



INSTRUCTOR GUIDE

LESSON 2: RESPONSIBILITIES OF A BOWHUNTER

V.2/2018

Bowhunter Education 2017 Standards – Section 5 Objectives 22, 23, 24 & 25

Instructor Notes



This lesson introduces the students to the responsibilities of a bowhunter and bowhunting laws and regulations. This lesson corresponds with Chapter 3 (pgs. 22-27) in the student manual. Teach this lesson to the entire class.

Teaching Methods Used In This Lesson

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

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.

Time Suggested



75 Minutes

**Materials
Required**



- Audio Visual equipment (projector and screen)
- Laptop w/ PowerPoint software
- PowerPoint file: Lesson 2 – Responsibilities of a Bowhunter
- A sample of Hunter orange clothing (i.e. vest or hat)
- One copy of the current *Massachusetts Fish and Wildlife Guide To Hunting, Freshwater Fishing, and Trapping* and one copy of the *Migratory Game Bird Regulations* for each student (included in course materials)
- One set of Lesson 2 Student Worksheets (included in course materials)

**Station
Set-up**



15 minutes

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. Station the white board/easel near the front of the room.

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.

Blaze orange – “Hunter Orange” is the fluorescent orange color which, when worn by hunters, has helped decrease the number of hunting incidents.

Conservation – The wise sustainable use of resources.

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 enacted; • list official resources that contain bowhunting rules/regulations including federal, state/provincial, and county/local information/access; • know where/how to find agency and landowner rules that apply to bowhunting in addition to regulations; • and explain why developing responsible bow hunting behavior is important for every hunter and the future of bowhunting.
<p><u>PART C:</u></p> <p><u>Teaching Method</u></p>	<p>1.  Slide #4 - Say: “because hunting is a privilege, the way hunters are perceived is very important to the future of hunting. If someone were to describe you as a hunter, what terms would you hope they use?” Give the students time to</p>



15 minutes

give you some answers. 🖱️ Then reveal the common terms found on the PowerPoint.

2. 🖱️ Slide #5 – Tell the students that one word in particular is significant. Ask the question: “responsible to whom or what?” Give the students time to give you some answers. 🖱️ Then reveal the answers on the PowerPoint.
 - Themselves
 - Other hunters
 - Non-hunters
 - Landowners
 - Natural resources
3. At this point the instructor should take a minute to quickly summarize the key points of hunter ethics:
 - The sportsman’s code
 - Fair chase
4. Say: “while fair chase emphasizes self-restraint and the development of personal skills, some standards of fair chase are defined by law. Next we will focus on the legal aspects of bowhunting.”

Note: At this point in the lesson the instructor should allow an EPO (if present) to deliver the remainder of the lesson.

5. 🖱️ Slide #6 – Ask: “what is the legal definition of the verb ‘to hunt’ ”?
 - Explain to the students “hunting has a much broader legal definition than you may realize” e.g. helping with a deer drive, calling turkeys for another

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6. 🖱️ Slide #7 – 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 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.”
7. 🖱️ Slide #8 – 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
8. 🖱️ Slide #9 – 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
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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.

9. 🖱️ Slide #10 – 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.”

10. Pass out copies of the Massachusetts Fish & Wildlife Guide to Hunting, Freshwater Fishing, and Trapping and copies of the Migratory Bird Regulations pamphlet.

11. 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 6 - Environmental Police offices and 800 number
- Page 8 - Licenses
- Page 22 - General regulations
 - stress the archery and treestand sections
- Page 23 - WMA regulations
- Page 24 - Wildlife Management Zones
- Page 28 - Time table
- Page 29 - General prohibitions
- Page 31-42 - Species specific regulations

PART D:

**Student
Exercise**



30 minutes

12. 🖱️ Slide #11 – Break the class into 7 small groups. There are seven different hunting scenario worksheets provided with the course materials. Pass out a different worksheet to each group.
13. Tell the groups: “using your hunting laws and regulations Guide, find the specific information for each blank listed on the worksheet as it pertains to the hunting scenario listed on the sheet.” Give the students 10 minutes to complete the exercise.
14. Working right down the list on the PowerPoint, 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
Summary**



3 minutes

👉 Slide #12 - 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 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?

END OF LESSON

**Additional
Instructor
Notes**



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

Addendum

A



POWERPOINT SLIDES FOR LESSON FOUR



Bowhunting Ethics, Laws, & Regulations

#1 -

Hunting Laws & Regulations

- What is a right? What is a privilege?

- Is bowhunting 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 enacted;
- list official resources that contain bow hunting rules/regulations including federal, state/provincial, and county/local information/access;
- know where/how to find agency and landowner rules that apply to bowhunting in addition to regulations;
- and explain why developing responsible bowhunting behavior is important for every hunter and the future of bowhunting.

#3 -

MASSWILDLIFE

If someone were to describe you as a hunter, what terms would you hope they use?

Safe
Ethical
Successful
Fair
Lawful
Confident
Responsible

#4 -

MASSWILDLIFE

Responsible to Whom or What?

Themselves
Other Hunters
Non-Hunters
Landowners
Natural Resources

#5 -

MASSWILDLIFE

What is the MA legal definition of the verb 'to hunt'?

#6 -

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.”

#7 -

MASSWILDLIFE

“Why do hunting laws exist?”

There are four reasons...

- Protect people
- Protect wildlife
- Fair distribution
- Fair chase



#8 -

MASSWILDLIFE

“Where do they come from?”

There are 3 sources of hunting laws...

- Federal
- State
- Municipal



#9 -

MASSWILDLIFE

“How do you find these laws?”



#10 -

MASSWILDLIFE

Group exercise

1. Bowhunting deer in zone 10 during the primitive arms season
2. Bowhunting deer in October within 500' of a dwelling
3. Bowhunting deer from a permanently built tree stand
4. Bowhunting black bear during the Shotgun Deer Season
5. Bowhunting turkey in the spring in Zone 3
6. Bowhunting turkey with a crossbow during the spring season
7. Bowhunting turkey during the fall season on a Wildlife Management Area

#11 -

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?

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. Can a bowhunter carry a handgun for personal protection while bowhunting?

