun discharged striking the victim on the top of his right foot with buckshot. It was a non-fatal injury with one buckshot pellet through his right foot. What actions should have been taken to prevent this incident?
-






INSTRUCTOR GUIDE

LESSON 3: FIREARMS SAFETY

V. 2/2017

Basic Hunter Education 2014 Standards – Section 2 Objectives 8, 11, & 36

<p><u>Instructor Notes</u></p> 	<p>This lesson introduces the students to the knowledge and skills needed to handle firearms safely. This lesson corresponds with multiple sections of Chapter 3 (pages 29-46) in the student manual. Teach this lesson to the entire class.</p> <p>Teaching Methods Used In This Lesson</p> <ul style="list-style-type: none">• Lecture• Discussion• Small group work
<p><u>Time Suggested</u></p> 	<p>60 Minutes</p>
<p><u>Materials Required</u></p> 	<ul style="list-style-type: none">• Firearm safety incident cards (see Addendum A)• Alan Madison’s “The Master” DVD• Audio visual equipment (DVD player, projector, & screen)• Ten Basic Rules cards and Twenty Points handout (one for each student; included in course materials)

Station
Set-up



10 minutes

1. Set up AV equipment with “The Master” DVD. Select the “Firearms Safety and the Hunter” video from the main menu.
2. Stage the laminated firearm safety incident cards and the instructor version (Addendum A) readily accessible.
3. Distribute a Ten Basic Rules card and Twenty Points handout to each student.

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.

Barrel obstruction – Any object or substance lodged in the barrel of a firearm creating an unsafe condition.




Obstacle – A physical barrier that should not be crossed with a loaded firearm.


Sky-lined animal – 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.

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

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

LESSON PLAN

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “What do you think is the most common type of firearm related hunting incident in Massachusetts?” <i>(mistaken for game during the shotgun deer season)</i></p>
<p><u>PART B:</u></p> <p><u>Objectives</u></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"> • identify common causes of hunting and shooting-related incidents; • apply the basic rules of firearm safety; • and identify reasons for avoiding alcohol and drug consumption prior to and during the hunt.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>22 minutes</p>	<p>Say: “There are some basic rules of firearm safety that all hunters and shooters need to follow. We call these the ten rules or twenty points of firearms safety. We’re going to begin with a video that discusses the ten rules, and then we have an exercise for you that will help put the rules in context.”</p> <ol style="list-style-type: none"> 1. Select the “Play Movie” option of the “Firearms Safety and the Hunter” chapter. This video has a run time of 18 minutes. 2. Following the video, reiterate the four basic rules of firearm safety (the video ends by summarizing 3 of the 4): <ul style="list-style-type: none"> • always treat the firearm as if it is loaded (cardinal rule) • control the muzzle by keeping the firearm pointed in a safe direction

	<ul style="list-style-type: none"> • keep your finger off the trigger until ready to fire • be sure of the target and what lies beyond <p>3. Ask the students to try and identify the four most common types of hunting incidents and relate each incident back to the four basic rules of firearm safety:</p> <ul style="list-style-type: none"> • hunter judgment mistakes • safety rule violations • lack of control and practice • mechanical failure
<p><u>PART D:</u></p> <p><u>Student Exercise</u></p>  <p>30 minutes</p>	<p>4. Proceed with the student exercise:</p> <ul style="list-style-type: none"> • divide the class into small groups (4-5 students) and give each group a laminated firearm safety incident card • explain that they are to read the card and collectively identify which of the ten rules/twenty points of firearms safety were violated leading to the incident • give them 5 minutes to complete the exercise <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Ensure that incident card #1 is used during this exercise to cover learning objective 36.</p> </div> <p>5. Call on groups one by one to read their card aloud and share their findings with the rest of the class. Discuss the answers with the class.</p> <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. Lead the students through the discussion, and ensure everyone thoroughly understands the information and vocabulary.</p>

PART E:

**Student
Summary**



3 minutes

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.

- Which of the four basic rules would prevent injury even in the event of an incidental discharge?
- Can prescription drugs be used prior to hunting or shooting?
- Why's it important to identify your target and what's beyond?

END OF LESSON

**Addendum
A**

FIREARM SAFETY INCIDENT CARDS – Instructor Version

The Team Leader will provide laminated copies of the firearm safety incident cards to be issued to the students during the student exercise. Below are the same cards the students will receive, with the addition of the appropriate firearm safety rules that were broken listed for each.

- 1. Shooter discharged a shotgun while checking the safety mechanism. An obstruction in the barrel caused a small piece of the muzzle to lodge in the shooter's ankle. Shooter was intoxicated at time of incident. What actions should have been taken to prevent this incident?**
#1: Treat every firearm as if it were loaded.
#2: Keep the muzzle pointed in a safe direction.
#3: Keep the action open and unloaded.
#4: Keep the safety "on" and your finger off the trigger.
#5: Be sure the barrel of the firearm is clear of

obstructions.

#6: Check the chamber and magazine every time up pick it up.

#20: Never use alcohol or drugs that can impair your judgment before or while shooting.

2. Victim (age 10) laid a .410 shotgun next to a six-year old who consequently pretended to be a hunter and pulled the trigger. The shot hit the victim in the arm. What actions should have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety “on” and your finger off the trigger.

#8: Never point a firearm at anything you do not intend to shoot.

#16: Unload firearms when not in use, leaving the action open.

#19: Store firearms and ammunition beyond the reach of children.

3. Shooter had his firearm in a vehicle and was getting it out from the back seat when he carelessly discharged his rifle. The bullet ricocheted and struck the driver with a nonfatal wound. What actions should have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety “on” and your finger off the trigger.

#16: Unload firearms when not in use, leaving the action open.

#17: Transport and carry firearms unloaded and cased when traveling to and from the field or target practice.

4. Victim was injured from an apparent ricochet by a member of his own hunting party. The shooter and the victim were in dense cover and the victim was standing on a stone wall. Shooter shot once at a deer. The shooter never saw a person or hunter orange prior to discharging his shotgun. What actions should have been taken to prevent this incident?

#10: Positively identify your target and what lies beyond.

#14: Be aware of the potential for ricochet.

#15: Never shoot at a hard, flat surface or water.

5. Victim was attempting to shoot swallows, protected wildlife, with a .22 rifle. When unsuccessful he then attempted to knock the swallow's nest off of the bottom of a bridge using the butt of his gun. As the firearm hit the nest it discharged and shot the victim in the upper chest leaving a self inflicted gunshot wound. Besides refraining from the obvious illegal/unethical activity in which the shooter was engaged, what actions should have been taken to prevent this incident?

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#6: Check the chamber and magazine every time up pick it up.

#8: Never point a firearm at anything you do not intend to shoot.

#13: Never pull a firearm toward you by the muzzle.

#16: Unload firearms when not in use, leaving the action open.

6. Victim was carrying a muzzleloader over his right shoulder and holding the barrel. He tripped and fell forward. He put his hand out to catch himself. The gun went off and the bullet entered the lower bicep of his arm. Wound was self inflicted. What actions should

have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#12: Unload your firearm when climbing a tree, crossing fence, jumping a ditch or traversing slipper or steep terrain.

#13: Never pull a firearm toward you by the muzzle.

- 7. Victim was hunting and placed a 20 gauge shell in a 12 gauge shotgun. They then discharged a 12 gauge shell behind the 20 gauge shell and the barrel blew up. They received an injury to their forward hand. What actions should have been taken to prevent this incident?**

#5: Be sure the barrel of the firearm is clear of obstructions.

#7: Only carry and use ammunition appropriate for your firearm.

- 8. Shooter discharged a shotgun as he was picking up his gear getting ready to leave for the field. Shot struck a fellow hunter from his party in the arm. What actions should have been taken to prevent this incident?**

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety "on" and your finger off the trigger.

#16: Unload firearms when not in use, leaving the action open.

- 9. A pheasant hunter was shot by another hunter in the same party. Victim and shooter were walking in a straight line with several other companions when a pheasant flushed. Victim was shot by shooter swinging on game. It was a non-fatal injury with 5 pellets to legs and forearm. What actions should have been taken to**

prevent this incident?

#2: Keep the muzzle pointed in a safe direction.

#8: Never point a firearm at anything you do not intend to shoot.

#9: Agree to safe fields of fire for yourself and hunting companions and never swing beyond your area.

#10: Positively identify your target and what lies beyond.

10. A deer hunter shot himself in the right foot.

Investigation showed that the victim was playing with the hammer on his single shot 16-gauge shotgun while walking with a party of five hunters. The shotgun discharged striking the victim on the top of his right foot with buckshot. It was a non-fatal injury with one buckshot pellet through his right foot. What actions should have been taken to prevent this incident?

#1: Treat every firearm as if it were loaded.

#2: Keep the muzzle pointed in a safe direction.

#3: Keep the action open and unloaded.

#4: Keep the safety "on" and your finger off the trigger.



LESSON 4 HUNTING LAWS AND REGULATIONS

STUDENT EXERCISE WORKSHEETS

INSTRUCTOR'S ANSWER SHEET

V. 2/2017

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the following activity.....

Pheasant Hunting on a Wildlife Management Area

Permit &/or Stamp requirements: No special permit or stamp required.

Hunting Season and Hours: Check abstracts annually; First Saturday after Columbus Day to first Saturday following Thanksgiving; ½ hour before sunrise to ½ hour after sunset, except when hunting on a WMA it runs from sunrise to sunset. (PG.32)

Hunter Orange requirement: A Hunter Orange cap or hat is required on a WMA where Pheasant/quail are stocked during the Pheasant/quail season. No orange required on other properties, but recommended. (PG.23)

Hunting Implements and Other Methods: Shotgun and Archery; use of rifles and handguns is prohibited on a WMA during Pheasant/quail season where Pheasant/quail are stocked; licensed falconers may hunt pheasant from First Saturday after Columbus day to the following March 15th. (PG.23)

Bag Limits/Other Restrictions on Taking: Bag limit is two (2) daily; Possession limit is four (4); Season limit is six (6). Only roosters can be hunted in Eastern part of state (PG. 32)

Tagging, Transportation, and Reporting requirements: None

Hunting White-tailed Deer during the Shotgun Season in Zone 10

Permit &/or Stamp requirements: Antlerless permit needed to take antlerless deer. (PG. 36,8)

Hunting Season and Hours: Check abstracts annually; 12 Day season begins on the Monday after Thanksgiving and ends on the second Saturday thereafter; ½ hour before sunrise to ½ hour after sunset. (PG. 36, 27)

Hunter Orange requirement: Must conspicuously wear on head, chest, and back a minimum of 500 square inches of “hunter orange” clothing. (PG. 22, 37)

Hunting Implements and Other Methods: Shotgun not larger than 10 gauge (including a shotgun with a rifled barrel); Muzzle-loading firearm (either rifled or smoothbore) fired from the shoulder, .44 - .775 caliber; Bow with a minimum draw of 40 lbs and a broadhead of at least 7/8” cutting diameter. (PG. 37)

Bag Limits/Other Restrictions on Taking: Yearly limit for antlered deer is 2; Yearly limit for antlerless deer is limited by the number of permits acquired; Daily possession of un-checked deer is 2 (exception of zones 13 & 14 where it’s 4). Dogs, decoys, baiting, and electronic calls are not allowed. (PG. 36, 38)

Tagging, Transportation, and Reporting requirements: Each license has two antlered deer tags; each antlerless permit has one tag. Upon killing a deer the hunter must immediately fill out and attach the appropriate “tag” in a conspicuous manner. Within 48 hours the person who killed the deer must present entire carcass to an official game check station. (Please note: Online reporting is not an option for deer taken during the Shotgun Deer Season). Until reported, deer must remain visible during transport. (PG. 27, 37)

Hunting Wild Turkey in the Spring in Zone 3

Permit &/or Stamp requirements: Turkey hunting permit is required. Official green safety sticker must be adhered to firearm in such a manner as to be visible when hunter is sighting down the barrel. Hunter can acquire sticker from any DFW office or by mailing in a blank envelope and note requesting a sticker to any DFW office. (PG. 32, 8)

Hunting Season and Hours: Check Abstracts Annually; Four week season begins on the last Monday in April; Hunting hours are from ½ hour before sunrise to 12:00 noon. Hours extend to ½ hour after sunset in the fall. (PG. 32)

Hunter Orange requirement: None required, yet recommended when exiting the woods. (PG. 22)

Hunting Implements and Other Methods: Shotgun (including smoothbore muzzle-loaders) not larger than 10 gauge (or .775 caliber for muzzleloaders) with allowable shot sizes #4-#7; Bow with a minimum draw of 40 lbs and a broadhead of at least 7/8" cutting diameter. (PG. 32)

Bag Limits/Other Restrictions on Taking: Season limit and possession limit is two birds; two bearded birds in the spring (only one bird/day) or one bearded bird in the spring and one of either sex in the fall. No electronic calls, bait, dogs, or driving turkeys. (PG. 32)

Tagging, Transportation, and Reporting requirements: Two tags provided with permit. Upon killing a turkey, the hunter must immediately fill out and attach the "tag" in a conspicuous manner. Within 48 hours the person who killed the turkey must report it online or present the entire carcass to an official check station. No transporting requirements. (PG. 27, 32)

Hunting Black Bear in September

Permit &/or Stamp requirements: Black bear hunting permit required. (PG. 31, 8)

Hunting Season and Hours: Check abstracts annually; 17 day season opens on the day after Labor Day; ½ hour before sunrise to ½ hour after sunset. November season hours are different when on a WMA stocked with pheasant/quail. (PG. 31)

Hunter Orange requirement: None, (except in November on WMA and during December season). (PG. 22)

Hunting Implements and Other Methods: 1) Rifle .23 caliber or larger; 2) Muzzle-loading firearm .44-.775 caliber, fired from shoulder, using single projectile; 3) a .357 magnum revolver using a .357 magnum cartridge, or a revolver .40 caliber or larger; 4) Bow with a minimum draw of 40 lbs and a broadhead of at least 7/8" cutting diameter. (See chart on page 33 for implements during other seasons), (PG. 31)

Bag Limits/Other Restrictions on Taking: Season Bag Limit is one black bear per calendar year, of any sex, age, or size. Baiting and use of dogs is prohibited. (PG. 31)

Tagging, Transportation, and Reporting requirements: A "bear tag" is attached to each permit. Upon killing a bear the hunter must immediately fill out and attach the "tag" in a conspicuous manner. Within 48 hours, the person who killed the bear must report it online or present the entire carcass to an official check station. Bear must remain visible during transport until reported. (PG. 31, 27)

Hunting White-tailed Deer during the Archery Season in Zone 8

Permit &/or Stamp requirements: Archery Stamp required; Antlerless permit needed to take antlerless deer. (PG.36, 9)

Hunting Season and Hours: Check abstracts annually; Six week season begins on the sixth Monday prior to Thanksgiving, and continues through the Saturday following Thanksgiving; ½ hour before sunrise to ½ hour after sunset, except on WMA's stocked with pheasant/quail during the pheasant/quail season when hours end at sunset. (PG. 27, 36)

Hunter Orange requirement: None, except as noted in WMA regulations. (PG. 22, 23)

Hunting Implements and Other Methods: Bow with a minimum draw of 40 lbs.; Crossbows lawful by permit only; Broadheads not less than 7/8" width. (PG.38)

Bag Limits/Other Restrictions on Taking: Yearly limit for antlered deer is two; yearly limit for antlerless deer is limited by the number of permits obtained; Daily possession of untagged deer is two (except for zones 13 & 14 where it's 4). No dogs, baiting, decoys, or electronic calls. (PG. 36, 38)

Tagging, Transportation, and Reporting requirements: Each license has two antlered "deer tags"; each antlerless permit has one "antlerless tag". Upon killing a deer the hunter must immediately fill out and attach the "deer tag" in a conspicuous manner. Within 48 hours the person who killed the deer must report it online or present the entire carcass to an official game check station. Until reported, deer must remain visible during transport. (PG. 27, 37)

Hunting Gray Squirrels in Zone 10

Permit &/or Stamp requirements: No special permit or stamp required.

Hunting Season and Hours: Check abstracts annually; Gray squirrels may be hunted in Zones 10-14 from the 1st Saturday after Columbus Day to the Following January 2nd (zones 1-9 begin 2nd Monday in Sept.); closed during deer shotgun season; ½ hour before sunrise to ½ hour after sunset except on WMA's stocked with pheasant/quail during the pheasant/quail season where hours are sunrise to sunset. (PG. 27, 40)

Hunter Orange requirement: None, except on WMA's stocked with pheasant/quail during the pheasant/quail season where an orange hat or cap is required. (PG. 22, 23)

Hunting Implements and Other Methods: Gray squirrels may be hunted with rifle, shotgun (shot not larger than #1), handgun, or archery. Except: rifles and handguns are prohibited in Zones 10-14; and gray squirrels may only be hunted by shotgun or archery on wildlife management areas stocked with pheasant/quail, during the pheasant/quail season. (PG. 40)

Bag Limits/Other Restrictions on Taking: Bag limit is five; Possession limit is ten. (PG. 40)

Tagging, Transportation and Reporting requirements: None.

Hunting Coyotes in Zone 8

Permit &/or Stamp requirements: No special permit is required.

Hunting Season and Hours: Check abstracts annually; Season opens 1st Saturday after Columbus Day and closes the following March 8th; Season is open during the “shotgun” deer season. Hunting hours are ½ hour before sunrise to midnight except as noted in WMA regulations and during shotgun deer season when hunting hours close ½ hour after sunset. (PG. 27, 42)

Hunter Orange requirement, Hunting Implements and Other Methods: (PG. 22, 42)

	Hunting Coyotes during Shotgun Deer season	Hunting Coyotes outside Shotgun Deer Season
Hunter Orange	500 square inches (Head, Chest, back)	None required, except as in WMA regs
Hunting Implements	Shotgun, Muzzleloader, Archery	Rifle, Shotgun, Handgun & Archery Shotgun & Archery only on WMA stocked with pheasant & quail during pheasant & quail season Handgun & Rifle night restrictions (pg 32)
Aids: Dogs	Not allowed	Allowed
Calls	Not allowed	Allowed
Bait	Allowed – as long as it’s not for deer Baiting for Deer is prohibited (pg. 32)	Allowed
Decoys	Allowed – as long it’s not for deer Decoys for deer is prohibited (pg.32)	Allowed
Artificial light	Not allowed	Not allowed
Ammunition	All that are allowed during shotgun deer including buckshot and slugs	Shotshells not larger than 0.230 inch pellet diameter (FF)

Bag Limits /Other Restrictions on Taking: No daily, possession, or season limits. (PG. 42)

Tagging, Transportation, and Reporting requirements: Must be reported online or at an official check station prior to sale, exchange, disposal, or retention. Pelts of coyotes must be checked no later than 4 working days after the close of the season, check season dates annually. (PG. 42)

Hunting Ducks on the Coast

Permit &/or Stamp requirements: Massachusetts Waterfowl stamp (is simply printed on license); Federal Migratory Bird stamp (must be signed across face)(get from any post office or MassFishHunt); If purchased online, “eDuck Stamp” will be good for 45 days or until real stamp is mailed to hunter; Harvest Information Program (HIP) survey is only available online and “HIP Survey” will be printed on the license. No HIP number will be issued.(PG. 34, 35,9)

Hunting Season and Hours: Check abstracts annually; Hunting season changes annually; check waterfowl regulations for dates; ½ hour before sunrise to sunset except when hunting on a WMA stocked with pheasant/quail during the pheasant and quail season when hunting begins at sunrise. (See Migratory Bird Brochure)

Hunter Orange requirement: Typically none. During shotgun deer season, 500² in. required while in transit and hunting but may be removed while hunting from a blind or boat. On a WMA stocked with pheasant/quail during that season, must have on an orange cap unless in a blind or boat. (PG. 34)

Hunting Implements and Other Methods: Shotgun, not larger than 10 gauge or by archery or by falconry. Shotguns can only hold three cartridges at a time (chamber and magazine combined); Non-toxic shot only up to size BBB. (PG. 34)

Bag Limits/Other Restrictions on Taking: The bag and possession limits are set annually; check migratory game bird regulations. Limits vary by species and sex. (See Mig. Bird Brochure)

Tagging, Transportation, and Reporting requirements: Any migratory game bird not in the custody of the hunter must be tagged with the hunter’s signature, address, total # of birds by species, and the dates killed. Birds must have head and one wing still attached until arriving at home or processing facility. (PG. 34)



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Pheasant hunting on a Wildlife Management Area

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting White-tailed Deer during the Shotgun season in Zone 10

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting Wild Turkey in the Spring in Zones 3

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting Black Bear in September

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting Ducks on the Coast

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting White-tailed Deer during the Archery Season in Zone 8

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting Gray Squirrels in Zone 10

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

Hunter Orange requirement: _____

Hunting Implements and Other Methods: _____

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____



LESSON 4 LAWS & REGULATIONS STUDENT EXERCISE WORKSHEET

Use the Massachusetts Guide to Hunting, Freshwater Fishing, and Trapping Laws as a reference to find the pertinent information for the fields below:

Hunting Coyotes in Zone 8

Permit &/or Stamp requirements: _____

Hunting Season Dates and Hours: _____

	Hunting Coyotes during Shotgun Deer season	Hunting Coyotes outside Shotgun Deer Season
Hunter Orange		
Hunting Implements		
Aids: Dogs		
Calls		
Bait		
Decoys		
Artificial light		
Ammunition		

Bag Limits / Other Restrictions on Taking: _____

Tagging, Transportation, and Reporting Requirements: _____








INSTRUCTOR GUIDE

LESSON 4: HUNTING LAWS & REGULATIONS

V. 2/2017

Basic Hunter Education 2014 Standards – Section 3 & 4 Objectives 35, 44, & 46

<p><u>Instructor Notes</u></p> 	<p>This lesson introduces the students to hunting laws and regulations. This lesson corresponds with Chapter 3 (pages 48-50) in the student manual. Teach this lesson to the entire class.</p> <p>Teaching Methods Used In This Lesson</p> <ul style="list-style-type: none">• Lecture• Discussion• Small group work <p>This lesson includes the use of a PowerPoint show (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.</p>
<p><u>Time Suggested</u></p> 	<p>60 Minutes</p>
<p><u>Materials Required</u></p> 	<ul style="list-style-type: none">• AV equipment (projector and screen)• Laptop w/ PowerPoint software

	<ul style="list-style-type: none"> • PowerPoint file: <i>2017 Laws & Regulations Slideshow</i> • A sample of Hunter orange clothing (i.e. vest or hat) • One copy of the current <i>Massachusetts Fish and Wildlife Guide To Hunting, Freshwater Fishing, and Trapping</i> and one copy of the <i>Migratory Game Bird Regulations</i> for each student (included in course materials) • One set of Lesson 4 Student Worksheets (included in course materials)
<p><u>Station Set-up</u>  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 student materials for this lesson at the instructor’s desk/podium. Do not distribute until the student exercise portion of the lesson begins. 3. Stage the hunter orange clothing at the instructors’ desk/podium.
<p><u>Vocabulary Builder</u> </p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 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>Blaze orange – “Hunter Orange” is the 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>

Fair chase – Ethical pursuit and taking of animals that does not give the hunter an unfair advantage over game.

Legal means – Legal firearms or bows (i.e. hunting implements) used in the taking of game.

Legal methods – Approved hunting practices as allowed by statute or regulation (e.g. game calls, decoys, driving deer).

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

Poaching – Taking game out of season, shooting more than the limit allows, or taking game before or after shooting hours. Poaching is illegal.

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 PowerPoint. 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 A for a layout of the slides.</p> </div> <p> Slide #2 – The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Who can tell me the difference between a right and a privilege?”  Follow up 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 of the term, as found 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</p>

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.”

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
 - **protect wildlife** (conservation of resources)
 - bag limits
 - **fair distribution** (opportunity and fair share)
 - season limits
 - possession limits
 - **fair chase**
 - restricting use of artificial lights at night to kill deer

3. 🖱️ Slide #6 – Have the students try to come up with the three primary sources for laws. Explain the differences between the different levels and ask the students to 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 and bag limits of deer and turkey.

- **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.

4. 🖱️ Slide #7 – Say: “Now that we know the reasons and sources for laws governing hunting, the next step is to know where and how to find them.”
5. Pass out copies of the Massachusetts Fish & Wildlife Guide to Hunting, Freshwater Fishing, and Trapping and copies of the Migratory Bird Regulations pamphlet.
6. Ask students to turn to the table of contents (page 1) of the Guide and familiarize themselves with the contents. Explain the importance of the guide and point out these important sections:
 - Page 1 - New for “year”
 - Page 5 - MassWildlife offices
 - Page 6 - Environmental Police offices and 800 number
 - Page 8 - Licenses
 - Page 22 - General regulations
 - Page 23 - WMA regulations
 - Page 24 - Wildlife Management Zones
 - Page 26 - Gun laws; Open/Closed Seasons
 - Page 28 - Time table
 - Page 29 - General prohibitions
 - Page 31-42 - Species specific regulations
 - Page 43-45 - Trapping regulations
 - Page 52 - Seasons summary

PART D:

Student Exercise



30 minutes





Note: Objective 46 should be met with the following small group exercise.

7. 🖱️ Slide #8 – Break the class into 8 small groups. There are eight different hunting scenario worksheets provided with the course materials. Pass out a different worksheet to each group.
8. Tell the groups “Using your hunting laws and regulations Guide, find the specific information for each term listed on the worksheet, as it pertains to the hunting scenario listed on the sheet.” Give the students 10 minutes to complete the exercise.
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 the term “hunter orange”, emphasize its importance (*allows an individual to be more easily seen and identified as a human; prevents shooting related hunting incidents*).

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. Do not be negative to students who miss information on the worksheets. Help them find the information and discuss the importance of being thorough when reading the regulations.

PART E:
Student

🖱️ Slide #9 - Ask students to recall the important topics that were covered in the lesson. It is important for students to be

<p>Summary</p>  <p>3 minutes</p>	<p>able to verbalize these points. Use questioning strategies 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>
<p>Additional Instructor Notes</p> 	<ol style="list-style-type: none"> 1. If available it may be helpful to display different styles of hunter orange (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.
<p>Addendum A</p> 	<p>POWERPOINT SLIDES FOR LESSON FOUR</p> <div style="text-align: center;">  <p>MASSWILDLIFE</p> </div> <div style="text-align: center; background-color: #003366; color: white; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Massachusetts Hunter Education Program</p> </div> <p>#1 -</p>

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
- Fair distribution
- 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 a number of questions regarding the legality of different issues. Answer these questions to the best of your ability, but admit it if you do not know the answer. Find out the answer to the question before the next class and inform them then.

-
1. Why is the pheasant season limited to only two birds per day?

The reason for this law is fair distribution. Pheasants are a “put and take” 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.



LESSON 5 ETHICS & RESPONSIBILITY

STUDENT EXERCISE ETHICAL DILEMMA CARDS

INSTRUCTOR'S ANSWER SHEET

V. 2/2017

The students should be broken up into groups and each group should be given one of the laminated ethical dilemma cards provided by the Team Leader. Use this answer sheet to relate the dilemmas back to the five responsibilities.

- 1. Concept – ethical vs. legal** You are archery hunting on private land that you have permission to hunt. You've shot a deer and it ran onto adjacent posted property. You can see the deer on the other property and you can tell it is still alive, but it is unable to stand. Prior to the hunt you contacted the landowner of the adjacent property and they informed you they did not want you on their property. What do you do?

Responsibility – Natural Resource vs. Landowner
Concept – Self vs. Community
- 2.** Some waterfowl hunters use robotic decoys that feature moving wings to better attract ducks into shooting range. They are effective. Some states have banned them. Is this type of "gadgetry" ethical?

Responsibility – Natural Resource
Concept – Fair Chase
- 3.** You are grouse hunting with a friend of your father's. As you are pushing through heavy cover, you hear two rapid shots. A minute later he comes up to you holding a hawk in his hand and says it is a funny looking grouse. You immediately tell him that it is a protected hawk and illegal to shoot. Just then, you see an Environmental Police Officer approaching. Your hunting partner stuffs the hawk under a rock and starts to walk away. The officer comes up to you, asks for

your license, and inquires about all the shooting. What should you do?

Responsibility – Yourself, Other Hunters and Non-Hunters

Concept – Truth vs. Loyalty

4. You and a friend are on your friend's property getting ready to do some target shooting before going hunting the following weekend. You have brought along your brand new shotgun and box of light load shells that you just picked up the evening before for practicing. As you are getting set up, a mature buck walks out into the field only 100 yards away. The shotgun season for deer is in season and you are a licensed hunter. Your buddy urges you to go ahead and shoot the buck as you don't see bucks that big very often. What would you do?

Responsibility – Natural Resource

Concept – Selecting proper firearm and ammunition for the game hunted

5. The farm that you and your family have hunted for years was recently sold. The new owner has not posted the property, but you haven't met him/her yet either. Hunting season starts in a week and you know there are several large bucks bedding in a remote part of the property. You should...

Responsibility – Landowner, Other Hunters

Concept – Self vs. Community

6. You have been scouting spring turkeys and have located a vocal tom. A friend from work and his child are excited about hunting and they just passed hunter education. Your friend tells you they aren't having any luck locating any birds and asks if you know a good spot where they could go. How do you respond?

Responsibility – Other Hunters

Concept – Self vs. Community

7. You are hunting a farm where you have hunted for a few years now. You have been informed of where to drive, you know everyone who has permission to hunt the property, and you are familiar with which gates are typically open and closed. On this particular day you are running late and are in a hurry to get to your location. While driving across the property you find a gate that is open, yet typically it is closed. The landowner's cattle are in their normal field, but are nearing the gate. You remember from your hunter ed course that it is good practice to leave gates as you find them to respect the landowner. On this day, you decide to...

Responsibility – Landowner

Concept – Self vs. Community

8. You are a parent of a new hunter. After weeks of preparation for the youth waterfowl day, you head to the duck blind. Just at the start of legal shooting time, three ducks come whistling into your decoys. Just as you are saying "No shot, black ducks!" Two shots ring out. One bird drops and the other one sails away, clearly hit. The limit is one black duck due to declining numbers in the flyway. As a parent, what should you do?

Responsibility – Natural Resource, Other Hunters

Concept – Justice vs. Mercy

9. An elk gives you a broadside, standing-still shot on the crest of a ridge. It's the last day of the season, and you've traveled far and spent loads of money on this, your first, big game hunt. You're far into the mountains and few hunters are in the area. Do you take the shot? Why or why not? What are the ramifications?

Responsibility – Other Hunters and Non-Hunters

Concept – Safety

10. You accidentally shoot two turkeys with one shot while hunting in an area that allows only one turkey to be taken each day. Both birds fall dead in plain view. It is illegal to possess two birds in one day. Is it ethical to waste a bird by leaving it? What will you do?

Responsibility – Natural Resource, Self

Concept – Wanton Waste



1. You are archery hunting on private land that you have permission to hunt. You've shot a deer and it ran onto adjacent posted property. You can see the deer on the other property and you can tell it is still alive, but it is unable to stand. Prior to the hunt you contacted the landowner of the adjacent property and they informed you they did not want you on their property. What do you do?
-



2. Some waterfowl hunters use robotic decoys that feature moving wings to better attract ducks into shooting range. They are effective. Some states have banned them. Is this type of "gadgetry" ethical?
-



3. You are grouse hunting with a friend of your father's. As you are pushing through heavy cover, you hear two rapid shots. A minute later he comes up to you holding a hawk in his hand and says it is a funny looking grouse. You immediately tell him that it is a protected hawk and illegal to shoot. Just then, you see an Environmental Police Officer approaching. Your hunting partner stuffs the hawk under a rock and starts to walk away. The officer comes up to you, asks for your license, and inquires about all the shooting. What should you do?
-



4. You and a friend are on your friend's property getting ready to do some target shooting before going hunting the following weekend. You have brought along your brand new shotgun and box of light load shells that you just picked up the evening before for practicing. As you are getting set up, a mature buck walks out into the field only 100 yards away. The shotgun season for deer is in season and you are a licensed hunter. Your buddy urges you to go ahead and shoot the buck as you don't see bucks that big very often. What would you do?
-



5. The farm that you and your family have hunted for years was recently sold. The new owner has not posted the property, but you haven't met him/her yet either. Hunting season starts in a week and you know there are several large bucks bedding in a remote part of the property. You should...
-



6. You have been scouting spring turkeys and have located a vocal tom. A friend from work and his child are excited about hunting and they just passed hunter education. Your friend tells you they aren't having any luck locating any birds and asks if you know a good spot where they could go. How do you respond?
-



7. You are hunting a farm where you have hunted for a few years now. You have been informed of where to drive, you know everyone who has permission to hunt the property, and you are familiar with which gates are typically open and closed. On this particular day you are running late and are in a hurry to get to your location. While driving across the property you find a gate that is open, yet typically it is closed. The landowner's cattle are in their normal field, but are nearing the gate. You remember from your hunter ed course that it is good practice to leave gates as you find them to respect the landowner. On this day, you decide to...
-



8. You are a parent of a new hunter. After weeks of preparation for the youth waterfowl day, you head to the duck blind. Just at the start of legal shooting time, three ducks come whistling into your decoys. Just as you are saying "No shot, black ducks!" Two shots ring out. One bird drops and the other one sails away, clearly hit. The limit is one black duck due to declining numbers in the flyway. As a parent, what should you do?
-



9. An elk gives you a broadside, standing-still shot on the crest of a ridge. It's the last day of the season, and you've traveled far and spent loads of money on this, your first, big game hunt. You're far into the mountains and few hunters are in the area. Do you take the shot? Why or why not? What are the ramifications?
-



- 10.** You accidentally shoot two turkeys with one shot while hunting in an area that allows only one turkey to be taken each day. Both birds fall dead in plain view. It is illegal to possess two birds in one day. Is it ethical to waste a bird by leaving it? What will you do?
-






INSTRUCTOR GUIDE

LESSON 5: ETHICS & RESPONSIBILITY

V. 2/2017

Basic Hunter Education 2014 Standards – Section 5 Objectives 48, 49, 50, & 54

<p><u>Instructor Notes</u></p> 	<p>This lesson introduces the students to the responsibilities of hunters and the concepts of fair chase and the sportsmen's code. This lesson corresponds with Chapter 3 (pages 51-56) in the student manual. Teach this lesson to the entire class.</p> <p>Teaching Methods Used In This Lesson</p> <ul style="list-style-type: none">• Lecture• Discussion• Small group work
<p><u>Time Suggested</u></p> 	<p>60 Minutes</p>
<p><u>Materials Required</u></p> 	<ul style="list-style-type: none">• Alan Madison's "The Master" DVD• Audio visual equipment (DVD player, projector, & screen)• "Beyond Fair Chase" booklets• Laminated ethical dilemma cards & instructor version (see Addendum A)• White board/easel

Station
Set-up



15 minutes

1. Set up the AV equipment and select the “Hunter’s Path” video. Close the projector lens cover until you are ready to watch the video so that students are not distracted by the screen and they can focus their attention on you.
2. Set up the white board/easel in the front of the room to the side of screen. Write “Ethics & Responsibility” on the top of the board.
3. Decide how you will divide the students into small groups for the student exercise. Groups of 5 to 6 are best.
4. Stage the laminated ethical dilemma cards and the instructor version so they are readily accessible.

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.

Ethical – Morally correct.




Fair chase – The act of giving the quarry a fair chance to escape the kill during the hunt.

Hunter’s image – The appearance that hunters portray in the public eye.

Responsible – Having an accountability and/or obligation towards someone or something.

Hunter’s code – A self imposed set of moral rules based on respect for what is safe and fair.

LESSON PLAN

<p><u>PART A:</u></p> <p><u>Focus Activity</u></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask “How do we know if something is right?”</p>
<p><u>PART B:</u></p> <p><u>Objectives</u></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"> • describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters, and themselves; • explain why developing responsible hunting behavior is important for every hunter and the future of hunting; • and describe the concept of fair chase.”
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>  <p>20 minutes</p>	<ol style="list-style-type: none"> 1. Say: “The way hunters are perceived is very important to the future of hunting. If someone was to describe you as a hunter, what terms would you hope they use to describe you?” 2. As the students give you answers, write them on the white board/easel. Potential answers may include: safe, successful, fair, confident, courteous, lawful, good, ethical, and responsible. 3. Once several terms have been established and “responsible” is identified, ask the question: “Responsible to whom or what?” Write the answers on the white board/easel and discuss why each is important and give

examples of each:

- themselves
- other hunters
- non-hunters
- landowners
- natural resources

4. After the discussion, tell the students that they are going to watch a couple videos of different hunting scenarios and that they should keep in mind the 5 responsibilities of a hunter, and see whether anything in the video bothers them as a fellow hunter or a nonhunter.
5. Select the “Sitting Duck” chapter. Let the video play all the way through the summary questions. The video has a run time of 2 minutes and 55 seconds. Summarize the video by discussing with the students what they saw in the video that offended them. Refer back to the questions at the end of the video if need be.
6. The “Sitting Duck” video also leads well into the concept of fair chase. Standards of fair chase are defined by law, by regional preferences but most often by personal choice. Fair chase emphasizes self-restraint and the development of skills.
7. Play the “Public Eye” chapter next. Let the video play all the way through the summary questions. The video has a run time of 3 minutes and 55 sections. Summarize the video by discussing with the students what they saw in the video that offended them. Refer back to the questions at the end of the video if need be.

PART D:

**Student
Exercise**



35 minutes

8. After the videos, break the students into small groups (5-6) and give each group an ethical dilemma card (see Addendum A). Have the students discuss the scenario among their group members and come up with a possible solution to the dilemma. They may not come to a consensus. Give the students 5 minutes to complete this task.
9. Read dilemma #1 aloud to the entire class. Ask the group to define the dilemma and to share with the class how they would handle the scenario. If they did not come to an agreement, ask them to express all of their opinions. Ask the rest of the class to weigh in on the dilemma to see if any other thoughts arise. Once the topic has been exhausted, repeat the exercise with each of the remaining groups as time allows.

Note: Throughout your discussions refer back to each of the 5 responsibilities of a hunter, and how each scenario relates to the particular responsibility. Convey to the class that ethical dilemmas do not necessarily have a definitive right or wrong answer. Cover choices such as self vs. community good; justice vs. mercy; truth vs. loyalty; long term vs. short term; as well as the concepts of “fair chase” and “the hunter’s code” and how each hunter develops their own hierarchy of priority when they develop their own code.

Students are not being tested in this exercise; they are gaining new knowledge. Do not insist that your opinion is more important than theirs. Your role as the instructor is that of a facilitator/coach to lead the students through the discussions.

PART E:

**Student
Summary**



3 minutes

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.

- What are the five responsibilities of a hunter?
- What is fair chase?
- What is a sportsmen's code?

END OF LESSON

Note: At the end of the lesson, hand out one copy of the "Beyond Fair Chase" booklet to each student.

**Additional
Instructor
Notes**



Fair Chase balances the skills and equipment of the hunter with the abilities of the animal to escape. Fair Chase is primarily defined by individuals and their level of hunting ability. The expert hunter may use more restrictive and less effective techniques than the novice hunter. Fair Chase emphasizes self-restraint and the development of skills. Discuss the concept of Fair Chase throughout the lesson; some of the dilemma cards relate directly to the development of skills, and the differences between what might be ethical for a novice hunter, but not for an experienced hunter doing the same activity.

**Addendum
A**



ETHICAL DILEMMA CARDS – Instructor Version

Ten laminated ethical dilemma cards are available in the team tote for this exercise. Below are the same dilemmas with additional information identifying responsibilities and concerns for the instructor's reference.

1. You are archery hunting on private land that you have permission to hunt. You've shot a deer and it ran onto adjacent posted property. You can see the deer on the other property and you can tell it is still alive, but it is unable to stand. Prior to the hunt you contacted the landowner of the adjacent property and they informed you they did not want you on their property. What do you do?

Responsibility – Natural Resource and Landowner

Concern – Self vs. Community dilemma

2. Some waterfowl hunters use robotic decoys that feature moving wings to better attract ducks into shooting range. They are effective. Some states have banned them. Is this type of “gadgetry” ethical?

Responsibility – Natural Resource

Concern – Fair Chase issue

3. You are grouse hunting with a friend of your father's. As you are pushing through heavy cover, you hear two rapid shots. A minute later he comes up to you holding a hawk in his hand and says it is a funny looking grouse. You immediately tell him that it is a protected hawk and illegal to shoot. Just then, you see an Environmental Police Officer approaching. Your hunting partner stuffs the hawk under a rock and starts to walk away. The officer comes up to you, asks for your license, and inquires about all the shooting. What should you do?

Responsibility – Yourself, Other Hunters and Non-Hunters

Concern – Truth vs. Loyalty dilemma

4. You and a friend are on your friend's property getting ready to do some target shooting before going hunting the following weekend. You have brought along your brand new shotgun and box of light load shells that you just picked up the evening before for practicing. As you are

getting set up, a mature buck walks out into the field only 100 yards away. The shotgun season for deer is in season and you are a licensed hunter. Your buddy urges you to go ahead and shoot the buck as you don't see bucks that big very often. What would you do?

Responsibility – Natural Resource

Concern – Selecting proper firearm and ammunition for the game hunted

5. The farm that you and your family have hunted for years was recently sold. The new owner has not posted the property, but you haven't met him/her yet either. Hunting season starts in a week and you know there are several large bucks bedding in a remote part of the property. You should...

Responsibility – Landowner and Other Hunters

Concern – Self vs. Community dilemma

6. You have been scouting spring turkeys and have located a vocal tom. A friend from work and his child are excited about hunting and they just passed hunter education. Your friend tells you they aren't having any luck locating any birds and asks if you know a good spot where they could go. How do you respond?

Responsibility – Other Hunters

Concern – Self vs. Community dilemma

7. You are hunting a farm where you have hunted for a few years now. You have been informed of where to drive, you know everyone who has permission to hunt the property, and you are familiar with which gates are typically open and closed. On this particular day you are running late and are in a hurry to get to your location. While driving across the property you find a gate that is open, yet typically it is closed. The landowner's cattle are in their normal field, but

are nearing the gate. You remember from your hunter ed course that it is good practice to leave gates as you find them to respect the landowner. On this day, you decide to...

Responsibility – Landowner

Concern – Self vs. Community dilemma

8. You are a parent of a new hunter. After weeks of preparation for the youth waterfowl day, you head to the duck blind. Just at the start of legal shooting time, three ducks come whistling into your decoys. Just as you are saying “No shot, black ducks!” Two shots ring out. One bird drops and the other one sails away, clearly hit. The limit is one black duck due to declining numbers in the flyway. As a parent, what should you do?

Responsibility – Natural Resource and Other Hunters

Concern – Justice vs. Mercy dilemma

9. An elk gives you a broadside, standing-still shot on the crest of a ridge. It’s the last day of the season, and you’ve traveled far and spent loads of money on this, your first, big game hunt. You’re far into the mountains and few hunters are in the area. Do you take the shot? Why or why not? What are the ramifications?

Responsibility – Other Hunters and Non-Hunters

Concern – Safety issue

10. You accidentally shoot two turkeys with one shot while hunting in an area that allows only one turkey to be taken each day. Both birds fall dead in plain view. It is illegal to possess two birds in one day. Is it ethical to waste a bird by leaving it? What will you do?

Responsibility – Natural Resource and Self

Concern – Wanton Waste issue

Addendum

B



THE HUNTERS CODE

1. I pledge to learn and follow the rules of firearm and hunting safety. I will require the same of my hunting partners.
2. I pledge to obey all hunting regulations. I will conduct myself in an ethical sportsmanlike manner. I will require the same of my hunting partners.
3. I pledge to respect the activities and beliefs of other hunters and nonhunters.
4. If I see a game law violation or vandalism, I pledge to report it to wildlife authorities immediately.
5. I pledge to ask permission to hunt from landowners. I will share any game I bag with my host.
6. I pledge to hunt under the rules of “fair chase”. I will not take unfair advantage of game species.
7. I pledge to improve my hunting and marksmanship skills. I will take only those shots which permit a clean kill.
8. I pledge to support wildlife conservation programs. I will help restore habitat and wildlife so future sportsmen will have a high-quality out-door experience.
9. I will teach others the skills, techniques, rules, and ethics of a true sportsman.
10. I pledge to make full use of any game I bag. I will prevent its waste.

Addendum

C



FREQUENTLY ASKED QUESTIONS

1. What would you do?

This is a very common question, and it is better to give further options than to clearly state what you would do. Each hunter has to make up their own mind as to what is right and what is wrong.
