



# 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.

**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

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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.

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## LESSON PLAN – Traditional Format

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<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> <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><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></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"><li>• identify the purpose and importance of hunter education;</li><li>• identify hunters and recreational hunting as key to wildlife conservation;</li><li>• describe how license fees and excise taxes support wildlife conservation;</li><li>• and describe the central principles of the North American Model of Wildlife Conservation.”</li></ul>

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**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

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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 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><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></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"> <li>• What is the goal of the hunter education program?</li> <li>• What does the Pittman Robertson Act accomplish?</li> <li>• What makes the North American Model of Wildlife Conservation so unique?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	<p><b>POWERPOINT SLIDES FOR LESSON ONE</b></p> <p style="text-align: center;">Chapter 1</p> <ul style="list-style-type: none"> <li>• Introduction to Hunter Education</li> </ul> <p style="text-align: right;">#9 -  <small>MASSWILDLIFE</small></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"> <li>2. Presenting a chart showing the process of the Pittman-Robertson Act</li> <li>3. A chart stating the seven principles of the NAMWC</li> </ol>
<p><b><u>Addendum</u></b> <b><u>C</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Why is hunter education international? <i>So that hunter safety can be standardized rather than region specific</i></li> <li>2. Is archery tackle taxed like firearms and ammunition? <i>Yes, in 1972 a tax on archery tackle was added to PR funds</i></li> </ol>



# 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

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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.

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## LESSON PLAN – Independent Study Format

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

**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

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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
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	<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><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></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"><li>• What is the goal of the hunter education program?</li><li>• What does the Pittman Robertson Act accomplish?</li><li>• What makes the North American Model of Wildlife Conservation so unique?</li></ul> <p><b>END OF LESSON</b></p>



## POWERPOINT SLIDES FOR LESSON ONE

### Chapter 1

- Introduction to Hunter Education

#17 - 

### 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 - 

### 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 - 

## 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

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**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

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

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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><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How many of you have ever shot a gun? Was it a rifle or shotgun?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify the basic parts of a firearm and state their purposes;</li> <li>• identify common types of modern firearm actions;</li> <li>• explain how to load and unload common modern firearm actions;</li> <li>• and describe the characteristics of rifles, shotguns, and handguns.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></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"> <li>1.  “Parts of a Firearm” – identify the basic parts of a rifle and state the purpose of each:             <ul style="list-style-type: none"> <li>• butt plate</li> <li>• stock</li> <li>• safety</li> <li>• trigger</li> <li>• trigger guard</li> <li>• action</li> <li>• magazine</li> </ul> </li> </ol>

- 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"> <li>• pointed at the target with the aid of a sighting bead and is fired with a quick slap of the trigger</li> <li>• typically has a smooth bore</li> <li>• used on moving targets</li> <li>• fires multiple projectiles (slug is the exception)</li> <li>• effective at shorter ranges</li> </ul> <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><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></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"> <li>• What do we call the end of the barrel?</li> <li>• What is the difference between a rifle barrel and a shotgun barrel?</li> <li>• What are the five common firearm action types?</li> <li>• Why are handguns more difficult to control than long guns?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	 <p><b>HE TOOLS HELPFUL HINTS – Navigation &amp; Use</b></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><b>Navigation</b></p> <ul style="list-style-type: none"> <li>• Use the MAIN (or MENU in 2011 version) button on any page, at any time, to return to the main menu.</li> <li>• Use the BACK button at any time to return to the previous page.</li> </ul> <p><b>Animation Control</b></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"> <li>• press RIGHT ARROW KEY – moves forward one frame</li> <li>• hold RIGHT ARROW KEY – fast forward</li> <li>• press LEFT ARROW KEY – moves backward one frame</li> <li>• hold LEFT ARROW KEY – fast reverse</li> </ul> <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><b>Addendum</b> <b>B</b></p> <p></p>	<p> <b>HE TOOLS HELPFUL HINTS – Firearms Basics</b></p> <p><b>Parts of a Firearm</b> – 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><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"> <li>• Audio visual equipment (projector &amp; screen)</li> <li>• HE Tools software installed on a laptop</li> </ul>
<p><b><u>Station Set-up</u></b></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop loaded with HE Tools. Cue HE Tools to the Topic “Ammunition”.</li> </ol>
<p><b><u>Vocabulary Builder</u></b></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><b>Barrel stamp</b> – Manufacturer’s stamp or etching on the barrel of the firearm indicating the chamber size and gauge or caliber.</p> <p><b>Caliber</b> – The diameter of the bore or projectile. In rifled firearms it can be the distance between the lands or the grooves.</p> <p><b>Cartridge</b> – A complete round of ammunition which includes primer, powder, case, and the bullet. Cartridges can be either rimfire or centerfire.</p> <p><b>Choke</b> – A constriction in the muzzle of a shotgun barrel which controls the spread of shot.</p> <p><b>Centerfire</b> – A cartridge with a primer located in the center of the cartridge case head.</p> <p><b>Comb</b> – The part of the stock where your cheek rests while</p>

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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

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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.

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## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. 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><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• describe the differences among rifle, shotgun, and handgun ammunition;</li> <li>• describe how ammunition functions in a firearm;</li> <li>• match ammunition to the respective caliber or gauge of firearm;</li> <li>• and select a proper firearm and ammunition for the game to be hunted.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></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"> <li>1.  “Rimfire Cartridges” – identify and explain the function of the parts:             <ul style="list-style-type: none"> <li>• rim</li> <li>• case</li> <li>• bullet</li> <li>• primer</li> <li>• powder</li> <li>• explain how rimfire primers work and explain the firing process</li> </ul> </li> </ol>

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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\*
-

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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

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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

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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"><li>• <b>If you choose the 12 gauge 2 3/4" shell</b> the ammunition fires as intended.</li></ul>
<p><b><u>Addendum</u></b> <b><u>C</u></b></p> <p></p>	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"><li>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></li></ol>



## 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”***

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**#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?
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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?
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# INSTRUCTOR GUIDE

## LESSON 3: FIREARMS SAFETY

V. 2/2017

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

<p><b><u>Instructor Notes</u></b></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><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Discussion</b></li><li>• <b>Small group work</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>60 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Firearm safety incident cards (see Addendum A)</li><li>• Alan Madison’s “The Master” DVD</li><li>• Audio visual equipment (DVD player, projector, &amp; screen)</li><li>• Ten Basic Rules cards and Twenty Points handout (one for each student; included in course materials)</li></ul>

**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><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “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><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify common causes of hunting and shooting-related incidents;</li> <li>• apply the basic rules of firearm safety;</li> <li>• and identify reasons for avoiding alcohol and drug consumption prior to and during the hunt.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></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"> <li>1. Select the “Play Movie” option of the “Firearms Safety and the Hunter” chapter. This video has a run time of 18 minutes.</li> <li>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"> <li>• always treat the firearm as if it is loaded (cardinal rule)</li> <li>• control the muzzle by keeping the firearm pointed in a safe direction</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• keep your finger off the trigger until ready to fire</li> <li>• be sure of the target and what lies beyond</li> </ul> <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"> <li>• hunter judgment mistakes</li> <li>• safety rule violations</li> <li>• lack of control and practice</li> <li>• mechanical failure</li> </ul>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>30 minutes</p>	<p>4. Proceed with the student exercise:</p> <ul style="list-style-type: none"> <li>• divide the class into small groups (4-5 students) and give each group a laminated firearm safety incident card</li> <li>• 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</li> <li>• give them 5 minutes to complete the exercise</li> </ul> <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**

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**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.

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# 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**

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**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 15<sup>th</sup>. (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

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**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

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**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

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**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

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**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 1<sup>st</sup> Saturday after Columbus Day to the Following January 2<sup>nd</sup> (zones 1-9 begin 2<sup>nd</sup> 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 1<sup>st</sup> Saturday after Columbus Day and closes the following March 8<sup>th</sup>; 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)

	<b>Hunting Coyotes during Shotgun Deer season</b>	<b>Hunting Coyotes outside Shotgun Deer Season</b>
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

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**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, 500<sup>2</sup> 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**

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**Permit &/or Stamp requirements:** \_\_\_\_\_

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**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**

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**Permit &/or Stamp requirements:** \_\_\_\_\_

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**Hunting Season Dates and Hours:** \_\_\_\_\_

\_\_\_\_\_

**Hunter Orange requirement:** \_\_\_\_\_

\_\_\_\_\_

**Hunting Implements and Other Methods:** \_\_\_\_\_

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**Bag Limits / Other Restrictions on Taking:** \_\_\_\_\_

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**Tagging, Transportation, and Reporting Requirements:** \_\_\_\_\_

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## 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

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Permit &/or Stamp requirements: \_\_\_\_\_

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Hunting Season Dates and Hours: \_\_\_\_\_

\_\_\_\_\_

Hunter Orange requirement: \_\_\_\_\_

\_\_\_\_\_

Hunting Implements and Other Methods: \_\_\_\_\_

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Bag Limits / Other Restrictions on Taking: \_\_\_\_\_

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Tagging, Transportation, and Reporting Requirements: \_\_\_\_\_

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## 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

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Permit &/or Stamp requirements: \_\_\_\_\_

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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

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Permit &/or Stamp requirements: \_\_\_\_\_

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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

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Permit &/or Stamp requirements: \_\_\_\_\_

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Hunting Season Dates and Hours: \_\_\_\_\_

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Hunter Orange requirement: \_\_\_\_\_

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Hunting Implements and Other Methods: \_\_\_\_\_

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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

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Permit &/or Stamp requirements: \_\_\_\_\_

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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><b><u>Instructor Notes</u></b></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><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Discussion</b></li><li>• <b>Small group work</b></li></ul> <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><b><u>Time Suggested</u></b></p> 	<p>60 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• AV equipment (projector and screen)</li><li>• Laptop w/ PowerPoint software</li></ul>

	<ul style="list-style-type: none"> <li>• PowerPoint file: <i>2017 Laws &amp; Regulations Slideshow</i></li> <li>• A sample of Hunter orange clothing (i.e. vest or hat)</li> <li>• 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)</li> <li>• One set of Lesson 4 Student Worksheets (included in course materials)</li> </ul>
<p><b><u>Station Set-up</u></b>    15 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop and open the PowerPoint presentation to the title slide (Slide #1).</li> <li>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.</li> <li>3. Stage the hunter orange clothing at the instructors’ desk/podium.</li> </ol>
<p><b><u>Vocabulary Builder</u></b>  </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><b>Blaze orange</b> – “Hunter Orange” is the fluorescent orange color which, when worn by hunters, has helped decrease the number of hunting incidents.</p> <p><b>Conservation</b> – The wise sustainable use of resources.</p>

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**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><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></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><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></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"> <li>• explain why hunting laws and regulations are important;</li> <li>• locate information regarding hunting regulations by using an official resource;</li> <li>• and explain the importance of wearing hunter orange to prevent hunting-related shooting incidents.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></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>

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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><b>Summary</b></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"> <li>• What is the difference between a right and a privilege?</li> <li>• What are the four reasons we have hunting laws?</li> <li>• What are the three sources of hunting laws?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b>Additional Instructor Notes</b></p> 	<ol style="list-style-type: none"> <li>1. If available it may be helpful to display different styles of hunter orange (vest style vs. jacket style).</li> <li>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.</li> </ol>
<p><b>Addendum A</b></p> 	<p><b>POWERPOINT SLIDES FOR LESSON FOUR</b></p> <div style="text-align: center;">  <p>MASSWILDLIFE</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><b><u>Instructor Notes</u></b></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><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Small group work</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>60 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Alan Madison's "The Master" DVD</li><li>• Audio visual equipment (DVD player, projector, &amp; screen)</li><li>• "Beyond Fair Chase" booklets</li><li>• Laminated ethical dilemma cards &amp; instructor version (see Addendum A)</li><li>• White board/easel</li></ul>

**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><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask “How do we know if something is right?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters, and themselves;</li><li>• explain why developing responsible hunting behavior is important for every hunter and the future of hunting;</li><li>• and describe the concept of fair chase.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>20 minutes</p>	<ol style="list-style-type: none"><li>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?”</li><li>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.</li><li>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</li></ol>

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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.

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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

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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

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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**

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**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.

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**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.*

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# INSTRUCTOR GUIDE

## LESSON 6: HUNTING OPPORTUNITIES

V. 2/2017

### Objective: A

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson identifies places that are open to hunting in Massachusetts and instructs the students on the importance of good landowner relations. The lesson corresponds with Chapters 4 &amp; 6 (pages 91-95) in the student manual.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Discussion</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>25 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• MA Outdoor Recreation Maps</li><li>• White board/easel</li></ul>
<p><b><u>Station Set-up</u></b></p>  <p>5 minutes</p>	<ol style="list-style-type: none"><li>1. Set up the white board in the front of the class room.</li><li>2. Have MA Outdoor Recreation Maps readily accessible.</li></ol>
<p><b><u>Vocabulary Builder</u></b></p> 	<div style="border: 1px solid black; padding: 5px;"><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>

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**Commercial hunting operations** – Private businesses offering hunting opportunities for a fee.

**Non-Governmental Organizations (NGO)** – Private special-interest groups.

**Private lands** – Lands that are owned by individuals or corporations.

**Public lands** – Lands that are owned by the public and managed by state/provincial or federal government agencies for the benefit of society.

**Wildlife Management Areas** – Specific locations where various habitat components are manipulated to enhance the suitability for wildlife.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How many of you already know where you will hunt once you get your hunting license?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objective to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• locate legal hunting locations within the state of Massachusetts using available resources.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>22 minutes</p>	<p>Say: “Sometimes one of the hardest aspects of hunting is initially finding a piece of property to hunt on.”</p> <ol style="list-style-type: none"><li>1. Ask the students to identify places they could possibly hunt:<ul style="list-style-type: none"><li>• private land</li><li>• public land<ul style="list-style-type: none"><li>○ state - MA DFW or DCR properties</li><li>○ federal - National Forests</li><li>○ local/municipal</li><li>○ special regulations/restrictions may apply</li></ul></li></ul></li><li>2. Discuss how to find/access private land:<ul style="list-style-type: none"><li>• most open land in the Northeast is privately owned</li><li>• some regulations require written permission</li><li>• always obtain permission from the landowner<ul style="list-style-type: none"><li>○ ask in person</li><li>○ ask in advance</li><li>○ do not wear hunting clothes or have hunting</li></ul></li></ul></li></ol>

	<p>implements with you</p> <ul style="list-style-type: none"> <li>• frequently, even posted land can be accessed by contacting the owner prior to hunting</li> <li>• OliverGIS is a great resource for determining who owns specific properties</li> </ul> <p>3. Discuss treating the landowner and their land with respect:</p> <ul style="list-style-type: none"> <li>• ask where to park</li> <li>• ask if you can bring a partner</li> <li>• leave the area as you find it</li> <li>• pick up trash</li> <li>• respect the landowners rules</li> <li>• thank the landowner - provide a gift; share the harvest</li> </ul> <p>4. Discuss how to find public hunting land:</p> <ul style="list-style-type: none"> <li>• MassWildlife website</li> <li>• state agency websites</li> <li>• local online hunting forums</li> <li>• Google Earth</li> <li>• Mass Outdoor Recreation Map</li> <li>• distribute the MA Rec Map and briefly cover how to use the map</li> </ul> <p>Students are not being tested at this stage; they are gaining new knowledge. The role of the instructor is that of a facilitator/coach to lead the students.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>1 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• Where can you find information about public hunting</li> </ul>

	<p>areas?</p> <ul style="list-style-type: none"> <li>• When should you ask a landowner for permission?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b> <b><u>A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How do you find the property line on private property? <i>Not all private property will be clearly marked with signs or fences. However, in Mass there is a website called “Oliver GIS” where you can look up tax parcels and determine where property boundaries are. This information layered with aerial photography is usually good enough to find boundaries. Many towns will also have tax maps stored at the Town Hall.</i></li> <li>2. I thought in MA you didn’t have to have written permission? <i>From a legal standpoint, a hunter can hunt any private property in Mass that is not posted. If the land is posted, the hunter must secure permission to hunt that property. It is not required to be written permission unless you are trapping on that property. However, we recommend that all hunters get written permission to hunt any private property, whether posted or not.</i></li> </ol>



# INSTRUCTOR GUIDE

## LESSON 7: FIREARMS ACTION HANDLING

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 2 Objectives 11, 15, 16, & 17

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces students to the knowledge and skills of safe firearm handling and proper loading and unloading practices. This lesson corresponds with Chapter 2 (pages 21-23) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Student hands-on activity</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>20 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Firearms action kit w/ dummy ammo</li><li>• Table</li></ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><p>Note: If possible, have multiple examples of firearms for your action type.</p></div>
<p><b><u>Station Set-up</u></b></p>  <p>10 minutes</p>	<ol style="list-style-type: none"><li>1. Discuss with your fellow instructors which action type will be taught by which instructor.</li><li>2. Set up a table at your station and stage the ammunition and</li></ol>

the firearm you are demonstrating with the muzzle pointed in a safe direction.

**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.

**Action** – The part of the firearm that loads, fires, and ejects the cartridge or shot shell.

**Action release** – A button mechanism on some firearms that must be pressed in order to open the action.

**Barrel selector** – A mechanism on some multi-barrel break action firearms that allow you to select which barrel fires first.

**Barrel stamp** – A stamp pressed into the side of the barrel of a firearm that typically states the manufacturer, the gauge or caliber, and the chamber size.

**Bolt** – The part of the action that unloads the spent shell, loads the next shell, and includes the firing pin.

**Cartridge** – A complete round of ammunition which includes primer, powder, case, and the bullet. Cartridges can be either rimfire or centerfire.

**Hammer** – The part on some firearms that strikes the firing pin when the trigger is pulled, causing the firearm to fire.

**Head stamp** – A stamp pressed into the head of a shotgun shell or centerfire rifle cartridge that states the gauge or caliber of the ammunition.

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**Loading port** – The part of the action where the ammunition is loaded into the firearm.

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

**Muzzle** – The opening at the end of the barrel, from which bullets, slugs, or shot is expelled.

**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.

**Shot shell** – A complete round of shotgun ammunition which includes primer, powder, case, wad, and shot.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Can anyone tell me what type of action this firearm is?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• apply the basic rules of firearm safety;</li> <li>• correctly match ammunition to the respective caliber or gauge of a firearm;</li> <li>• show how to load and unload common modern firearm actions;</li> <li>• and show how to safely transfer a firearm from one hunter to another.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>3 minutes</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: The purpose of this lesson is to give the students time to practice loading and unloading the firearm. This lesson should be taught after Lessons 2A &amp; 2B (Firearms Basics).</p> </div> <p>Say: “Previously we covered the basic parts of firearms, however not every firearm is the same, and some have parts that are different. So let’s start by looking at the specifics of this action.”</p> <ol style="list-style-type: none"> <li>1. Identify those parts specific to the action type you are demonstrating (i.e. hammer, action release, loading port, barrel selector, bolt, and lever). Locate and name the type</li> </ol>

	<p>of safety on the firearm. Demonstrate to the students how to operate the safety.</p> <ol style="list-style-type: none"> <li>2. Demonstrate to the students how to operate the action and check to make sure the chamber and magazine (if magazine fed) are unloaded.</li> <li>3. Ask: “How would we know what ammunition can be safely used in this firearm?” (<i>barrel stamp and head stamp</i>) Have a student read the barrel stamp on the firearm. Have a student read the headstamp on the ammunition. Ask the group to interpret the information.</li> <li>4. Demonstrate and describe how to safely load and unload the action: <ol style="list-style-type: none"> <li>a) muzzle pointed in a safe direction</li> <li>b) engage the safety</li> <li>c) select the proper ammunition</li> <li>d) load the firearm</li> <li>e) unload the firearm</li> </ol> </li> </ol>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>13 minutes</p>	<ol style="list-style-type: none"> <li>5. The purpose of the student exercise is to have them practice safely loading and unloading the firearm. Proceed with the student activity: <ol style="list-style-type: none"> <li>a) safely transfer the firearm to one of the students</li> <li>b) ask the student to demonstrate and state the safety rules</li> <li>c) ask the student to locate and operate the safety</li> <li>d) have the student load and unload the firearm</li> <li>e) have the next student approach the table, ready to accept the firearm</li> <li>f) have the first student safely pass the firearm to the next student</li> <li>g) continue until all students complete the exercise</li> <li>h) have the last student return the firearm to the table</li> </ol> </li> </ol>

	<p>unloaded, with the action open, the safety engaged, and the muzzle pointed in a safe direction</p> <p>i) monitor the students for safe firearm handling techniques; especially muzzle control and keeping their finger off of the trigger</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Some students may require step-by-step coaching through the entire process.</p> </div> <p>6. If time permits, offer the students a chance to load/unload a different firearm of the same action.</p> <p>Students are not being tested at this stage; they are practicing a newly acquired skill. Have the students practice with the firearm to ensure they understand loading, unloading, and safe firearm handling. Observe them closely and correct any mistakes they demonstrate.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p> <p></p> <p>2 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• How do you know which ammunition to use for a particular firearm?</li> <li>• Point to three parts on the firearm and ask them to name those parts.</li> <li>• What four things should you look for before accepting a firearm from someone?</li> </ul> <p><b>END OF LESSON</b></p>

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**Addendum**

**A**



**FREQUENTLY ASKED QUESTIONS**

1. Aren't there some firearms with multiple barrels?

*Yes, many break action firearms are double barreled. This may be either a "side by side" or an "over/under". Both of these have two barrels. In most situations, both barrels are the same size (e.g. 12 ga. or 20 ga.), however there are some that have one shotgun barrel and one rifle barrel (e.g. .410 and .22).*



# INSTRUCTOR GUIDE

## LESSON 8: INTRODUCTION TO BLACK POWDER

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 2 Objectives 14, B, & C

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the knowledge necessary to use black powder firearms safely. This lesson corresponds with Chapter 7 (pages 107-111) in the student manual. Teach this lesson as part of a round robin.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Demonstration</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>20 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Projectiles of different designs (e.g. bullet; sabot)</li><li>• Bullet starter</li><li>• Modern In-line Muzzleloader</li><li>• Powder (e.g. Black powder; Pyrodex powder; Pyrodex pellets)</li><li>• Primers (e.g. 209 primer)</li><li>• Ram-rod with marker line</li></ul>

	<ul style="list-style-type: none"> <li>• Table</li> </ul>
<p><b><u>Station Set-up</u></b>    10 minutes</p>	<ol style="list-style-type: none"> <li>1. Lay out all materials on a table.</li> </ol>
<p><b><u>Vocabulary Builder</u></b>  </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><b>Black powder</b> – A mixture of charcoal, sulfur, and saltpeter.</p> <p><b>Black powder substitute</b> – A specialty powder designed to reduce smoke and fouling in muzzleloaders.</p> <p><b>Bullet starter</b> – A very short rod used to start a muzzleloader projectile in the barrel.</p> <p><b>Caplock</b> – A muzzleloading ignition system using a small brass cap filled with fulminate of mercury that when struck by the hammer produces a spark and flame capable of igniting the powder charge.</p> <p><b>Flintlock</b> – An ignition system with a piece of flint clamped in the jaws of the cock used to create sparks when struck against the face of the frizzen.</p> <p><b>Fouling</b> – The residue of burnt powder.</p> <p><b>Grain of powder</b> – A measurement of powder where 7000</p>

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grains is equal to one pound.

**Hangfire** – An unexpected delay between the triggering of a firearm and the ignition of the propellant.

**In-line** – A muzzleloader design where the nipple and percussion cap are in a straight line with the bore.

**Misfire** – When, during the process of taking a shot, the trigger is pulled but the cartridge fails to fire.

**Muzzleloader** – A firearm that is loaded through the muzzle of the barrel by loading each part of the load singly.

**Powder measure** – A measuring device used to measure a specific volume of black powder, normally designed to pour a volume of powder equal to a specific number of grains.

**Priming powder** – A very fine powder that burns hot and fast and creates high pressures that is used only to ignite the main powder charge in a muzzleloader.

**Pyrodex** – A black powder substitute.

**Ramrod** – A rod used to push loading components down the bore, and to clean the bore of the barrel.

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

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of this activity is to get everyone focused on the lesson. Ask: “What makes a muzzleloading black powder firearm different from modern firearms?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• identify the types and parts of a muzzleloader;</li><li>• explain how to load and fire a muzzleloader safely;</li><li>• and describe how to safely handle a firearm during and after a misfire.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>15 minutes</p>	<p>Say: “We’re going to focus this lesson on the most commonly used muzzleloader, the modern in-line.”</p> <ol style="list-style-type: none"><li>1. Identify what classifies a firearm as a muzzleloader and what design features make the muzzleloader an in-line.<ul style="list-style-type: none"><li>• it can only be loaded through the muzzle of the gun</li><li>• a muzzleloader design where the firing mechanism and primer are in a straight horizontal line with the bore.</li></ul></li><li>2. Identify and explain the parts of a muzzleloader:<ul style="list-style-type: none"><li>• hammer</li><li>• breech plug</li><li>• thimble</li><li>• ramrod</li></ul></li><li>3. Explain the different types of black powder and their granulations:</li></ol>

- 
- black powder
  - black powder substitute (e.g. Pyrodex, Triple Seven)
    - Fg
    - **FFg – Used in modern muzzleloaders**
    - FFFg
    - FFFFg (priming powder only)
  - modern smokeless powder (should never be used in muzzleloaders)
4. Show and explain the different types of projectiles:
    - bullet with sleeve (sabot)
    - bullet (e.g. powerbelt)
  5. Show and explain the most common type of primer:
    - 209 primer
  6. Demonstrate and explain how to load a muzzleloader:
    - use a powder measurer or 2-3 pellets depending on suggested load
    - barrel facing a safe direction
    - bullet starter
    - ramrod with marker line
    - priming (e.g. 209 primer)
  7. Explain how to safely handle an improper ignition:
    - hangfire
    - misfire
    - squib fire
  8. Explain how to safely unload a firearm:
    - shooting
    - CO<sub>2</sub> discharge
    - remove breech plug

Students are not being tested at this stage; they are gaining

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	<p>new knowledge. Your role as the instructor is that of a facilitator/coach to help the students learn the material. Ensure they understand the terminology.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• Which type of powder is acceptable for use in a modern black powder rifle?</li> <li>• How long should we hold on target if we pull the trigger and the gun fails to fire?</li> <li>• How and why should we mark a ramrod?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Are in-line muzzleloaders legal in Massachusetts? <i>Yes, as are hinge action muzzleloaders, telescopic sights, and sabot rounds.</i></li> <li>2. Are muzzleloaders as effective as a shotgun/rifle? <i>Yes as long as the hunter knows their limitations with their implement. Shot placement is more important than the implement being used.</i></li> </ol>



# INSTRUCTOR GUIDE

## LESSON 9: FUNDAMENTALS OF SHOOTING

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 2 Objectives 14, 18, 19, & 21

#### Instructor Notes



This lesson introduces the students to the fundamentals of rifle marksmanship and elements of range safety. This lesson corresponds with Chapter 3 (pages 61-67) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.

#### **Teaching Methods Used In This Lesson**

- **Lecture**
- **Discussion**
- **Student hands-on activity**
- **Role-play**

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



20 Minutes

<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"> <li>• Audio visual equipment (projector &amp; screen)</li> <li>• HE Tools software installed on a laptop</li> <li>• Shooting glasses and ear protection</li> <li>• Three chairs &amp; a table for simulated shooting benches</li> <li>• Three Laser Ed. rifles (Tip: “Sight-in” ahead of time)</li> </ul>
<p><b><u>Station Set-up</u></b></p>  <p>15 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop loaded with HE Tools. Cue HE Tools to the Topic “Firearms Basics” and Subtopic “Sights”.</li> <li>2. Set up a table with three chairs facing the screen, as a simulated shooting bench area for Part D. The table should be 10-15 feet away from the screen.</li> <li>3. The laser ed rifles should be near for easy access.</li> </ol>
<p><b><u>Vocabulary Builder</u></b></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><b>Breath control</b> – Controlling breathing while firing so as to not disturb sight alignment or sight picture.</p> <p><b>Fundamental</b> – Forming a foundation or basis; something that is basic and indispensable; essential.</p> <p><b>Hangfire</b> – An unexpected delay between the triggering of a</p>

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firearm and the ignition of the propellant.

**Misfire** – When, during the process of taking a shot, the trigger is pulled but the cartridge fails to fire.

**Shooting position** – The physical position the shooter is in when taking a shot.

**Sight alignment** – The act of aligning the front and rear sights of a firearm.

**Sight picture** – The overall visual picture that encompasses the alignment of the front and rear sights, and the superimposed placement of the aligned sights on the target.

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

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

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Why is it important for hunters to have good marksmanship skills?” Follow-up this question with: “How do you develop good marksmanship skills?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• explain the fundamentals of rifle marksmanship;</li> <li>• explain why it is important to wear eye and ear protection while shooting;</li> <li>• explain the importance of a safe backstop when taking a shot;</li> <li>• and describe how to handle a firearm during and after a misfire.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>6 minutes</p>	<p>Say: “Let’s take a look at the knowledge and skills you need to become proficient at marksmanship. In order to take an accurate shot, you must first ensure proper sight alignment and sight picture.”</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: The use of HE Tools begins at this point (Topic: “Firearms Basics”; Subtopic: “Sights”).</p> </div> <ol style="list-style-type: none"> <li>1.  “Sights” - define and demonstrate proper sight alignment and sight picture:             <ul style="list-style-type: none"> <li>• sight alignment - aligning the front and rear sights of a firearm so that the top of the sights are even</li> </ul> </li> </ol>

- sight picture - the visual picture that encompasses the alignment of the front sight and the superimposed placement of the sight on the target

2. Explain and demonstrate marksmanship techniques that aid the shooter in maintaining sight picture and sight alignment:

- trigger squeeze
- breath control
- follow through

Note: Continue with HE Tools: Topic “Marksmanship”; Subtopic “Rifle Shooting Positions.” Click the tabs at the top of the page to switch between shooting positions.

3.  “Rifle Shooting Positions” - show and explain each and their relative stabilities:

- standing
- kneeling
- sitting
- prone

**PART D:**

**Student Exercise**



9 minutes

Note: For the student exercise, role-play a scene where the students are at a gun range. Use HE Tools (Topic: “Shotguns”; Subtopic: “Shotgun Range”) and set each target to 40 yards and turn off the “close up” function. Move the firearm out of the picture.

Note: Discuss steps 9-11 throughout the student exercise.

4.  “Shotgun Range” – The purpose of the student exercise is to have the students learn and practice safe firearm

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handling, proper sight alignment, and proper sight picture. Proceed with the activity with the first three students:

- a) have three students sit at the table
- b) have them use laser rifles to achieve proper sight alignment and sight picture
- c) have them fire at the targets on the screen
- d) have the students practice while standing to experience a difference in stability (have the students squeeze the trigger continuously to see the amount of movement while standing)
- e) emphasize safe firearm handling skills
- f) critique/correct safe firearm handling, proper sight alignment, and proper sight picture throughout the activity
- g) re-emphasize the key fundamentals of proper marksmanship
- h) ensure all students complete the activity

5. Explain the importance of eye and ear protection:

- firing a cartridge creates a loud noise that can damage hearing
- small particles, burning gas, and other residue are discharged that can damage eyes

6. Explain the elements of a safe backstop:

- solid enough to capture fired bullets
- constructed of a material that will not allow ricochets
- must be certain that the area beyond intended target is clear of any non-target objects

7. Role-play a scenario where a student has experienced a misfire at the gun range. Say: "Everyone cease fire. This shooter has just had a misfire. Can anyone tell me what a misfire is?" Explain the proper procedure following a

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	<p>misfire:</p> <ul style="list-style-type: none"> <li>• maintain safe muzzle control</li> <li>• keep action closed</li> <li>• wait 15 seconds (60 seconds for a muzzleloader)</li> <li>• if gun has still not fired, remove shell or cartridge from chamber</li> <li>• explain what to do with the misfired cartridge</li> </ul> <p>Students are not being tested at this stage; they are gaining new knowledge. Have the students practice with the firearm to ensure they understand mounting, sight alignment, and sight picture. Observe them for safe firearm handling practices, correcting any mistakes they demonstrate.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered during the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What are two things you control that contribute to accurate marksmanship?</li> <li>• Why are eye and ear protection important?</li> <li>• What makes a safe backstop?</li> <li>• What are the steps to take after experiencing a misfire?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	 <p><b>HE TOOLS HELPFUL HINTS – Navigation &amp; Use</b></p> <p>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</p>

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 – Fundamentals**

**Sights** – Use HE Tools (Topic “Firearm Basics”; Subtopic “Sights”) to identify different sight types, proper sight alignment, and proper sight picture. This interactive animation depicts a rifle range with three targets set at different distances. The animation in HE Tools makes it appear that the front sight post is repositioned when achieving sight alignment.

Instructors should emphasize to the students that it is the shooter's proper mounting of the firearm (i.e. barrel to eye) that achieves alignment.

**Shooting Positions** – Use HE Tools (Topic “Marksmanship”; Subtopic “Rifle Shooting Positions”) to demonstrate common shooting positions. This section is a slide show that displays the four shooting positions and their relative stability. Emphasize the animated view on the right side of the screen. It gives a comparative demonstration of how much movement can occur using the four different shooting positions. It also shows five other stabilizing methods.

**Shotgun Range** – Use HE Tools (Topic “Shotguns”; Subtopic “Shotgun Range”) to give the students targets to practice with. Make sure the “distance” for all three targets is set to 40 yards and turn “off” the close-up feature. Move the firearm out of the picture.

**Addendum**

C



**FREQUENTLY ASKED QUESTIONS**

1. What is the proper way to dispose of misfired ammunition?  
*At many firearm ranges there will be a barrel labeled exclusively for misfired ammunition, or “duds”. Many times these are filled with sand or some type of oil that penetrates the shell and wets the powder preventing any accidental discharge at a later date.*



## LESSON 10 PERSONAL PREPAREDNESS HUNTING TRIP PLAN

V. 2/2017

Hunter's Name: \_\_\_\_\_

Hunter's Contact Info: \_\_\_\_\_

Companions & Contact Info: \_\_\_\_\_

\_\_\_\_\_

What/how you're hunting: \_\_\_\_\_

Date and Time of Departure: \_\_\_\_\_

Date and Time of Return: \_\_\_\_\_

Destination: \_\_\_\_\_ Martha B. Deering Wildlife Management Area, Millbury, MA

Departure Route: Starting from Weston, MA; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return Route: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

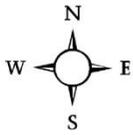
Special Equipment: \_\_\_\_\_

\_\_\_\_\_

Vehicle Make: \_\_\_\_\_ Model: \_\_\_\_\_ Color: \_\_\_\_\_ Plate #: \_\_\_\_\_

*Note: If traveling to remote areas to hunt, attach a detailed map with travel routes marked.*

Use the road map and aerial photograph of your hunting property to complete the departure and return routes section of the hunting trip plan.



Your Hunting Property





## LESSON 10 PERSONAL PREPAREDNESS HUNTING TRIP PLAN

V. 2/2017

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Hunter's Name: \_\_\_\_\_

Hunter's Contact Info: \_\_\_\_\_

Companions & Contact info: \_\_\_\_\_

\_\_\_\_\_

What/how you're hunting: \_\_\_\_\_

Date and Time of Departure: \_\_\_\_\_

Date and Time of Return: \_\_\_\_\_

Destination: \_\_\_\_\_ English Salt Marsh Wildlife Management Area, Marshfield, MA

Departure Route: Starting from Taunton, MA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return Route: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

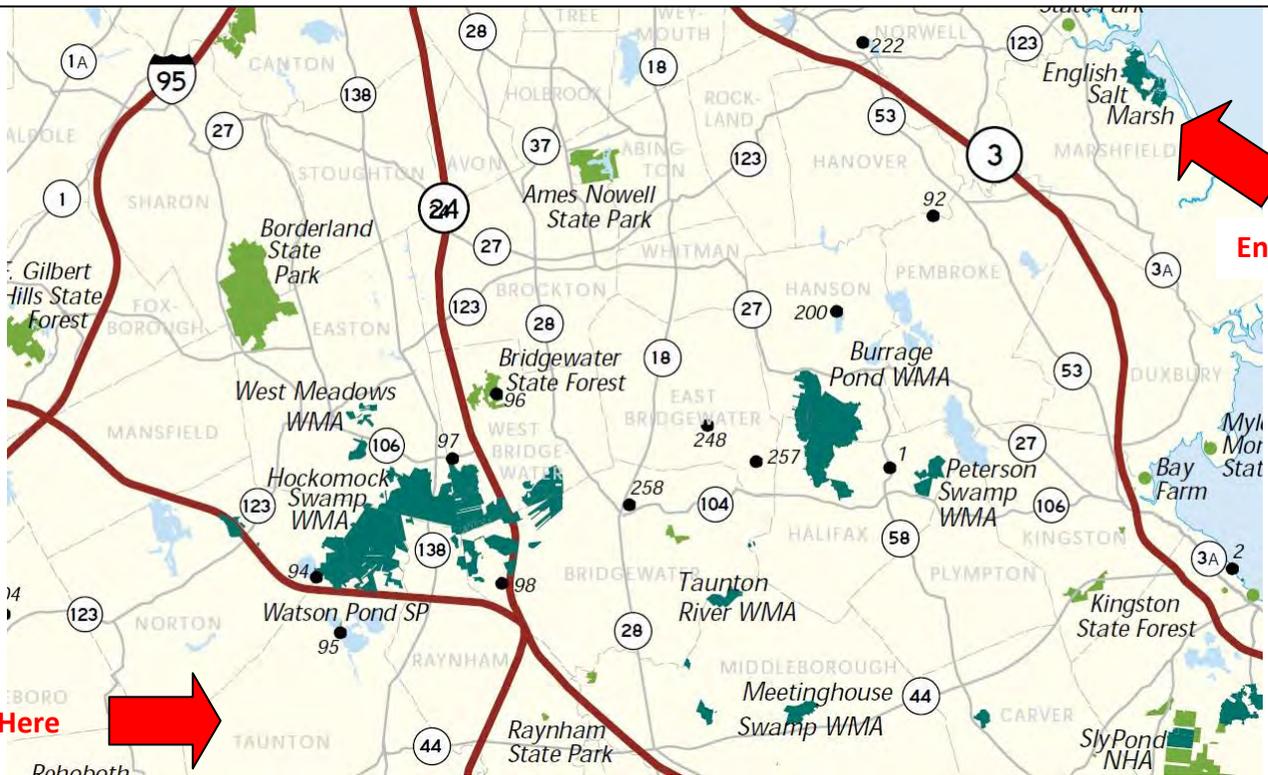
Special Equipment: \_\_\_\_\_

\_\_\_\_\_

Vehicle Make: \_\_\_\_\_ Model: \_\_\_\_\_ Color: \_\_\_\_\_ Plate #: \_\_\_\_\_

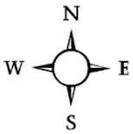
*Note: If traveling to remote areas to hunt, attach a detailed map with travel routes marked.*

Use the road map and aerial photograph of your hunting property to complete the departure and return routes section of the hunting trip plan.



Start Here

End Here



Your Hunting Property



# LESSON 10 PERSONAL PREPAREDNESS HUNTING TRIP PLAN

V. 2/2017

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Hunter's Name: \_\_\_\_\_

Hunter's Contact Info: \_\_\_\_\_

Companions & Contact Info: \_\_\_\_\_

\_\_\_\_\_

What/how you're hunting: \_\_\_\_\_

Date and Time of Departure: \_\_\_\_\_

Date and Time of Return: \_\_\_\_\_

Destination: \_\_\_\_\_ Day Mountain Wildlife Management Area, Dalton, MA

Departure Route: Starting from Goshen, MA: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return Route: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

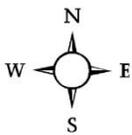
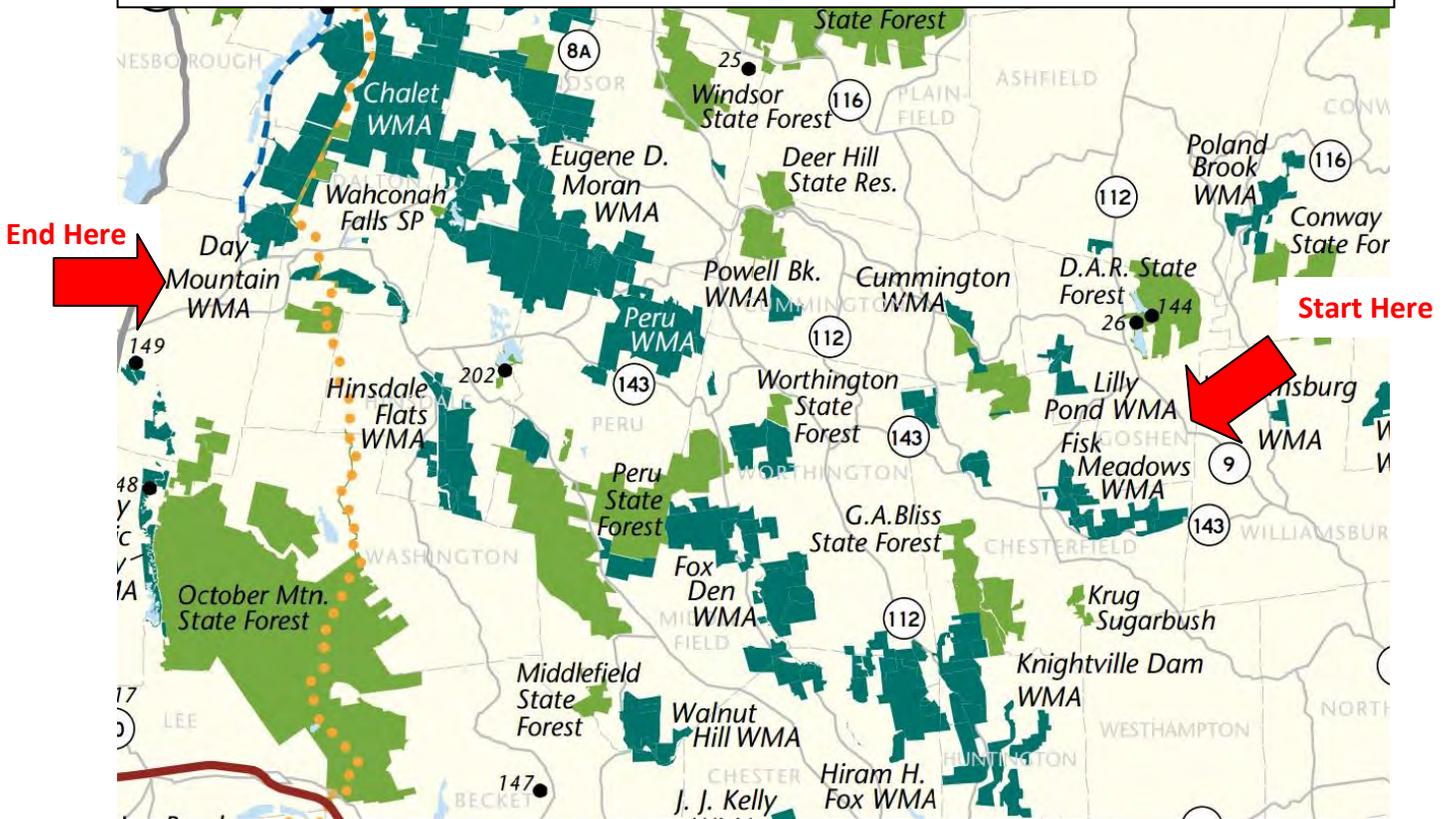
Special Equipment: \_\_\_\_\_

\_\_\_\_\_

Vehicle Make: \_\_\_\_\_ Model: \_\_\_\_\_ Color: \_\_\_\_\_ Plate #: \_\_\_\_\_

*Note: If traveling to remote areas to hunt, attach a detailed map with travel routes marked.*

Use the road map and aerial photograph of your hunting property to complete the departure and return routes section of the hunting trip plan.





## LESSON 10 PERSONAL PREPAREDNESS HUNTING TRIP PLAN

V. 2/2017

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Hunter's Name: \_\_\_\_\_

Hunter's Contact Info: \_\_\_\_\_

Companions & Contact Info: \_\_\_\_\_

\_\_\_\_\_

What/how you're hunting: \_\_\_\_\_

Date and Time of Departure: \_\_\_\_\_

Date and Time of Return: \_\_\_\_\_

Destination: \_\_\_\_\_ William Forward Wildlife Management Area, Rowley, MA

Departure Route: Starting from Andover, MA; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return Route: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

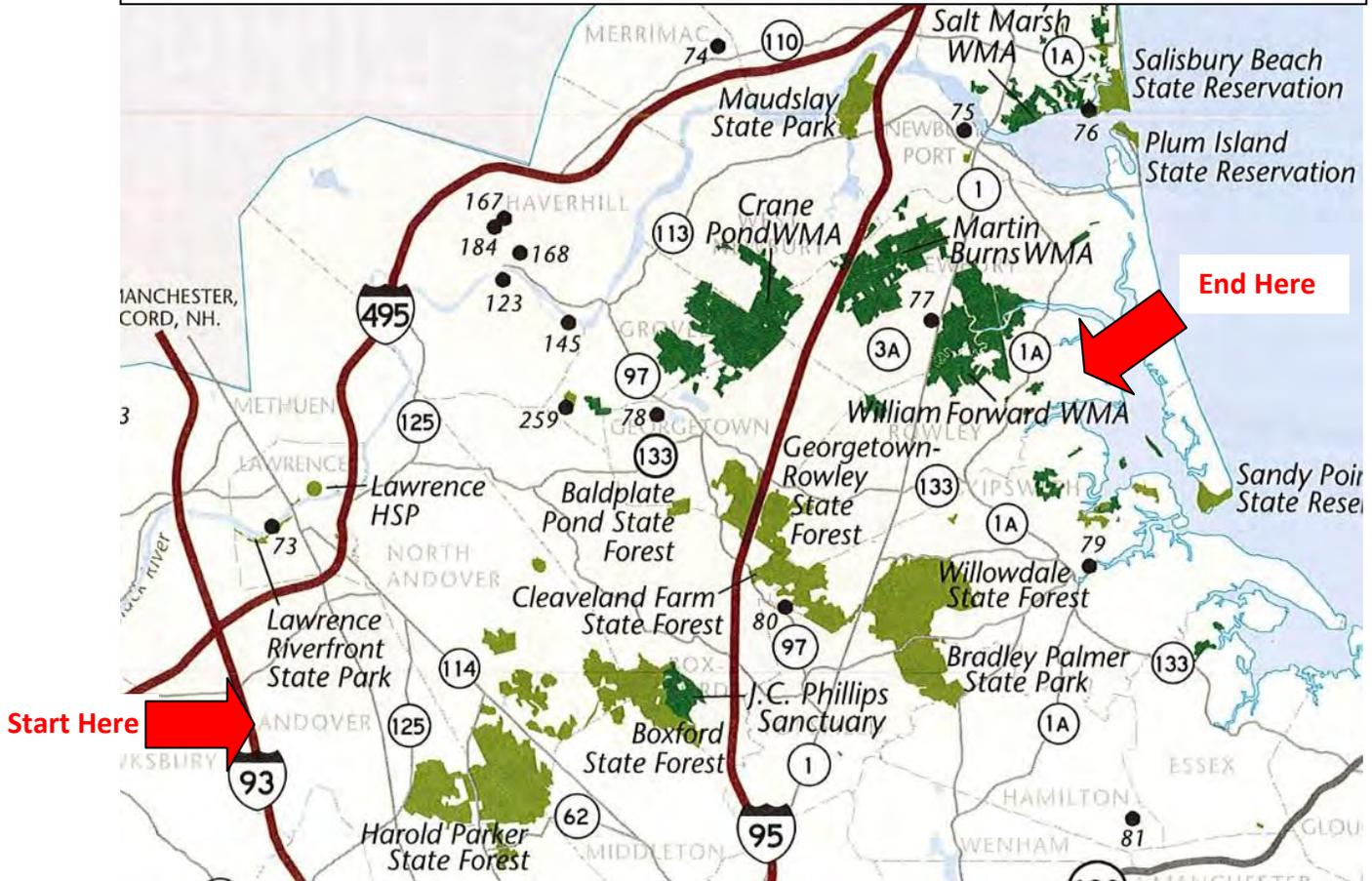
Special Equipment: \_\_\_\_\_

\_\_\_\_\_

Vehicle Make: \_\_\_\_\_ Model: \_\_\_\_\_ Color: \_\_\_\_\_ Plate #: \_\_\_\_\_

*Note: If traveling to remote areas to hunt, attach a detailed map with travel routes marked.*

Use the road map and aerial photograph of your hunting property to complete the departure and return routes section of the hunting trip plan.





# INSTRUCTOR GUIDE

## LESSON 10: PERSONAL PREPAREDNESS

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 3 Objectives 37, 38, 39, 40, 41, 42, & 43

<p><b><u>Instructor Notes</u></b></p> 	<p>In this lesson, students are introduced to the knowledge considered necessary for physically preparing for a hunt, and the equipment and skills needed in a survival situation. This lesson corresponds with Chapter 4 (pages 70-82) in the student manual. Teach it as a standalone lesson taught to the entire class.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Small group work</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>60 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Audio visual equipment (projector &amp; screen)</li><li>• Silvertip's "Hunter Education Video Series" DVD</li><li>• Small table</li><li>• Survival kit</li><li>• Whiteboard/easel</li></ul>

	<ul style="list-style-type: none"> <li>• Hunting Trip Plan Worksheets (1 for every 2-4 students)</li> </ul>
<p><b>Station Set-up</b>    10 minutes</p>	<ol style="list-style-type: none"> <li>1. Setup the AV equipment with the Silvertip DVD.</li> <li>2. The video will run through 30 seconds of intro credits before getting to the main menu.</li> <li>3. Close the projector cover until you are ready to show the video.</li> <li>4. Stage the survival kit on the front table for easy display to the students.</li> <li>5. Place the whiteboard/easel in the front of the room to the side of the screen.</li> <li>6. Stage the hunt trip plan worksheets so they're readily accessible.</li> </ol>
<p><b>Vocabulary Builder</b>  </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><b>First-aid kit</b> – A collection of equipment for use in giving first aid to an individual.</p> <p><b>Heat cramps</b> – A condition where excessive sweating depletes the body of salt and moisture, leading to painful muscle cramps.</p> <p><b>Heat exhaustion</b> – A condition of having symptoms of heavy sweating, rapid pulse, and dehydration as a result of your</p>

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body overheating.

**Heat stroke** – A serious medical condition where the body becomes excessively overheated and dehydrated.

**Hunting trip plan** – A written plan of where you intend to hunt, how long you plan to be gone, who you are hunting with, and the time and date you will return.

**Hyperthermia** – The condition of having an abnormally high body temperature.

**Hypothermia** – The condition of having an abnormally low body temperature.

**Personal flotation device (PFD)** – A piece of equipment designed to keep a user afloat in water.

**Survival kit** – A pack of equipment available for personal use in emergency situations.

**Wind chill** – The rate of heat loss from exposed skin caused by wind and cold.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Has anyone ever been lost or participated in the rescue of someone who was lost?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify items that should be included in every survival kit;</li> <li>• describe the essential steps necessary to survive an emergency situation in the outdoors;</li> <li>• identify reasons for preparing and following a hunt plan;</li> <li>• explain the importance of personal preparedness when outdoors;</li> <li>• identify causes, symptoms, and treatments of hypothermia and heat exhaustion;</li> <li>• state the importance of wearing a personal flotation device when hunting on the water;</li> <li>• and state the importance of first-aid training for hunters.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>40 minutes</p>	<p>Say: “We’re going to begin with a video that introduces several topics about outdoor safety and personal preparedness. After the video we will have a discussion.”</p> <ol style="list-style-type: none"> <li>1. Play the “Outdoor Safety” chapter of the DVD. The video has a run time of 15 minutes and 35 seconds. Stop the video when the end credits begin to play and cover the projector lens.</li> <li>2. After the video, have a brief discussion with the students</li> </ol>

	<p>summarizing topics from the video. Begin by asking the students “Why is personal preparedness important for a hunter?”</p> <ol style="list-style-type: none"> <li>3. Display and discuss each of the items in a survival kit: <ul style="list-style-type: none"> <li>• compass/map</li> <li>• fire building device</li> <li>• signaling device</li> <li>• rope</li> <li>• knife</li> <li>• water or water purification</li> <li>• space blanket/shelter</li> </ul> </li> <li>4. Ask the students “If you are in a survival situation, and you can’t get yourself out of the situation, what is something you could have done ahead of time to ensure that someone will search for you and find you?”</li> <li>5. Emphasize the importance of filing a Hunting Trip Plan with two responsible people who you know will follow up with the authorities if you don’t report back when scheduled.</li> <li>6. Ask the students “What information should be included in a Hunting Trip Plan”? Write the three W’s on the white board and explain each: <ul style="list-style-type: none"> <li>• where – informs others of your location (i.e. where to search for you)</li> <li>• who – informs others of your companions (i.e. who is going with you)</li> <li>• when – informs others of your schedule (i.e. when to consider you overdue and to alert the authorities)</li> </ul> </li> </ol>
<b><u>PART D:</u></b>	<ol style="list-style-type: none"> <li>7. The purpose of the student activity is to have the students complete a Hunting Trip Plan. Have the students work in</li> </ol>

<p><b><u>Student Exercise</u></b>    15 minutes</p>	<p>small groups to complete the Trip Plan Worksheet using the maps on the reverse side. Give the students 5 minutes to complete the Trip Plan.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: There are 4 different hunting locations/maps on the worksheets (1 in Western MA, 1 in Central MA, 1 in Northeast MA, and 1 in Southeast MA).</p> </div> <p>8. Select groups to report back to the class as time allows. Use the Southeast MA location (English Salt Marsh WMA) to discuss the importance of a Personal Flotation Device (PFD) while hunting.</p> <p>Students are not being tested at this stage; they are gaining new knowledge. The role of the instructor is that of a facilitator/coach to lead the students the discussion.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b>    3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What items should be in every survival kit?</li> <li>• What is a PFD?</li> <li>• What are the symptoms of hypothermia?</li> <li>• What are the symptoms of heat exhaustion?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum A</u></b>  </p>	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. Have you ever been lost?</p>

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*The answer to this question is going to be different for every instructor. Be honest. If you have been lost, explain what allowed you to get out safely.*

2. What are the chances of survival after getting lost?  
*Don't try to cite statistics that you do not know. Turn this question around by stating that your chances of survival are much higher if you have properly prepared by bring extra food, a survival kit, and ways to signal for help.*
3. How long does it take to die from Hypothermia?  
*The length of time it takes for hypothermia to lead to death is completely dependent on many factors, including the age, health, and fitness of the individual, as well as whether the individual is wet or dry and the temperature they are exposed to.*



# INSTRUCTOR GUIDE

## LESSON 11: FIELD CARRIES

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 2

#### Objective 26

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to proper field carrying of firearms. This lesson corresponds with Chapter 2 (pages 33 &amp; 34) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Demonstration</b></li><li>• <b>Student hands-on activity</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>15 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Three firearms (including one with a sling)</li></ul>
<p><b><u>Station Set-up</u></b></p>  <p>5 minutes</p>	<ol style="list-style-type: none"><li>1. Have three firearms near for easy access. Make sure one has a sling.</li></ol>
<p><b><u>Vocabulary Builder</u></b></p> 	<div style="border: 1px solid black; padding: 5px;"><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>

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**Cradle carry** – A one or two-handed carry in which the barrel of the firearm is cradled in the bend of one arm and the wrist of the stock is held in either hand.

**Elbow carry** – Transporting a firearm with the forearm of the firearm hooked over your elbow. Muzzle is pointed toward the ground.

**Port arms/two hand/ready carry** – Gripping a firearm with both hands, carrying it diagonally across the chest with the muzzle pointing up. This is sometimes done with the barrel pointing down as well.

**Shoulder carry** – Carrying a firearm by resting the barrel on your shoulder with the muzzle pointed up.

**Sling carry** – Transporting a firearm by hanging it from one shoulder by use of a sling. Muzzle is pointed in the air.

**Trail/field carry** – Transporting a firearm by gripping the firearm in one hand. Muzzle is pointed toward the ground.

**Wrist of the stock** – The part of the stock where the trigger hand is placed.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Say: “Do you remember from your reading how many methods of field carries are discussed”?</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objective to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• choose safe firearm carry methods, while hunting alone and with others.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>5 minutes</p>	<p>Ask: “Can anyone name one of the six common methods of safely carrying a firearm while afield?”</p> <ol style="list-style-type: none"><li>1. As the students name the carries, demonstrate and describe each carry and explain when it should and should not be used. Emphasize safe muzzle control especially while transitioning from one carry to another:<ul style="list-style-type: none"><li>• cradle carry<ul style="list-style-type: none"><li>○ do not use when someone is beside you on the side your muzzle is pointed</li></ul></li><li>• shoulder carry<ul style="list-style-type: none"><li>○ do not use when someone is behind you or traversing difficult terrain</li></ul></li><li>• trail carry<ul style="list-style-type: none"><li>○ do not use when someone is ahead of you</li></ul></li><li>• two hand (ready) carry<ul style="list-style-type: none"><li>○ do not use when someone is beside you on the side your muzzle is pointed</li></ul></li></ul></li></ol>

	<ul style="list-style-type: none"> <li>● elbow (side) carry <ul style="list-style-type: none"> <li>○ do not use when someone is ahead of you</li> </ul> </li> <li>● sling carry <ul style="list-style-type: none"> <li>○ do not use when traversing difficult terrain</li> </ul> </li> </ul>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>7 minutes</p>	<ol style="list-style-type: none"> <li>2. Ask three students to come forward and give each student a firearm.</li> <li>3. Have the students get in a single file and ask each student to demonstrate an acceptable carry for their position in line. Ask the remaining students to identify the carry. Ask them if it is a safe carry to be used in that position. Critique as needed.</li> <li>4. Have the next group of three students come forward and receive the firearms from the first group.</li> <li>5. Line them up three abreast. Ask each student to demonstrate a proper safe carry for their position in line. Ask the remaining students to identify the carry. Ask them if it is a safe carry to be used in that position. Critique as needed.</li> <li>6. Repeat steps 4 &amp; 5 until all students have performed the task.</li> </ol>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>1 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points.</p> <ul style="list-style-type: none"> <li>● What are the 6 common field carries?</li> <li>● If I had someone standing in front of me, which carry could</li> </ul>

	<p>I not use?</p> <ul style="list-style-type: none"> <li>• If I had someone standing behind me, which carry could I not use?</li> <li>• If I had someone standing beside me, which carry could I not use?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b> <b><u>A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Does it matter if the firearm is loaded or not? <i>A responsible firearm user treats every firearm as if it were loaded, whether it actually is or not.</i></li> <li>2. If the safety is on does it matter where I point the firearm? <i>Yes, again, treat every firearm as if it were loaded.</i></li> <li>3. What about when my firearm is in the case, do I need to carry it the same way? <i>Typically when a firearm is in the case, the safest way to carry it is by the handle similar to a field/trail carry. However, muzzle control should be maintained at all times.</i></li> </ol>



# INSTRUCTOR GUIDE

## LESSON 12: CROSSING OBSTACLES

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 3 Objectives 25 & 34

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the student to safe gun and hunting practices while afield. It corresponds with Chapter 2 (pages 35 &amp; 36) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Student hands-on activity</li><li>• Role-play</li><li>• Demonstration</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>15 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• 2 firearms with dummy ammunition</li><li>• Surveyors tape or rope</li><li>• Tables or chairs</li></ul>
<p><b><u>Station Set-up</u></b></p>  <p>10 minutes</p>	<p>1. Create a fence style obstacle for your students to negotiate. Use two tables, two chairs, or two trees as fence posts and connect them with surveyors tape or rope.</p>

2. Have the firearms 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.

**Blind** – A concealed hunting station in which hunters stand or sit while waiting for game to come into range.

**Making the firearm safe** – This is the action of engaging the firearms safety and unloading the firearm of all ammunition.

**Obstacle** – Something that a hunter may come to that creates an out of the ordinary travel. Fences, rock walls, small creeks, fallen trees, and steep terrain are all examples.

**Unloaded** – The firearm is empty of all ammunition.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “What could happen if you fell with a loaded firearm?” Follow-up this question with: “How can you prevent this?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• show how to cross an obstacle or hazardous terrain when hunting alone and with others;</li> <li>• and describe how to make a firearm safe when entering or exiting a ground blind.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>3 minutes</p>	<p>Ask: “What type of obstacles might a hunter come across through a typical day afield?”</p> <ol style="list-style-type: none"> <li>1. Demonstrate and explain the proper way to cross an obstacle:             <ul style="list-style-type: none"> <li>• alone                 <ol style="list-style-type: none"> <li>a) unload the firearm</li> <li>b) cover the muzzle</li> <li>c) place firearm on opposite side of obstacle; muzzle pointed in a safe direction</li> <li>d) step away from firearm and cross obstacle</li> <li>e) retrieve firearm, check for obstruction, and reload</li> </ol> </li> <li>• with a partner                 <ol style="list-style-type: none"> <li>a) unload the firearms standing back to back</li> <li>b) hunter one safely passes their firearm to hunter two</li> <li>c) hunter two holds the firearms while hunter one</li> </ol> </li> </ul> </li> </ol>

- 
- crosses the obstacle
  - d) hunter two passes the firearms one at a time to hunter one on the other side of the obstacle
  - e) hunter two crosses the obstacle
  - f) hunter one passes a firearm back to hunter two
  - g) hunters reload the firearms with muzzles pointed away from each other (i.e. hunters stand back-to-back while unloading or loading)

2. Describe and explain the safe way to enter and exit a blind:

- alone
  - a) unload firearm
  - b) cover muzzle
  - c) while standing outside the blind, place firearm inside the blind on the ground and away from where you will enter; muzzle should be pointed in a safe direction
  - d) enter (or exit) the blind with your hands free
  - e) check firearm for obstruction and reload
- with a partner
  - a) unload the firearms standing back to back
  - b) hunter one safely passes their firearm to hunter two
  - c) hunter two holds firearms while hunter one enters (or exits) the blind
  - d) hunter two passes firearms one at a time to hunter one inside (or outside) of the blind
  - e) hunter two enters (or exits) the blind
  - f) hunters reload firearms with muzzles pointed away from both hunters (i.e. hunters stand back-to-back while unloading or loading)

3. State some techniques for crossing hazardous terrain:

- don't step on wet rocks
  - walk down a steep hill with your feet sideways
  - unload your firearm before traversing a steep hill or
-

	slippery terrain
<p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>8 minutes</p>	<p>4. The purpose of this activity is to have the students practice safely crossing an obstacle either alone or with a partner. One at a time, have half the students cross the obstacle alone. Critique them as they do the exercise.</p> <p>5. Have the other half cross the obstacle with a partner. Critique them as they do the exercise.</p> <p>Students are not being tested at this stage; they are gaining new knowledge. Have the students practice loading/unloading the firearm while crossing the obstacle. Observe them for safe handling practices, correcting any mistakes they demonstrate.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>2 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What is the first step when crossing an obstacle?</li> <li>• How can you protect the muzzle of a gun when placing it on the ground?</li> <li>• How can you relay to your hunting partner that you have a secure handle on the firearm?</li> <li>• What are some techniques for crossing hazardous terrain?</li> <li>• Would entering or exiting a boat be any different than entering or exiting a ground blind?</li> </ul> <p><b>END OF LESSON</b></p>

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**Addendum**

**A**



**FREQUENTLY ASKED QUESTIONS**

1. How do you cross water safely without a partner?  
*In some instances you may be able to safely cross, and in others you may have to try to find a way around. If crossing, the firearm should be unloaded, with the safety on, and the action open.*



# INSTRUCTOR GUIDE

## LESSON 13: ZONES OF FIRE

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 2

#### Objective 27

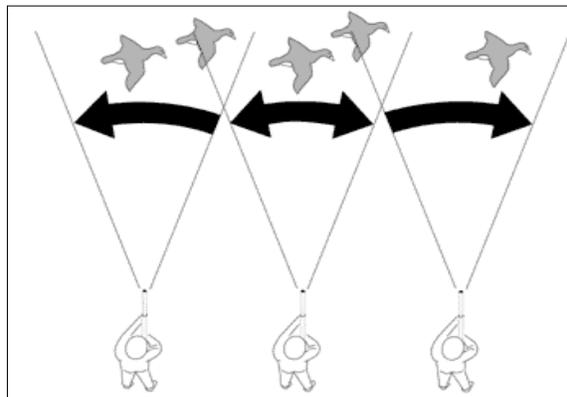
<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the safe zones in which they can shoot while hunting in a group. This lesson corresponds with Chapter 2 (pages 40-41) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Student hands-on activity</li><li>• Role-play</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>15 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Flagging tape or orange cones</li><li>• Flashlight or laser pointer (indoor option)</li><li>• Frisbees or footballs (outdoor option)</li><li>• Three Laser Ed. rifles</li></ul>

**Station  
Set-up**



5 minutes

- 1) Use cones, flagging tape, or other markers to clearly depict three individual shooting zones in a safe direction. Use an area where students are at least 15 feet apart if possible.
- 2) Create starting points where three students will stand at the beginning of the exercise (see illustration).
- 3) Have student volunteers be stationed on either side of the line of students to launch birds.



**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.

**Target identification** – The practice of knowing with absolute certainty exactly what you are going to shoot.

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

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

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “How can we safely hunt as a small group?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objective to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• apply the concept of safe zone of fire while hunting in groups.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>3 minutes</p>	<p>Say: “In most hunting situations there is a limit to the number of people you can have safely hunting together.”</p> <ol style="list-style-type: none"><li>1. Explain the importance of hunting in groups of reasonable sizes:<ul style="list-style-type: none"><li>• usually, it is best not to have more than three hunters hunting together</li><li>• for new hunters, no more than two</li><li>• when multiple hunters are hunting together, they must observe a safe zone of fire in order to keep from shooting each other</li><li>• hunters swinging on game is one of the main causes of firearm related hunting incidents</li></ul></li><li>2. Explain that each of the three hunters has a zone of fire approximately 45 degrees in front of them, or from 10:30 to 1:30 on an analog clock face.</li><li>3. Explain the importance of defining a safe zone of fire, and</li></ol>

	<p>staying in line when bird hunting.</p> <ol style="list-style-type: none"> <li>4. Have the students use the “thumbs up” method to find their safe zone of fire. <ol style="list-style-type: none"> <li>a. have the students stand and look straight ahead at a spot in the distance</li> <li>b. have them extend their arms out to each side parallel to their chest, and make a fist with the thumb held straight up</li> <li>c. while looking straight ahead, have the students slowly move their arms simultaneously toward the front until the thumbs are clearly in focus</li> </ol> </li> </ol>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Exercise</u></b></p>  <p>9 minutes</p>	<ol style="list-style-type: none"> <li>5. Have three students come forward. Give them each a Laser-Ed rifle and have them line up three abreast at the starting points.</li> <li>6. Explain that the hunting simulation will begin, and that “birds” will be flushing through their hunting area. Begin the exercise: <ol style="list-style-type: none"> <li>a. explain to the students that you will use frisbees or footballs to simulate a bird flushing (if inside use a flashlight beam on a wall to simulate birds flushing)</li> <li>b. have the students mount their firearm in reaction to the flush</li> <li>c. have them shoulder and fire at the target if they have a shot (if outside, have students say “boom” to symbolize shot took place)</li> <li>d. provide different scenarios (if outside have the bird launchers take turns launching birds at various trajectories)</li> <li>e. after each flush, ask the students the following: <ul style="list-style-type: none"> <li>• Who had a shot at that bird?</li> <li>• At what point during the flight path did they not have a</li> </ul> </li> </ol> </li> </ol>

	<p>shot?</p> <p>f. include different scenarios among the groups</p> <ul style="list-style-type: none"> <li>• when a bird flies over their heads</li> <li>• when a bird is flying too low</li> <li>• when there are multiple birds</li> </ul> <p>7. Demonstrate the importance of staying abreast:</p> <ul style="list-style-type: none"> <li>• change the position of the middle student during one of the scenarios</li> <li>• have them walk forward of the other two hunters</li> <li>• show how that changes each hunters zone (<i>outer hunters lose inner half of zone and center hunter stays at 45 °</i>)</li> </ul> <p>8. Repeat with three more students at the line until all students have completed the task.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>1 minute</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• How do you define your safe zone of fire?</li> <li>• What is the maximum number of hunters that should be in one party?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. What if you are hunting with a dog, does that affect your zone of fire?</p> <p><i>If hunting with a dog, it is best to limit your zone of fire</i></p>

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*from shoulder height upward. Remember that some dogs will jump up into the air to try to catch a flushing bird.*

2. Can I shoot at birds on the ground?

*Legally, yes. Ethically, some would say no. Shooting at any animal on the ground requires assurance of a safe backstop and no chance of ricochet.*

3. Are the rules the same if I am hunting for game other than upland birds?

*It is always best to have a pre-determined zone of fire when hunting in groups. Driving deer is a common topic that arises with this topic, and it is best to highlight the dangers of driving deer (drivers and shooters facing each other).*

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# INSTRUCTOR GUIDE

## LESSON 14: GUN CLEANING, STORAGE, & TRANSPORTATION

V. 2/2017

### Basic Hunter Education 2014 Standards – Sections 2 & 3 Objectives 22, 23, 24, & 29

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the knowledge and skills they need to safely clean, store, and transport firearms. This lesson corresponds with Chapter 2 (pages 30-32, 37, &amp; 38) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students or larger (12-15)</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Discussion</b></li><li>• <b>Demonstration</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>15 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Cable lock and/or trigger lock</li><li>• Cleaning patches, solvent, and gun oil</li><li>• Firearms (longarm)</li><li>• Folding table</li><li>• Gun cases (locking, soft, and waterproof)</li><li>• Gun cleaning kit (with bore brushes and slotted patch tips)</li></ul>

	that match the caliber or gauge of firearms being used)
<p><b>Station Set-up</b></p>  <p>15 minutes</p>	<ol style="list-style-type: none"> <li>1. Set up folding table.</li> <li>2. Layout the gun cleaning kit and accessories.</li> <li>3. Gun cases should be near for easy access.</li> </ol>
<p><b>Vocabulary Builder</b></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><b>Cable lock</b> – Device inserted through the action to make the firearm inoperable.</p> <p><b>Gun scabbard</b> – Leather, or synthetic, case for carrying a firearm on horseback, ATV, or some other vehicle.</p> <p><b>Hard case</b> – Rigid storage case for a firearm or bow with interior padding. Usually made from hard synthetic, aluminum, or wood.</p> <p><b>Soft case</b> – Flexible storage case for a firearm or bow. Usually made of padded leather, canvas, or vinyl.</p> <p><b>Trigger lock</b> – Device used to make a trigger inoperable.</p> <p><b>Waterproof case</b> – Soft or hard case featuring seals that keep water from penetrating.</p>

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “What do you think will last longer and perform better; a firearm that is properly cleaned and oiled, or one that is neglected?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• describe how to make a firearm safe for transportation in a vehicle, watercraft, or ATV/UTV;</li> <li>• list the steps to safely clean a firearm;</li> <li>• describe how to safely store firearms and ammunition;</li> <li>• and determine how to clear an obstruction from the barrel of a firearm.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>12 minutes</p>	<p>Say: “Let’s take a look at the knowledge and skills you need to safely clean, store, and transport firearms.”</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Instructors should refrain from stating specific storage or transportation laws for liability purposes. The students should have already received a handout with the Massachusetts gun laws.</p> </div> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the proper way to case a firearm and make it safe for transportation:             <ul style="list-style-type: none"> <li>• ensure gun is unloaded with magazine removed</li> <li>• insert firearm into case with muzzle pointed in a safe direction</li> </ul> </li> </ol>

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- place case securely in the vehicle
  - refer students to MA General Law chapter 140 for legal requirements
2. Explain how to safely store firearms and ammunition:
    - firearms should be unloaded when stored
    - store firearms and ammunition separately in locked compartments away from unauthorized access
    - refer students to MA General Law chapter 140 for legal requirements
  3. Explain and demonstrate the steps to safely clean a firearm:
    - a. ensure the firearm is unloaded
    - b. remove all ammunition from the cleaning area
    - c. disassemble the firearm for more thorough cleaning
    - d. use cloth and cleaning solvents to remove dirt, powder residue, skin oils, and moisture from all metal parts of the firearm, including inside the action
    - e. use cleaning rods or cables, brushes, patches, and solvent to clean the bore of the barrel
    - f. use a plain cloth to remove excess solvent
    - g. reassemble the firearm and apply a light coating of gun oil to protect the firearm from rust
  4. Explain and demonstrate how to clear an obstruction from the barrel of a firearm:
    - a. keep the muzzle pointed in a safe direction
    - b. open the action
    - c. ensure the gun is unloaded
    - d. check for obstructions by looking from the breech toward the muzzle if possible; alternatively use a tool such as a barrel light
    - e. clear obstructions using a cleaning rod or cable

Students are not being tested at this stage; they are gaining

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	<p>new knowledge. Your role as the instructor is to lead the students through the lesson.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>1 minute</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"> <li>• What is the first step when cleaning a gun?</li> <li>• What is the process for storing firearms in the home?</li> <li>• Should firearms be loaded or unloaded when transporting in a car, boat, or ATV?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How often should you clean your firearm? <i>Some would say every time you use it. Others may say it depends on when you are going to use it again. A good rule of thumb would be any time you are putting it away for any length of time. More cleaning of the firearm is better than less cleaning of the firearm.</i></li> <li>2. How long can you let your firearm go before cleaning it if you are planning on using it again that same season? <i>This is similar to question 1. If you are planning on using it the next day, you can probably get away without cleaning it. However, if you're not going to hunt again for another week or two, it would be better to clean it. How much you shot the firearm may also dictate its necessity to be cleaned.</i></li> <li>3. Are there storage exceptions for personal protection guns</li> </ol>

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in the household?

*No. All firearms (except muzzleloaders) stored in the house need to be locked (either in a case or with a trigger lock). The fines and penalties for breaking the storage laws are quite heavy.*

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# INSTRUCTOR GUIDE

## LESSON 15: WILDLIFE CONSERVATION

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 1 Objectives 5, 6, & 7

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to wildlife conservation, habitat and wildlife population dynamics. This lesson corresponds with Chapter 5 (pages 84-89) in the student manual.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Discussion</b></li></ul> <p>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.</p>
<p><b><u>Time Suggested</u></b></p> 	<p>40 Minutes</p>
<p><b><u>Materials Required</u></b></p>	<ul style="list-style-type: none"><li>• Audio visual equipment (projector &amp; screen)</li></ul>

	<ul style="list-style-type: none"> <li>• Laptop w/ PowerPoint viewer</li> <li>• <i>2017 Wildlife Conservation Slideshow</i></li> </ul>
<p><b>Station Set-up</b></p>  10 minutes	<ol style="list-style-type: none"> <li>1. Set up projector, screen, and laptop and open the PowerPoint show.</li> <li>2. This opens the show to Slide #1 (the Title slide) that should be displayed.</li> </ol>
<p><b>Vocabulary Builder</b></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><b>Additive mortality</b> - When the standard regulated harvest adds to the annual mortality rate.</p> <p><b>Balance</b> – Stability in nature, where game populations do not exceed the capacity of the habitat to support their survival.</p> <p><b>Biological surplus</b> – The amount of animals in a given population that are "above" the carrying capacity.</p> <p><b>Carrying capacity</b> – The number of animals each habitat can support throughout the year.</p> <p><b>Compensatory mortality</b> – When the standard regulated harvest replaces mortality factors that otherwise would have reduced the annual population by a similar amount.</p> <p><b>Conservation</b> – The wise sustainable use of natural resources.</p>

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**Edge effect** – The changes in animal populations that occur at the boundary of two habitats. As the edge effect increases, the boundary habitat will allow for greater biodiversity.

**Habitat** – The natural environment of a plant or animal that consists of the arrangement of food, water, cover and space necessary to survive.

**Limiting factors** – Dynamics that control population growth.

**Non-renewable resource** – Natural resources that are not easily replenished.

**Preservation** – Protection of natural resources that does not include any direct use by people.

**Renewable resource** – Natural resources that can be used, managed, and replenished.

**Succession** – The natural, gradual change to habitat.

**Wildlife management** – The wise use and manipulation of renewable wildlife resources. It is a field of study based on science.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Can anyone name the state agency that is responsible for wildlife management and conservation in Massachusetts?” (<i>The Massachusetts Division of Fisheries &amp; Wildlife is responsible for the conservation including the restoration, protection and management of fish and wildlife resources</i>)</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Note: This lesson uses PowerPoint extensively as a teaching aid. 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><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p> Slide #2 – State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify key components of wildlife habitat;</li> <li>• describe how wildlife and habitat interact;</li> <li>• and describe how carrying capacity, biological surplus, and limiting factors affect the size of a population.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>35 minutes</p>	<p>Say: “Let’s take a look at what we mean by wildlife conservation.”</p> <ol style="list-style-type: none"> <li>1.  Slide #3 – Say: “The main idea behind conservation is that wildlife and habitat must be conserved for future generations.  Conservation is known as the wise and</li> </ol>

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sustainable use of natural resources.” Ask: “What does wise use mean?” Use questioning techniques to draw some answers from the students. Include the following:

- use serves a purpose
- use is regulated
- use prevents waste

2. 🖱️ Slide #4 – Discuss wildlife management: read the definition on the slide and discuss the **bold** words. Say:
    - 🖱️ “wildlife management uses **science** to manage wildlife **populations** and their **habitats** to achieve a goal.”
      - science – biologists study the interaction between living things and their environment
      - populations – managing populations is sustainable, managing individuals is not
      - habitat – the best way to manage a population is through managing its habitat
  3. 🖱️ Slide #5 – Define habitat. Say: “Habitat is a species’ home address (i.e. the physical location where an animal lives).”
  4. Slide #5 (continued) – Identify and discuss the 4 primary components of habitat and why the proper arrangement of those 4 components is essential:
    - 🖱️ food, water, cover, and space
    - 🖱️ arrangement – the close proximity of the four components is key
  5. 🖱️ Slide #6 – Discuss some examples of different habitat types. Say: “There are different types of habitat. Ask students to give some examples of different habitat types:
    - river
    - forest
    - meadow
-

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6. 🖱️ Slide #7 – Ask: “How does the quality of habitat affect wildlife reproduction and survival?”
    - better quality equals more resources
    - more resources equals more reproduction/survival
    - more resources equals less crowding, thus less spread of disease
  
  7. 🖱️ Slide #8 – Discuss succession. Say: “Habitat is always changing through a process called succession. Succession is the natural gradual change in plant communities over time. 🖱️ It will progress through a fairly predictable set of stages. Grasslands will be replaced by shrubs. Shrubs will grow into young forest. Young forest will grow to mature forest. Each stage benefits different plant and wildlife species.”
  
  8. 🖱️ Slide #9 – Say: “Reproduction and survival are also affected by climate. Climate is the long term weather patterns (temperature and precipitation) of an area that influences the seasons.” Ask: “How would climate affect wildlife reproduction and survival?” Discuss the following:
    - climate affects habitat - the vegetation changes as the climate changes; as the vegetation changes, so does the habitat
    - climate affects a species range - many species have evolved to tolerate a certain range of extremes; once exceeded the species can't survive
  
  9. 🖱️ Slide #10 – Say: “Reproduction and survival are also affected by the reproductive potential of a species. Some species have lots of young annually where others have very few. For example: through generational reproduction in suitable habitat, a single pair of deer can become 40 deer over a seven year period.”

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10. 🖱️ Slide #11 – Discuss carrying capacity. Say: “Carrying capacity is the amount of animals a habitat can support throughout the year. This amount is restricted by the quality of the habitat. The size of the population will grow when resources are abundant and decline when resources are scarce. To have a long term effect on the population, the quantity and quality of the habitat components must increase. The loss or degradation of habitat is the primary threat to the survival of wildlife.”
11. 🖱️ Slide #12 – Discuss limiting factors. Say: “Healthy populations fluctuate on an annual basis. It is common for a species to exceed carrying capacity until various influences slow or stop population growth. These are called limiting factors.” Ask: “What limiting factors can influence the size of a population?” Use questioning techniques to engage students.
- 🖱️ extreme weather events
  - competition
  - disease
  - predation
12. 🖱️ Slide #13 – Discuss biological surplus. Say: “When populations fluctuate annually, the amount of animals that are above the carrying capacity is called the biological surplus. It is common for a species to produce more animals each year than will survive to the next. 🖱️ When this happens, all extra or surplus animals will die due to disease, predation, or other factors. Most harvest seasons occur in the fall and winter when this surplus is available and regulated hunting replaces the mortality factors that would otherwise reduce the population.”
13. 🖱️ Slide #14 – Discuss hunting as a management tool. Say:
-

	<p>“Hunting seasons can also be used as a management tool to decrease animal densities for species that cause damage. Biologists set goals and will use the regulated harvest to add to the annual mortality rate to decrease the population.”</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p> <p></p> <p>3 minutes</p>	<p>👉 Slide #15 – 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 engage the students.</p> <ul style="list-style-type: none"> <li>• What are the 4 components that make up a habitat?</li> <li>• What is the definition of carrying capacity?</li> <li>• What is it called when a habitat changes through a natural gradual process?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b>A</b></p> <p></p>	<p><b>POWERPOINT SLIDES FOR LESSON FIFTEEN</b></p>



#1 -

### Learning Objectives

You will be able to:

- identify key components of wildlife habitat;
- describe how wildlife and habitat interact;
- and describe how carrying capacity, biological surplus, and limiting factors affect the size of a population.

#2 -



### Wildlife Conservation



**Wildlife Conservation** is the wise sustainable use of natural resources.

#3 -



## Wildlife Management



**Wildlife Management** uses science to manage wildlife **populations** and their **habitats** to achieve a goal.

#4 -

MASSWILDLIFE

## Habitat

**Habitat** is a species' home address.



Food

Water



Arrangement



Cover



Space

#5 -

MASSWILDLIFE

## Habitat Types



#6 -

MASSWILDLIFE

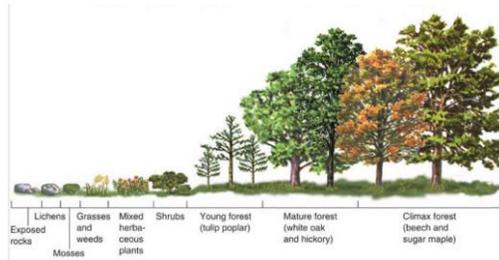
## Wildlife Reproduction and Survival affected by Habitat

- better quality equals more resources
- more resources equals more reproduction and survival
- more resources also equals less crowding, thus less spread of disease

#7 -

MASSWILDLIFE

**Habitat is always changing**  
**Succession** is the natural gradual change of plant communities over time.

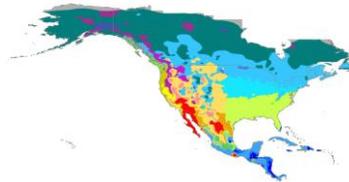


#8 -

MASSWILDLIFE

## Wildlife Reproduction and Survival affected by Climate

- climate affects habitat
- climate affects species ranges



#9 -

MASSWILDLIFE

## Wildlife Reproduction and Survival affected by Reproductive Potential



#10 -

MASSWILDLIFE

### Carrying Capacity

**Carrying Capacity** is the amount of animals within a population that a given habitat can support throughout the year.



#11 -

MASSWILDLIFE

### Limiting Factors

**Limiting Factors** are influences that slow or stop population growth.

- extreme weather events
- predation
- disease
- competition

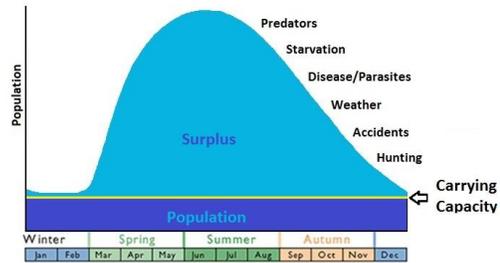


#12 -

MASSWILDLIFE

## A Year in the Life of a Wildlife Species

**Biological Surplus** is the amount of animals in a given population that are "above" the carrying capacity.



#13 -

MASSWILDLIFE

## Hunting as a Management Tool



#14 -

MASSWILDLIFE

## Summary

- What are the four components of habitat?
- What is the definition of carrying capacity?
- What is it called when a habitat changes through a natural gradual process?

#15 -

MASSWILDLIFE

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**Addendum**

**B**



**FREQUENTLY ASKED QUESTIONS**

1. What happens if the population gets below carrying capacity?

*The carrying capacity of a habitat will change as the quality of the habitat changes. Given a habitat that has not undergone any substantial change in quality, a population that dips below the carrying capacity should rebound and begin increasing again due to there now being more resources than the population requires.*



# INSTRUCTOR GUIDE

## LESSON 16: JUDGMENT & SHOT PLACEMENT

V. 2/2017

### Basic Hunter Education 2014 Standards – Sections 3 & 5 Objectives 28 & 51

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

2. Set up a table facing the screen to simulate a shooting station for Part D. Place the table 10-15 feet away from the screen.
3. Place the laser rifle on the table pointed in a safe direction.

**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.

**Big game** – A classification of legally hunted wild bird or mammal offering a challenge such as deer, bear, and turkey.

**Broadside** – When an animal is standing perpendicular to the shooter, exposing its entire side.

**Clean kill** – When a good shot is delivered and the animal dies quickly with as little suffering as possible.

**Clear shot** – Any shot that is safe and free from obstruction where the animal's vital area is presented to the hunter.

**Quartering away** – When an animal is angled away from the hunter but has not completely turned so that it is facing directly away from the hunter.

**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.

**Sound shot** – A shot fired at a sound without any other target identification. This is an extremely unsafe practice.

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

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

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

## LESSON PLAN

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

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

	<p>9. At the end of each scenario, pause the video and discuss with the student their decision to shoot or not to shoot. When the first shooter has gone through their scenario, have them safely pass the firearm to the next shooter.</p> <p>10. Continue until all the students have completed the task.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: These exercises can sometimes present other teachable moments such as peer pressure (it is typical for the other students to get involved and try to sway the shooter) and the idea of preferences vs. ethics. These discussions are just as valuable during this exercise.</p> </div> <p>Students are not being tested at this stage; they are gaining new knowledge. Have the students practice with judgment and shot placement. Observe them for safe handling practices, correcting any mistakes they demonstrate.</p>
<p><b><u>PART E:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What are the three main considerations a hunter should contemplate before taking a shot?</li> <li>• What is the ideal shot placement on a deer?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b></p> <p><b><u>A</u></b></p> 	<p><b>HUNTING SCENARIOS ON THE VIDEO</b></p> <p>1. A buck standing in a field with a doe in the background.</p>

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



# INSTRUCTOR GUIDE

## LESSON 17: BIG GAME RECOVERY

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 5

#### Objective 52

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the knowledge and skills needed to effectively recover big game animals. This lesson corresponds with a supplemental handout. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Student hands-on activity</li><li>• Role-play</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>20 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• 3D or 2D deer decoy, or deer hide, to simulate the dead animal at the end of the trail</li><li>• Arrow shafts (2) with fletching only; no tips</li><li>• Bottle of fake blood (2-3 oz per course) (see Addendum A for recipes on how to make your own)</li><li>• Bright and/or reflective flagging tape</li></ul>

	<ul style="list-style-type: none"> <li>• Deer hair</li> <li>• Deer hoof or man-made tool to make tracks in soil (see Addendum B on how to make your own)</li> <li>• Portable roll out deer blood trail (for indoor setup; see Addendum C for details)</li> </ul>
<p><b><u>Station</u></b> <b><u>Set-up</u></b>  20 minutes</p>	<ol style="list-style-type: none"> <li>1. Create a mock blood trail for a deer. <ul style="list-style-type: none"> <li>• start the blood trail with the area of the shot <ul style="list-style-type: none"> <li>○ use a bloody arrow, some deer hair, and some blood splatter</li> <li>○ place arrow a few feet away to simulate a “pass through” shot</li> <li>○ the trail could also simulate a deer shot with a firearm (e.g. deer hair and blood splatter, minus the arrow)</li> </ul> </li> <li>• lead the blood trail away from the area of the shot with sign every 1-2 yards</li> <li>• the blood trail should contain: <ul style="list-style-type: none"> <li>○ blood droplets</li> <li>○ broken twigs</li> <li>○ tracks</li> <li>○ pooled blood</li> <li>○ a deer bed</li> <li>○ blood on shrubs/trees</li> <li>○ gaps in the trail where blood/sign is lacking</li> </ul> </li> <li>• the length of the trail is location dependent, however, a trail of 20-25 yards is recommended</li> </ul> </li> <li>2. Place the simulated dead deer at the end of the blood trail. Place the deer behind a large tree or bush so that it can't be easily seen by the students until they are near it. This helps to prevent the students from rushing through the</li> </ol>

exercise, and gives them some excitement when they find it.

3. For this lesson, have them assume the role of an active hunter and engage the students as if they have just shot a deer. This technique can instruct the students while having them participate. Have the students meet you 5-10 yards away from the area of the shot to start.

Note: Be aware that in a typical round robin, multiple student groups will be using the trail. Design the blood trail so that it is easy for the students to walk beside it without trampling the sign. You may need to refresh the sign between groups.

### 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.

**Bed** – An oval/circular location on the ground with compacted vegetation where a deer has laid down.

**Bile** – Dark green to brown fluid produced by the liver of most game animals that aids in digestion of food.

**Blood droplets** – Blood that has slowly dropped off of an animal while it was walking or running.

**Blood splatter** – Pattern of blood left on the ground when blood has rapidly spurted out of an animal; either from an initial wound, or from arteries convulsing blood from the wound.

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**Blood trail** – The path the animal traveled after being shot, marked by the loss of blood from the animal, extending to where it died.

**Dew line** – An observable trail created when an animal has passed through the vegetation disturbing the dew.

**Dispatch** – To safely, ethically, and legally kill a wounded animal.

**Downed animal** – An animal that has been shot and has lain or fallen down.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone’s attention focused on the lesson. Role-play and describe the scene of a hunt. For example, say: “you have a treestand set up over there, you’ve been hunting all morning, a deer has just walked into range, you take the shot, and now the real work begins.”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objective to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• describe the basic practices for successful big game recovery.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>5 minutes</p>	<p>Ask: “When does big game recovery begin? What can you do immediately to aid in recovery of the animal?” Discuss the following topics:</p> <ol style="list-style-type: none"><li>1. Carefully observe every movement of the animal after you shoot<ul style="list-style-type: none"><li>• make a mental note of where the animal was standing at the time it was shot</li><li>• observe the reaction / body language of the animal when it is shot</li><li>• observe the path the animal takes after the shot</li><li>• make a mental note of the last spot they saw the animal</li><li>• take a compass bearing and estimate the distance to the last spot they saw the animal</li><li>• mark your tree so you remember where you were</li></ul></li></ol>

2. Explain why they should wait for a period of time before trailing game
- allows the animal time to perish
  - avoids spooking the animal if it did not go far (bumped wounded game are often unrecovered)
  - wait 30 minutes (is using a firearm), 1 hour (if using archery), or longer if unsure of the shot

Transition into having the students trail the deer by asking the students: “Once we’ve waited the proper amount of time, and we start looking for the deer, what types of sign should we look for?” After they give some answers, say “good, so let’s take a look to see if we can find any sign.”

**PART D:**

**Student Exercise**



11  
minutes

Note: One technique you can employ to ensure each student participates is to have them take turns finding sign. When a student finds sign, have them stay put while the next student looks for the next sign, and so on and so forth. However, this does tend to make the exercise take longer.

3. Take the students to the beginning of the blood trail and have the students look for sign. Explain what each type of sign tells the hunter:
- the arrow
    - amount and color of blood
    - presence/absence of air bubbles in blood
    - presence/absence of hair
    - presence of bile
    - presence of fat
  - blood splatter
  - hair
  - kicked up dirt and leaves

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4. Have the students follow the sign. Explain key elements of finding sign and what it means:

- blood up on vegetation
- deer bed with pooled blood
- sign other than blood
  - broken branches
  - dew line
  - tracks

5. Explain how and why to mark sign they find:

- bright, reflective flagging
- toilet paper is biodegradable, but it's also white which can be dangerous
- keep track of the trail
- helps see path in the dark
- allows an educated guess of direction of travel

Note: Have the students temporarily hang flagging, or some other marking material, as they find sign. Remember to take the flagging down after each group.

6. Explain the techniques for regaining the trail if sign is lost:

- return to last point of sign
- search outwardly in arcs/circles
- look for downhill trails
- wounded game will often follow the path of least resistance, especially toward water

Note: Discuss regaining the trail at a point along the blood trail where there is a gap between sign.

7. Once they find the decoy, explain to them how to approach a downed animal:

- 
- from behind
  - away from its feet

8. Explain how to ensure the animal is dead:

- check the animal's eyes
  - the eyes of a dead animal are normally open
- prod the rump with a stick, an arrow, or the muzzle of a firearm to see if the animal reacts

9. Explain to the students how to dispatch an animal that is still alive when found:

- well placed lethal shot
- ensure the shot is still legal/safe/ethical
  - greater than 500' of an occupied dwelling
  - greater than 150' from a road
  - during legal hunting hours
  - property you have permission to be on
- if it is no longer legal/safe, contact an EPO for guidance

10. Explain that there are legal requirements that must now be met and the best ways to meet them:

- tag the animal
- where to put the tag
- how to keep tag dry
- which animals in MA require a field tag

Students are not being tested at this stage; they are gaining new knowledge. Let the students follow the trail and find sign on their own. Your role as the instructor is that of a facilitator/coach to help the students follow the trail and learn the material.

**PART E:**

**Student  
Summary**



2 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 should you do when you first shoot the animal?
- How much time should you wait before tracking?
- What sign do we look for and what might it mean?
- How do you regain a lost trail?
- How do you approach a downed animal?

**END OF LESSON**

**Additional  
Instructor  
Notes**



**Set-up Notes:**

1. During the summer months, ants and bees may be attracted to your fake blood, take precaution.
2. You may need to refresh the blood trail between groups. Weather may also impact the durability/longevity of the fake blood.
3. You may even consider creating two separate trails that both lead to the same deer. Take different groups along different trails.
4. Setting up the trail along a hiking path is a good way to keep the students from actually walking on the blood trail.

**Addendum  
A**



**RECIPES FOR MAKING FAKE BLOOD/BILE**

- 
- Fake Blood – Option 1
    - 8 oz. of glycerin
    - 2 oz. of water
    - .75 oz. of red food coloringCharacteristics:
    - has a shiny consistency
    - holds color well as it dries
    - holds up better in wet conditions
    - most expensive to make
    - will stain clothes/hands
  
  - Fake Blood – Option 2
    - whole milk (or half and half)
    - red food coloringCharacteristics:
    - can mix to desired color
    - “blood” has a high protein and fat content similar to real blood
    - readily available ingredients
    - can be lightened or darkened to simulate arterial or venous blood
    - can be made frothy to simulate a lung hit
    - has realistic color when dry
    - does not hold up well in wet conditions
  
  - Fake Blood – Option 3
    - Karo Syrup
    - water (just enough to thin mixture to desired consistency)
    - red food coloringCharacteristics:
    - can mix to desired color
    - shiny consistency
    - holds color well
    - readily available ingredients
-

- holds up well in wet conditions
- can dry out on hot/sunny days, yet retains a good color
- attracts ants/bees

- Bile

- 3 oz. glycerin based dish soap
- ~5 drops yellow food coloring
- ~3 drops blue food coloring
- ~2 drops red food coloring
- preserved peat moss

Directions:

- mix the dish soap and food colorings to desired green/brown
- crush some of the peat moss with your hands into a bowl
- pour some of the bile into the bowl and mix well
- outcome should resemble greenish/brown stomach contents

- Notes:

- a small plastic bottle works well for mixing, storage, and use
- if you make the consistency of the fake blood thin, you may be able to use a spray bottle and mist it onto the trail
- feel free to create multiple mixtures to show students varying colors/consistencies of blood and what each color may mean

**Addendum**

**B**



**DIRECTIONS FOR CREATING AN OUTDOOR “TRACK” STICK**

Cut a stick/limb that is 1½” – 3” in diameter to a length of approximately 48”-60”. Carve (with a knife, saw, or chisel) one end of the stick to look like a 3-dimensional rendering of a deer’s hoof. Use this to create tracks in the soil of your mock deer trail.

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Addendum

C



**DIRECTIONS FOR CREATING A PORTABLE ROLL OUT DEER BLOOD TRAIL KIT**

This kit can be used indoors when there are no outdoor options. A few of these kits are available for check-out from all of our district offices; however, you may wish to create your own portable roll out deer blood trail kit. Below are directions on how to create, set-up, and instruct with your kit.

You will need:

- 3' x 24' piece of burlap
- 2 arrows with field points only; no broadheads (1 vital shot; 1 gut shot)
- 24-30 silk leaves from craft store
- two 18" Christmas trees
- 1 sandwich bag of deer hair
- 6 leafy stems to represent vegetation
- 1 fake grassy mat for deer bed
- 30 grassy stems
- thirteen 2" x 4" x 4" wooden blocks with pre-drilled holes for the grassy stems (6 blocks w/ 5 holes), arrows (1 block with two holes), vegetation (6 blocks w/ 1 hole)
- fake blood/bile (see Addendum A)
- 1 deer decoy
- bright flagging
- Plastic tote (36 1/8 " long x 18 1/8" wide x 13 3/4" high = 105 quart) for storage
- Station cards (see Addendum D)

Note: With the exception of the deer decoy, this kit can be created for approximately \$30-\$40.

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**Creation/Set-up:**

1. Roll out the burlap to represent the trail. There will be six stations along the trail with sign. Stations will be spaced approximately every 4 feet.
2. The first station has two arrows at the beginning of the trail. Place the vital shot arrow (i.e. covered in fake blood) in the block at an angle. During your discussion, you can have the students mark the beginning of the trail by placing the arrow in the hole on top of the block so that the arrow stands upright. Have the gut shot arrow (i.e. covered in green/brown bile) handy to show as a comparison.



3. The second station is blood on leaves, and leaves kicked up by a running deer. Use the leaf stencils and paint leaves on a 2.5' wide section of the burlap. Within this painted section, hot glue silk leaves onto the burlap to represent kicked up leaves.



- The third station is 6 wooden blocks with one leafy stem standing upright in each. Place blood on the leaves to represent blood on vegetation rather than on the ground. Bend the vegetation towards the end of the trail to represent disturbed vegetation.



- The fourth station is the two miniature trees. Place these at an offset angle on the burlap and hot glue deer hair on each of the trees. Use this station to mention that not all sign will be blood. You can also hot glue pine cones and pine needles below the trees for realism if you wish.



- The fifth station is a deer bed. Hot glue a 2' x 2' grassy mat to the burlap. Place 6 of the wooden blocks around the grassy mat and stand 5 pieces of grass in each block. Pool blood in the middle of the bed.



7. The final station is the dead deer. Lay the deer decoy at the end of the burlap and use this station to discuss what to do after finding the deer.



8. Place fake blood on the arrow, leaves, leafy stems, and bed.
9. Use the track stencil to paint tracks leading from each station to the next.
10. Hot glue additional leaves along the trail for realism.
11. Use the spray paint to color code your blocks and their location along the burlap.
12. For storage/transport, the blocks, trees, grasses, leafy stems, arrows, fake blood/bile, and deer hair can be laid in the bottom of a plastic tote. The burlap can be rolled up and laid on top of the other items.

**Instruction tips:**

The outdoor option is best. Only use this roll out blood trail when an outdoor blood trail is not possible (i.e. darkness, inclement weather).

**Step 1- Focus Activity**

Complete the focus activity on page 4.

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**Step 2 – Objectives**

State the objective on page 4.

**Step 3 – Teaching Method**

The content for the lesson is the same as presented in the lesson plan for the outdoor station; however, this indoor method is set up with six different stations depicting sign. At the following stations, cover:

Start several feet away from Station 1 – observe reaction of deer; last place they saw it; how long to wait before tracking

Station 1 – blood on the arrow; color of blood; bile on the arrow; use arrow to mark start of trail

Station 2 – blood droplets on leaves; leaves kicked up from running deer

Station 3 – blood may be on vegetation, not just ground; disturbed vegetation; mark trail with flagging

Station 4 – blood isn't the only sign; deer hair, deer tracks, or broken branches can tell of a passing deer

Station 5 – some deer will bed down when injured; pooled blood vs. blood droplets; bumping a bedded deer often results in not finding the deer

Station 6 – how to approach a downed deer; how to check whether deer is dead; how/when to dispatch an alive deer; tagging a deer

End – how to regain a lost trail; what to do if all sign is lost; how long a hunter should search

Note: If your students groups are large, another way to teach this lesson is to break the students up into smaller groups, and have each smaller group stand by an assigned station. Distribute the station cards to each group (Addendum D) and have the students formulate answers to the questions as it pertains to their station. Work your way down the trail having each group answer the questions on the cards.

#### **Step 4 – Student Summary**

Conclude with the student summary on page 7.

#### **Addendum**

**D**



#### **STATION CARDS THAT CAN BE USED WITH THE PORTABLE ROLL OUT DEER TRAIL KIT**

##### **Start**

Immediately after you shoot a deer, what should you do?

How would a compass assist you immediately after you shoot a deer?

How long should you wait before you start tracking the deer?

##### **Station 1 - Arrow**

Does the color of the blood tell you anything?

Does the smell of the arrow tell you anything?

How could you use the arrow to mark where the deer was when you shot?

How might the sign vary due to your hunting implement (i.e. bow/arrow vs. gun)?

##### **Station 2 – Leaves**

What could you glean from looking at the leaves?

What could the pattern of the blood tell you?

What does the volume of the blood tell you?

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**Station 3 - Vegetation**

How could blood get on the leaves of a plant?

While you are tracking the deer, how might you be able to ensure you remember where you have already tracked the deer?

How might this help you predict where the deer has run?

**Station 4 - Trees**

Is blood the only sign that can tell you where the deer has travelled?

What other signs should you be on the lookout for?

**Station 5 – Bed**

What could it tell you if you found a pool of blood on matted vegetation?

What should you do while tracking if you find matted vegetation with pooled blood?

**Station 6 - Deer**

How should you approach a deer once you find it?

What is the first thing you should do after you've found it?

What should you do if it's still alive? How and when?

If you're certain it is dead, what is the first thing you should do?

**End**

What should you do if you lose sign while tracking?

What tactic should you employ if you still can't find the animal?

How long should you continue to search?

Do deer have any tendencies as to where they run after being shot?

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**Addendum**

**E**



**FREQUENTLY ASKED QUESTIONS**

1. How soon should you field dress the deer after you shoot it/find it?

*The sooner you can field dress it, the better. Heat is a major factor in meat spoilage, and it is best to cool the animal down as much as possible.*

2. Does your hunting implement affect how long you should wait before tracking the deer?

*Yes. Standard practice is to wait at least 30 minutes if hunting with a firearm, and wait 1 hour if hunting with archery equipment.*

3. Does the color of the hair you find mean anything?

*Depending on the animal you are hunting, hair color may be a very good sign as to where your shot hit the animal.*

4. How long does it normally take to track a deer?

*This is highly variable depending on shot placement, size of the animal, sex of the animal, time of year, and habitat/terrain. A hunter should be prepared to possibly spend several hours tracking a deer.*

5. What do you do if you bump a deer?

*If while tracking a shot animal, you bump a wounded deer out of its bed, you should quickly and quietly leave the area to keep from disturbing it further. Animals that get up and move are often very difficult to track as they tend to not leave as much sign.*

6. What if you don't find the deer?

*If you do not find the animal, you are not legally obligated to use a tag on it. How long you look for the animal, and*

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	<p><i>whether to use the tag become ethical dilemmas that every hunter has to decide on for themselves.</i></p>
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# INSTRUCTOR GUIDE

## LESSON 18: TREESTAND SAFETY

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 3 Objectives 30, 31, 32, & 33

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the knowledge and skills considered necessary for the safe and proper use of tree stands while hunting. This lesson corresponds with Chapter 7 (pages 97-103) in the student manual. Teach this lesson as part of a round robin with a small group (4-8) of students.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• Lecture</li><li>• Demonstration</li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>20 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Climbing, ladder, or hang-on tree stand</li><li>• Full Body Fall Arrest Harness System (FBFAHS)</li><li>• Haul-line</li><li>• Ladder System (if using a Hang-on)</li><li>• Lifeline climbing rope w/ Prusik knot</li><li>• Lineman's style belt</li></ul>

	<ul style="list-style-type: none"> <li>• Suspension relief strap</li> <li>• Treebelt</li> <li>• Safe Treestand Hunting Strategies video (for indoor option: see Addendum A)</li> </ul>
<p><b><u>Station Set-up</u></b>    20 minutes</p>	<ol style="list-style-type: none"> <li>1. Attach a tree stand of your choice to a live, healthy, and straight tree for this demonstration. <ul style="list-style-type: none"> <li>• climbing tree stand: find a tree with no lower branches; attach both the bottom and upper sections of the stand no more than three feet off the ground; connect the two sections together with a connecting strap</li> <li>• ladder stand: use only the top section of the stand containing the platform; secure the stand to the tree with an attachment strap</li> <li>• hang-on stand: secure it no more than three feet off the ground; place a separate ladder or set of climbing sticks on the tree as well; have the ladder extend at least three feet above the platform of the stand</li> </ul> </li> <li>2. Hang the lifeline climbing rope with Prusik knot on the tree six feet above the platform to show the students how it would be used. The haul line should be hung from the seat of the treestand so that it is within reach while sitting.</li> <li>3. The FBFAHS should be near for easy access.</li> </ol>
<p><b><u>Vocabulary Builder</u></b>  </p>	<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>

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**Climbing tree stand** – A tree stand consisting of two parts (an upper and lower section) used to climb the tree.

**Fall Arrest System (FAS)** – A means to prevent serious injury to a hunter who falls from their tree stand.

**Full Body Fall Arrest Harness System (FBFAHS)** – A fall arrest system that has a harness with five points of contact (e.g. left leg, right leg, midsection, left arm, and right arm) and is designed to keep you upright after a fall.

**Hang-on tree stand** – A tree stand that is attached to a tree with either straps or chains where the primary means of climbing the tree is separate from the stand.

**Haul line** – A rope, or other device, that is used to pull a hunter's equipment up into the stand.

**Lifeline climbing rope** – A rope, with Prusik knot, attached to the tree for maintaining a connection to the tree while ascending and descending.

**Ladder stand** – A tree stand with a built in ladder.

**Lineman's style belt** – An adjustable strap or rope that is wrapped around the tree and attaches to both sides of a harness and allows the hunter to be secured to the tree with their hands free.

**Lock-on tree stand** – Synonymous with Hang-on tree stand

**Portable tree stand** – Synonymous with Hang-on tree stand

**Prusik knot** – A friction knot used to put a loop of cord around a climbing rope.

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**Suspension relief system** – In the event of a fall, a strap that is connected to your full body harness near the waist and hangs down toward your feet. The hunter stands in the strap to relieve the pressure from his lower extremities to prevent suspension trauma.

**Suspension trauma** – An effect that occurs when a hunter hangs from their harness for a period of time and blood circulation is restricted due to pressure on the lower extremities.

**Tether** – A shock absorbing strap on a full body harness that extends from the top of the hunters back to the treebelt.

**Treebelt** – A strap that surrounds the tree, to which the tether is attached, to anchor the hunter to the tree.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Can anyone tell me the three types of treestands?” (<i>hang-on, climbing, ladder</i>) Follow-up this question by stating that no matter which style a hunter uses, they must take safety precautions while using them.</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify the causes of falls from an elevated stand;</li> <li>• explain how the Full Body Fall Arrest Harness System is essential for reducing the risk of serious injury;</li> <li>• identify safe practices for hunting from an elevated stand;</li> <li>• and describe how to recover from a tree stand fall.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>15 minutes</p>	<p>State: “Each year, across the country more hunters are injured from falling out of a tree stand than from any other hunting related incident.”</p> <ol style="list-style-type: none"> <li>1. Ask: “Does anyone know at what point, while using a tree stand, most falls occur?” Allow time for a few responses and continue by explaining that:             <ul style="list-style-type: none"> <li>• errors occur while climbing into or out of the stand</li> <li>• errors are made in the placement and use of equipment                 <ul style="list-style-type: none"> <li>○ not following manufacturers recommendations; watch the video</li> <li>○ not selecting proper tree (select live trees)</li> <li>○ leaving stand on tree for long periods (<i>weather wear; tree growth</i>)</li> </ul> </li> </ul> </li> </ol>

Note: When showing the FBFAHS, demonstrate how to properly wear the full body harness.

2. Explain and demonstrate a FBFAHS and how it works:
  - FBH are recommended over single strap harnesses
    - distributes fall forces throughout the body, reducing the chance of injury
    - keeps the hunter suspended upright in the event of a fall
  - explain the advantages of a vest style FBH over a strap style FBH
    - easier to put on
    - more likely to be put on correctly
    - can easily be put on in dark
3. State the importance of staying connected to the tree with a FBFAHS from the time they leave the ground until they return to the ground, and explain how to achieve this with each option and when each option would be sufficient:
  - lifeline climbing rope with Prusik knot – hang-on, ladder
  - lineman’s style belt – hang-on
  - treebelt – climbing
4. State the importance of three points of contact while climbing any treestand with a ladder or steps (two hands and one foot or one hand and two feet).
5. Explain how high above the platform to secure the treebelt to the tree and why:
  - tether should have no slack when sitting
  - allows the hunter to more easily re-enter the stand after a fall

- 
6. Say: “Even though you’ve taken precautions to prevent a fall from a tree stand, sometimes incidents still happen. In the event you do fall, you need to understand how to recover.” Explain to the students the process of recovering after a fall:
    - don’t panic
    - re-enter the stand as soon as possible
    - if they cannot re-enter the stand on their own, they will need to signal for help
      - cell phone
      - whistle
      - personal locator beacon
      - keep signaling device within reach
    - take precautions to prevent suspension trauma
  7. Explain the dangers of suspension trauma and how to best avoid it:
    - being suspended causes blood to pool in legs
    - use a suspension relief strap to relieve pressure from the legs
    - move the legs to keep blood flowing
  8. Explain the importance of proper harness care:
    - discard a full body harness after a fall
    - harnesses have an expiration date and should be replaced in a timely manner
  9. Explain how and why to properly and safely use a haul line to lift their gear into a tree stand:
    - have connected within easy reach while sitting
    - never climb with anything in their hands or on their back
    - gun unloaded with the barrel pointing down
    - raise bow with nock end of arrows pointing down
    - lower bow with nock end of arrows pointing up
    - crossbow unloaded with barrel facing down
-

	<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><b>PART D:</b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• When do most falls occur?</li> <li>• What device do we use to reduce injuries from falls?</li> <li>• When should you attach yourself to the tree?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Additional Instructor Notes</u></b></p> 	<p>If time remains at the end of the lesson, use the time to show the students characteristics of the tree stand (i.e. climbing, hang-on, or ladder) and explain the differences among the three types of stands including how each stand works, when each stand should and can be used, and how to get in and out of each stand safely.</p> <ul style="list-style-type: none"> <li>• hang-on: use a lineman’s belt; use a lifeline climbing rope; maintain three points of contact while climbing; attach FBH to the Prusik knot before ascending; climb above the stand and step down onto the center of the platform; check to ensure the stand supports weight before placing all of your weight onto the stand</li> <li>• climbing: attach the top and bottom sections to the tree; secure top to bottom with connecting straps; bottom section must be placed low enough on the tree to easily step onto the platform; top section is attached at shoulder</li> </ul>

height; step onto the platform and stand up through the top section; attach the FBH to the tree

- ladder: need multiple people for set-up; use a lifeline climbing rope; maintain three points of contact while climbing; attach FBH to the Prusik knot before ascending

**Addendum**

**A**



**INDOOR OPTION – SAFE TREESTAND HUNTING STRATEGIES VIDEO**

Although an outdoor learning station is preferred, it may not always be an option. In this case, teach the lesson to the entire class with a video and discussion.

**Time allotted:** 35 minutes

Introductory discussion: ~ 5 minutes

Video: ~ 24 minutes 37 seconds

Discussion/review: ~ 5 minutes

**Materials Needed:**

- Audio visual equipment (DVD player, projector, and screen)
- “2009 Safe Treestand Hunting Strategies” DVD
- Full Body Fall Arrest Harness System (FBFAHS)
  - full body harness
  - lineman’s style belt
  - treebelt
  - suspension relief system
- Lifeline climbing rope

**Set-up:**

Prior to the lesson, start the video and choose the “Hang-on stand” option from the Main Menu. Cue the video to 3:23 and pause until ready. Close the cover of the projector to block the

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image so the students don't get distracted during the introduction.

**PART A – Focus Activity**

Complete the focus activity on page 4

**PART B – Objectives**

State the objectives on page 4

**PART C – Teaching Method**

1. Inform the students that they will now watch a 25 minute video on the proper and safe use of treestands. **End the video at 28:00.**

**Note: If you do not stop the video, it will play continuously for several minutes.**

2. Follow up the video by reviewing the key points
  - FBFAHS
    - follow manufacturer instructions;
    - remain attached from the moment you leave the ground until you return;
    - prevent suspension trauma after a fall)
    - answer any questions the students may have.
  - If time remains demonstrate the use of the full body harness and lineman's style belt, and inform the students that it will be available during breaks if they would like to take a closer look or try it on themselves.

**PART D – Student Summary**

Conclude with the student summary on page 8

**END OF LESSON**

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**Addendum**

**B**



**FREQUENTLY ASKED QUESTIONS**

1. Which stand do you prefer and why?  
*This is going to be a personal answer. Feel free to discuss why you prefer a specific style, but try to avoid talking about specific brands.*
  
2. Can you use a tree that has tree limbs?  
*Yes, tree limbs can be very helpful for concealment. However you must use a hang-on or a ladder stand. A climbing stand can't be safely maneuvered around tree limbs while climbing.*
  
3. Does hunting out of a tree make it easier/harder to get a shot?  
*Treestands typically allow the hunter to view wildlife approaching at a further distance and helps to conceal the hunters movements; however, by being elevated the size of the hunters target is made smaller because of the hunter's angle to the target. The higher in a treestand, the more acute the angle, thus the smaller the target.*



# INSTRUCTOR GUIDE

## LESSON 19: INTRODUCTION TO ARCHERY

V. 2/2017

### Objectives: D, E, & F

<p><b><u>Instructor Notes</u></b></p> 	<p>This lesson introduces the students to the knowledge needed to use archery equipment safely. This lesson corresponds with Chapter 7 (pages 103-106) in the student manual. Teach this lesson as part of a round robin.</p> <p><b>Teaching Methods Used In This Lesson</b></p> <ul style="list-style-type: none"><li>• <b>Lecture</b></li><li>• <b>Demonstration</b></li></ul>
<p><b><u>Time Suggested</u></b></p> 	<p>20 Minutes</p>
<p><b><u>Materials Required</u></b></p> 	<ul style="list-style-type: none"><li>• Arrows – two types with different fletching (wood, fiberglass, aluminum, carbon, flu-flu)</li><li>• Arrow tips – two types if possible (field tip, blunt tip, practice fixed-blade broadhead, mechanical broadhead)</li><li>• Bow accessories (e.g. arm guard; release aid; quiver)</li><li>• Compound bow</li></ul>
<p><b><u>Station Set-up</u></b></p>  <p>5 minutes</p>	<ol style="list-style-type: none"><li>1. Lay out all items on a table.</li></ol>

**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.

**Armguard** – A wrap around an archers bow arm that prevents the bowstring from slapping the archer’s arm.

**Blunt tip** – A tip of an arrow with a flat end used for shooting small game.

**Bolt** – A crossbow arrow consisting of a head, shaft, fletch, and nock.

**Bowstring** – The string of the bow which is pulled to engage the limbs and released to propel the arrow.

**Bow stringer** – A string used to flex the limbs of a longbow or recurve bow so that the bowstring can be put on the bow.

**Broadhead** – A tip on an arrow that provides multiple cutting surfaces.

**Cables** – The strings of a compound bow which link the cams.

**Cam** – The mechanical wheel at the end of a compound bow’s limb.

**Compound bow** – A bow with one or two cams mounted on the end of the limbs that allow faster speeds, greater energy, and let-off.

**Crossbow** – A bow where the limbs are mounted horizontally on a shouldered stock and is fired like a firearm.

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**Draw length** – The measurement at full draw from the nock point to the throat of the grip plus 1  $\frac{3}{4}$ ".

**Draw-weight** – The peak amount of weight an archer will pull while drawing the bow.

**Dry-fire** – Pulling a bowstring back and releasing it without having an arrow in the bow.

**Field tip** – A tip of an arrow used for shooting practice targets.

**Finger tab (finger glove)** – A piece of fabric used to shield the archer's fingers from the bowstring to allow a smooth release of the bowstring.

**Fletching** – Feathers or plastic vanes around the nock end of the arrow shaft that helps stabilize the flight of the arrow.

**Flu-flu** – An arrow with large fletchings to produce increased drag to limit the distance the arrow will fly. Generally used for aerial shooting.

**Let-off** – A percentage that the draw-weight is reduced upon reaching full draw.

**Limb** – The part of the bow that provides the energy and forward motion of the string.

**Longbow** – A bow resembling a stick and string.

**Nock** – A slot in the end of an arrow that fits on the string; the spot on a bowstring where the arrow is connected.

**Peep sight** – A small piece of plastic or metal that is inserted into the bowstring above the nock to serving as a rear sight

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window.

**Quiver** – A container that may or may not be attached to the bow that stores the arrows and can cover broadheads securely.

**Recurve bow** – A bow resembling a stick and string with the limbs curved away from the archer.

**Release aid** – A trigger device an archer uses instead of their fingers to draw and release the bowstring.

**Riser** – The stiff frame of a bow that the limbs extend off of.

**Servings** – A small diameter string that is wound tightly around the bow string, typically where the arrow is nocked.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask: “Have any of you ever shot a bow before?” Follow-up this question with: “Do you know what type of bow it was?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify and explain the parts of a compound bow;</li> <li>• explain basic safe archery practices;</li> <li>• and explain how a broadhead tipped arrow kills.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>15 minutes</p>	<p>Say: “Let’s take a look at the equipment and knowledge necessary to shoot a bow safely.”</p> <ol style="list-style-type: none"> <li>1. Identify and explain the purpose of the following parts of a bow:             <ul style="list-style-type: none"> <li>• grip</li> <li>• limb</li> <li>• bowstring</li> <li>• sight</li> <li>• quiver</li> <li>• release aid</li> </ul> </li> <li>2. Identify and explain the parts of an arrow:             <ul style="list-style-type: none"> <li>• shaft                 <ul style="list-style-type: none"> <li>○ wood, fiberglass, aluminum, carbon</li> </ul> </li> <li>• nock</li> <li>• fletching                 <ul style="list-style-type: none"> <li>○ feathers, vanes, flu-flu</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• tip <ul style="list-style-type: none"> <li>◦ field tips, blunt tips, broadheads</li> </ul> </li> </ul> <p>3. Explain how a broadhead tipped arrow kills:</p> <ul style="list-style-type: none"> <li>• cutting through the vitals</li> <li>• rapid, uncontrolled blood loss</li> </ul> <p>4. Explain safety concerns dealing with arrows:</p> <ul style="list-style-type: none"> <li>• explain why the arrow has to match the bow based off of draw length and draw weight</li> <li>• not shooting wooden arrows from a modern compound bow</li> <li>• testing carbon arrows to make sure the shaft hasn't been compromised</li> <li>• ensuring weight of field points matches weight of broadheads</li> <li>• designate one broadhead for practice</li> </ul> <p>5. Identify important safety accessories and safe archery practices:</p> <ul style="list-style-type: none"> <li>• arm guard</li> <li>• bowstring wax</li> <li>• safe backstop</li> <li>• never "dry-fire" a bow</li> </ul> <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. Ensure they understand the terminology.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p>

 <p>3 minutes</p>	<ul style="list-style-type: none"> <li>• What are the 4 components of an arrow?</li> <li>• What piece of equipment do bow hunters use to prevent themselves from being cut by a broadhead?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Addendum</u></b> <b><u>A</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Does anyone still use recurve bows or longbows? <i>Yes, these styles of bows have grown in popularity in recent years. Both styles can be very effective, but both require an immense amount of practice.</i></li> <li>2. Why aren't crossbows legal? <i>By Massachusetts statute (MGL 131 s69), crossbows are not a legal means of archery equipment for hunting unless the hunter is permanently disabled to the point that they can't draw a conventional bow. To change this law requires an act of legislature. Each year bills are presented to the state House and Senate to change this law, but each year so far it has failed to pass. If students wish to have this law changed, they need to contact their state representatives.</i></li> </ol>



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the "Critters Of Massachusetts" book to complete this worksheet on the:

#### Species: Black Bear

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: White-tailed Deer

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Eastern Wild Turkey

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the "Critters Of Massachusetts" book to complete this worksheet on the:

#### Species: Eastern Coyote

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Moose

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the "Critters Of Massachusetts" book to complete this worksheet on the:

#### Species: Eastern Cottontail

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Ruffed Grouse

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the “Critters Of Massachusetts” book to complete this worksheet on the:

**Species: Common Loon**

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Eastern Bluebird

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the "Critters Of Massachusetts" book to complete this worksheet on the:

**Species: Red-winged Blackbird**

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### **Species: Black-capped Chickadee**

1. Am I a game species? \_\_\_\_\_

2. How big am I? \_\_\_\_\_

3. Describe my appearance \_\_\_\_\_

a. Does it change by age or season? How?

\_\_\_\_\_

b. Do males and females look different? How?

\_\_\_\_\_

4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?

\_\_\_\_\_

5. What is my range in Massachusetts? \_\_\_\_\_

6. What type of habitat do I live in? \_\_\_\_\_

7. Do I migrate? \_\_\_\_\_

8. Do I hibernate? \_\_\_\_\_

9. What time of day am I most active? \_\_\_\_\_

10. What do I eat? \_\_\_\_\_

11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Mallard

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Wood Duck

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the “Critters Of Massachusetts” book to complete this worksheet on the:

#### Species: Canada Goose

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

---

Use the "Critters Of Massachusetts" book to complete this worksheet on the:

#### Species: American Woodcock

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



## LESSON 20 WILDLIFE ID

### STUDENT EXERCISE WORKSHEET

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Use the "Critters Of Massachusetts" book to complete this worksheet on the:

#### Species: Peregrine Falcon

1. Am I a game species? \_\_\_\_\_
2. How big am I? \_\_\_\_\_
3. Describe my appearance \_\_\_\_\_
  - a. Does it change by age or season? How?  
\_\_\_\_\_
  - b. Do males and females look different? How?  
\_\_\_\_\_
4. Do I have any distinguishing field marks? (Field marks are distinctive stripes, spots, patterns, colors, or highlights). If so, what are they?  
\_\_\_\_\_
5. What is my range in Massachusetts? \_\_\_\_\_
6. What type of habitat do I live in? \_\_\_\_\_
7. Do I migrate? \_\_\_\_\_
8. Do I hibernate? \_\_\_\_\_
9. What time of day am I most active? \_\_\_\_\_
10. What do I eat? \_\_\_\_\_
11. Do I have any predators? \_\_\_\_\_



# INSTRUCTOR GUIDE

## LESSON 20: WILDLIFE ID

V. 1/2016

### Basic Hunter Education 2014 Standards – Section 4 Objectives 45 & 47

#### Instructor Notes



This lesson introduces students to the importance of wildlife identification skills for hunting and how to identify game species and their distinguishing features. This lesson corresponds with Chapter 5 (pages 89 & 90) 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 (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 Allotted



40 Minutes

**Materials  
Required**



- Audio visual equipment (projector & screen)
- “Critters of Massachusetts” books (one per student)
- Laptop w/ PowerPoint software
- PowerPoint file: *2015 Wildlife ID Slideshow*
- Whiteboard/easel
- Wildlife ID student exercise worksheets (one per group; see Addendums B & C)

**Station  
Set-up**



15 minutes

1. Set up projector, screen, and laptop and open the PowerPoint show.
2. This opens the show to Slide #1 - the Title slide that should be displayed.
3. Set up the white board/easel in the front of the room to the side of screen.
4. Write “Wildlife Identification” on the top of the board.
5. Decide ahead of time how you will divide the students into small groups for the student exercise. Groups of 5 to 6 are best.
6. Have “Critters Of Massachusetts” books 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.

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**Big game** – Definition varies by location, but in Massachusetts: game animals that require field tagging (white-tailed deer; wild turkey; black bear).

**Game animals** – Animals that are useful, sufficiently abundant, and present a challenge to kill.

**Migratory bird** – A game bird that migrates.

**Non-game animals** – Animals that cannot be hunted.

**Small game** – Non-big game. May include furbearers, upland game, and migratory game.

**Upland bird** – A game bird that does not migrate.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minutes</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Note: This lesson uses PowerPoint extensively as a teaching aid. 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 #1 - The purpose of the focus activity is to get everyone focused on the lesson. Begin by asking the students “does anyone own a wildlife identification field guide?”</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p> Slide #2 - State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• explain the importance of wildlife identification skills for hunting;</li> <li>• and identify game species and their distinguishing features.”</li> </ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>10 minutes</p>	<ol style="list-style-type: none"> <li>1.  Slide #3 - Ask “Why is wildlife identification important?”             <ul style="list-style-type: none"> <li>•  legal reasons</li> <li>• safety reasons</li> <li>• ethical reasons</li> </ul> </li> <li>2.  Slide #4 - Ask “How many species are there in Massachusetts?” (650) Then ask, “What percentage may be hunted?” (8% [55 species, 28 are birds])</li> </ol>

- 
3. 🖱️ Slide #5 – Ask “What makes a species a game animal?”  
Game species are those animals approved for regulated hunting or trapping and generally possess three characteristics:
    - a. 🖱️ they are useful (flesh, fur, or hide)
    - b. they are sufficiently abundant and can replace annual population losses including those from hunting
    - c. they are elusive or possess a similar behavior which provides a unique or traditional challenge to hunters
  
  4. 🖱️ Slide #6 - Discuss how state wildlife agencies classify animals and ask students for examples of each category:
    - big game (*black bear, white-tailed deer, and eastern wild turkey*)
    - small game (*eastern gray squirrel, cottontail rabbit, and raccoon*)
    - upland birds (*ruffed grouse, ring-necked pheasant, and bobwhite quail*)
    - migratory birds (*woodcock, ducks, and geese*)
    - non-game wildlife (*raptors, amphibians, and songbirds*)
  
  5. 🖱️ Slide #7 - Next, discuss the basics components of wildlife identification. Inform the students that you will then cover each one independently.
  
  6. 🖱️ Slide #8 - General Description
    - size (weight, length, height)
    - appearance – color, field markings, distinguishing features
    - does appearance vary seasonally
    - does appearance vary by age or gender
-

7. 🖱️ Slide #9 – Habitat & Range
- habitat
- where each species lives
  - preferences may change seasonally
- range
- where does the species exist
  - some species are migratory
8. 🖱️ Slide #10 - Behavior
- what time of day is this species active
  - does the animal migrate
  - does the animal hibernate
  - is it a social or solitary species
  - what does it eat
9. 🖱️ Slide #11 - Wildlife Sign
- feeding evidence
  - hair/feathers
  - tracks, trails
  - droppings
  - den, nest, or shelter
  - territory markings (e.g. scrapes, rubbings)
  - sounds

**PART D:**

**Student Exercise**



25 minutes

Note: Steps 10 & 11 should take 10 minutes.

10. 🖱️ Slide #12 (10 minutes) - Ask the class for a volunteer and have the volunteer come to the front of the class. Give the volunteer a Critters book and have them open it to a random page. Inform the rest of the class that they are to try and identify the animal the volunteer is looking at in the Critters book. Allow the students to ask 10 questions. The questions

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must be worded so that the volunteer can only answer with “Yes” or “No”. After the students have asked their 10 questions, have them try to identify the animal. Reiterate the importance of asking definitive questions.

11. Distribute the Critters books to the rest of the students. Explain briefly how to use the book.
12. 🖱️ Slide #13 - Divide the students into small groups, give each group a worksheet, and assign which species they will be using to complete their worksheet (see Addendums B & C). Give the students 5 minutes to use the “Critters of Massachusetts” book to learn about their animal and complete the worksheet.

Note: Step 13 should take about 10 minutes. When you first click ( 🖱️ ) the slide, it will show a picture. The students should try to identify the species in the picture. You should then click ( 🖱️ ) again to display the correct answer.

13. 🖱️ Slides #14 - #29 - Resume the PowerPoint and ask the students to identify the animal. If a group had a worksheet on the species being displayed, have them read aloud their answers on the worksheet.

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.

**PART E:**

**Student  
Summary**



3 minutes

Ask students to recall the important points that were covered. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.

- What makes a species a game animal?
- Why is wildlife identification important?
- What are some of the characteristics to consider when trying to id wildlife?

**END OF LESSON**

**Addendum**

**A**



**POWERPOINT SLIDES FOR LESSON TWENTY**



Massachusetts Hunter Education

Wildlife Identification

#1 -

## Objectives

You will be able to:

- explain the importance of wildlife identification skills for hunting;
- and identify game species and their distinguishing features.

#2 -

MASSWILDLIFE

### What makes a species a game animal?



Photo credit: Mass. Division Fisheries & Wildlife-Bill Byrne

#3 -

MASSWILDLIFE

### Wildlife in Massachusetts

- How many species of wild mammals, birds, reptiles, and amphibians are in MA?
- What percentage (%) may be hunted?

#4 -

MASSWILDLIFE

## Why is Wildlife ID Important for Hunters?



- Legal
- Safe
- Ethical

#5 -

MASSWILDLIFE

### State Fish & Wildlife agencies categorize animals

- Big Game
- Small Game
- Upland birds
- Migratory birds
- Non-game animals

#6 -

MASSWILDLIFE

### The Basics of Wildlife ID

- General Description
- Habitat
- Range
- Behavior
- Wildlife Sign

#7 -

MASSWILDLIFE

## General Description

- **Size**
  - Weight, length, height; comparisons can help
- **Appearance**
  - Color, field markings, distinguishing features
  - Does it vary seasonally? (e.g. white tailed deer)
  - Does it vary by age or gender?
    - males and females can be noticeably different (e.g. most birds).

#8 -

MASSWILDLIFE

### Habitat

- The type of habitat where a species lives.
- Habitat preferences may change seasonally.

### Range

- Knowing geographic distributions makes it easier to find and identify animals
- Many birds are migratory

#9 -

MASSWILDLIFE

## Behavior

- What time of day is the animal active?
- Does the animal migrate?
- Does the animal hibernate?
- Is it a social or solitary species?
- What does it eat?

#10 -

MASSWILDLIFE

## Wildlife Sign

- Feeding evidence
- Hair/feathers
- Tracks, trails
- Droppings and other sign  
(e.g. owl pellets, otter toilets)
- Den, nest, or shelter
- Scrapes & rubs
- Sounds

#11 -

MASSWILDLIFE

## Time for you to try!



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

#12 -

MASSWILDLIFE

## Focus on the Following:

- Am I a game species?
- How big am I?
- Describe my appearance?
  - Does it change by age or season?
  - Do males and females look different?
- Do I have any distinguishing field marks?
- What type of habitat do I live in?
- What is my range in Massachusetts?
- Do I migrate? - Do I hibernate?
- At what time of day am I most active?
- What do I eat?

#13 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Black Bear

#14 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

White Tailed Deer

#15 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern Wild Turkey

#16 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern  
Coyote

#17 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Moose

#18 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern Cottontail

#19 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Ruffed  
Grouse

#20 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Common Loon

#21 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Eastern Bluebird

#22 -

MASSWILDLIFE

## Name This Animal



Photo credit: USFWS/George Gentry

Red-winged  
Blackbird

#23 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Black-capped Chickadee

#24 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Mallard

#25 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Wood Duck

#26 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

Canada Goose

#27 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife/Bill Byrne

American Woodcock

#28 -

MASSWILDLIFE

## Name This Animal



Photo credit: Mass. Division Fisheries & Wildlife Bill Byrne

Peregrine Falcon

#29 -

MASSWILDLIFE

### Addendum

B



## STUDENT EXERCISE WORKSHEET

### Wildlife Species

1. Am I a game species?
2. How big am I?
3. Describe my appearance.
  - a. Does it change by age or season?
  - b. Do males and females look different?
4. Do I have any distinguishing field marks? If so, what are they?
5. What region do I live in, in Massachusetts?
6. What type of habitat do I live in?
7. Do I migrate?
8. Do I hibernate?

	<p>9. What time of day am I most active?</p> <p>10. What do I eat?</p> <p>11. Do I have any predators?</p>
<p><b><u>Addendum</u></b> <b><u>C</u></b></p> 	<p><b>SPECIES LIST FOR THE WORKSHEETS</b></p> <ul style="list-style-type: none"> <li>• Black Bear</li> <li>• White-tailed Deer</li> <li>• Eastern Wild Turkey</li> <li>• Eastern Coyote</li> <li>• Moose</li> <li>• Eastern Cottontail</li> <li>• Ruffed Grouse</li> <li>• Common Loon</li> <li>• Eastern Bluebird</li> <li>• Red-winged Blackbird</li> <li>• Black-capped Chickadee</li> <li>• Mallard</li> <li>• Wood Duck</li> <li>• Canada Goose</li> <li>• American Woodcock</li> <li>• Peregrine Falcon</li> </ul>
<p><b><u>Addendum</u></b> <b><u>D</u></b></p> 	<p><b>FREQUENTLY ASKED QUESTIONS</b></p> <p>1. Why are some species listed as game in some states but not in others?</p> <p><i>Populations vary across a species range. What may be abundant in one state, may not be in another state, and therefore each state decides what can and can't be hunted in</i></p>

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<p><i>that state. Migratory birds are an exception however, since these birds migrate, all of the states need to be in agreement in the management of the species, therefore migratory bird regulations are set at a federal level.</i></p>
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# INSTRUCTOR GUIDE

## LESSON 21: GAME CARE

V. 2/2017

### Basic Hunter Education 2014 Standards – Section 5

#### Objective 53

#### Instructor Notes



This lesson introduces the students to the knowledge and skills needed to properly and legally care for harvested game. This lesson corresponds with Chapter 3 (pages 57 & 58) in the student manual. Teach this lesson to the entire class.

#### **Teaching Methods Used In This Lesson**

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

Note: This lesson can utilize HE Tools () software as a teaching aid. See Addendums A & B for helpful hints on software navigation.

#### Time Suggested



30 Minutes

#### Materials Required



- Audio visual equipment (DVD player, projector & screen)
- “Game Care” DVD
- White board/easel

**Station  
Set-up**



10 minutes

1. Set up the AV equipment with the “Game Care” DVD. Start the DVD and pause the video when the title screen appears. Cover the projector lens until you are ready to show 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 in the front of the room to the side of the screen. Write “Game Care” on the top of the board.

**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.

**Field dressing** – The act of removing the internal organs of a game animal while still in the woods.

**Spoilage** – Inedible meat as a result of improper care.

## LESSON PLAN

<p><b><u>PART A:</u></b></p> <p><b><u>Focus Activity</u></b></p>  <p>1 minute</p>	<p>The purpose of the focus activity is to get everyone focused on the lesson. Ask “Do any of you plan on processing your own animals?” Discuss some of the advantages of processing their own game (i.e. assurance they are receiving their meat; getting the cuts of meat they want; ability to leave as much or as little fat as they want; cheaper).</p>
<p><b><u>PART B:</u></b></p> <p><b><u>Objectives</u></b></p>  <p>1 minute</p>	<p>State the learning objectives to the students. “At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"><li>• describe how to properly and legally care for harvested game.”</li></ul>
<p><b><u>PART C:</u></b></p> <p><b><u>Teaching Method</u></b></p>  <p>25 minutes</p>	<p>Ask: “What is the first thing a hunter should do once they determine that the animal is dead?” (<i>tag the animal</i>) Ask “Once you have met all legal requirements, what is the next thing you should do, and when should you do it?” (<i>field dress the animal as soon as possible</i>)</p> <ol style="list-style-type: none"><li>1. Discuss the importance of time, and that killing an animal requires a large time commitment, and that they should expect to spend several hours taking care of their harvest.</li><li>2. Introduce the video they are about to watch by explaining that the video covers the steps a hunter takes from the moment they kill a deer until it is processed and in the freezer. Inform them however that these steps are the same for any big game animal, and the general premise is the same for birds and other small game. Give them a warning that the video does contain some graphic images.</li></ol>

3. Play the “Game Care” DVD. It has a run time of 9 minutes and 15 seconds.
4. Following the video, reiterate the key points of the video:
  - Ask: “What are the three factors that lead to meat spoilage?” (*dirt, heat, moisture*) Write these on the whiteboard as they get them. Explain to the students that they have a responsibility as a hunter to prevent spoilage of the meat and cover how each contributes to spoilage:
    - dirt
      - \* dirt harbors bacteria
      - \* discuss how to prevent dirt from getting on the meat while dragging the deer out of the woods
    - moisture
      - \* moisture allows bacteria growth
      - \* discuss how to avoid moisture on the meat
    - heat
      - \* explain how bacteria multiply at different rates at different temperatures (you may use HE Tools () here if you wish)
      - \* discuss tips on avoiding heat
5. Ask: “What hunting accessories should a hunter bring along with them to be prepared for taking care of a harvested animal?” Write their answers down on the whiteboard as they say them.
  - discuss the importance of having each of the items when hunting
  - discuss any other items that you use for game care while hunting
6. Reiterate that everything you/they have discussed is in terms of big game animals, but the importance of proper game care is the same no matter what animal they intend

	<p>to harvest.</p> <ul style="list-style-type: none"> <li>• birds can be plucked, skinned, or breasted</li> <li>• preventing dirt, heat, and moisture still applies</li> <li>• sometimes there are legal restrictions as to what you can do in the field (<i>waterfowl</i>)</li> </ul> <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.</p>
<p><b><u>PART D:</u></b></p> <p><b><u>Student Summary</u></b></p>  <p>3 minutes</p>	<p>Ask students to recall the important topics that were covered in the lesson. It is important for students to be able to verbalize these points. Use questioning strategies to flesh out answers.</p> <ul style="list-style-type: none"> <li>• What three factors lead to meat spoilage?</li> <li>• How soon should you field dress the animal?</li> </ul> <p><b>END OF LESSON</b></p>
<p><b><u>Additional Instructor Notes</u></b></p> 	<p>There is a section in () HE Tools (Topic “Game Care &amp; Cleaning”; Subtopic “Safe Handling of Meat”) that shows bacteria multiplication rates at different temperatures. You may use this visual aid to help explain the importance of cooling game meat quickly.</p>
<p><b><u>Addendum A</u></b></p> 	<p> <b>HE TOOLS HELPFUL HINTS – Navigation &amp; Use</b></p> <p>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</p>

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 – Game Care**

**Safe Handling of Meat** – Use HE Tools (Topic “Game Care & Cleaning”; Subtopic “Safe Handling of Meat”) to show how heat affects the multiplication rates of bacteria. Click through the slideshow to show the typical animal body temperatures, how fast bacteria can multiply under ideal temperatures, and

how the multiplication rate decreases at reduced temperatures.

Addendum

C



**FREQUENTLY ASKED QUESTIONS**

1. Does it matter whether or not you let your deer hang?  
*Letting your animal hang, or “age”, is not a critical task. Many people do this as they feel it lets the meat tenderize and become more flavorful, but it does not have to be done.*
2. Do people really eat the heart and liver?  
*Yes, many people will eat the heart and the liver. The heart is not an organ, it is a muscle, just like any other meat off of an animal. However, the liver is an organ and its main purpose is to cleanse the body of its toxins. Many states suggest that the liver no longer be consumed due to potential mercury contamination.*
3. Should you eat a deer if you think it has Chronic Wasting Disease?  
*If you truly believe a deer has CWD, you should contact the state agency to see if they want it for testing. With proper handling/care and cooking, there should be no risk to humans.*
4. Does it stink when field dressing a deer?  
*The insides of any animal does have a distinct smell, but typically it is not a “bad” smell unless the animal is shot in the intestines or stomach, or if the hunter accidentally stabs his knife into these regions.*