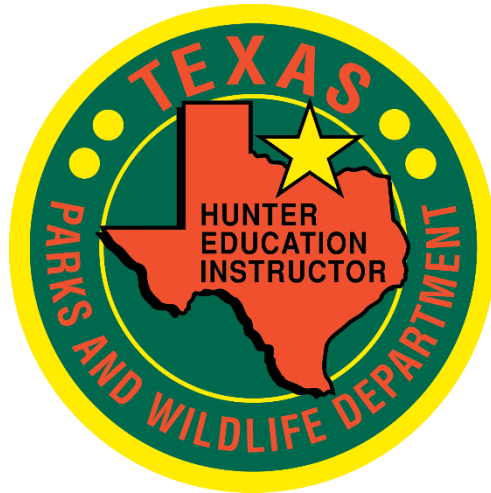


Hunter Education Program



Hunter Education Instructor Manual

Bowhunter Education Instructors
Hunter Education Instructors

Basic
Master
Area Chiefs
Assistants



Texas Hunter Education Instructor Manual

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A Federal Assistance Project
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United States Fish and Wildlife Service



NOTICE

TPWD receives federal assistance from the U.S. Fish and Wildlife Service and other federal agencies and is subject to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, and state anti-discrimination laws which prohibit discrimination the basis of race, color, national origin, age, sex or disability. If you believe that you have been discriminated against in any TPWD program, activity or facility, or need more information, please contact Office of Diversity and Inclusive Workforce Management, U.S. Fish and Wildlife Service, 5275 Leesburg Pike, Falls Church VA 22041.

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TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

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TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

A. PROGRAM

HUNTER EDUCATION IN TEXAS

a. Purpose

The purpose of hunter education is to produce safe, responsible, knowledgeable and involved hunters and shooters.

The goals of hunter education are to:

- Promote firearm, sporting arm and hunting safety
- Promote hunting ethics and compliance to hunting regulations
- Combat poaching
- Promote wise use of sustainable resources and the outdoor landscape
- Enhance hunting traditions and values

The benefits of hunter education are:

- Reduction of hunting accidents
- Reduction of hunting violations
- Enhancement of outdoor behaviors
- Continuation of the hunting heritage

Your job/role as a hunter education instructor is to:

- Teach firearm safety, particularly to young people
- Teach basic hunter education, particularly to those mandated by law
- Teach advanced hunter education workshops, particularly to families
- Teach outdoors/wilderness skills, particularly to non-hunters
- Teach new instructors and monitor local efforts
- Communicate to the media the positive aspects of hunting and the shooting sports
- Be professional – an ambassador for hunting/shooting sports

b. History

Texas Parks and Wildlife Department (TPWD) started a voluntary hunter education program in 1972, mainly to provide training for Texas hunters traveling to other states requiring hunter education. The most notable of these was Colorado, which passed a mandatory requirement in 1970 that affected hunters *born on or after January 1, 1949*.

NRA's existing hunter safety program was used and was four (4) hours in length. Many NRA instructors in Texas were recruited as the first Texas hunter education instructors. By 1987, over 150,000 students completed the voluntary course, and the required minimum for a course was ten (10) hours over two (2) days – a requirement recommended

by the federal government which monitored funds (excise taxes) returned to states for hunter education and target range development.

In June 1987, The Texas legislature passed S.B. 504, the mandatory hunter education law for the State of Texas. The law allowed the TPW Commission to adopt regulations requiring hunter education for Texas hunters under 17 years of age at the time. The effective date chosen by the TPW Commission was June 1, 1988. Therefore, anyone **born on or after September 2, 1971 (“Grandfather Date” for Texas)** would have to complete the training to legally hunt in Texas.

Hunter Education (As it appears in the current TPWD ***Outdoor Annual***)

Mandatory Hunter Education

Every hunter (including out-of-state hunters) **born on or after Sept. 2, 1971**, must successfully complete a Hunter Education Course. Proof of certification or deferral is required to be on your person while hunting. Minimum age of certification is 9 years. In-person course cost is \$15. Persons 17 years of age and older have the option of taking the course in person or online. Online course costs vary by internet provider. Call (800) 792-1112 or visit www.tpwd.texas.gov/education/hunter-education for information about course options.

If you were **born on or after Sept. 2, 1971**, and you are:

- under age **9**, you must be **“accompanied”**
- age 9 - 16, you must successfully complete a hunter education in-person course or be accompanied
- age 17 and over, you must successfully complete an in-person or approved online only hunter education course; or purchase a “Hunter Education Deferral” and be “accompanied”

“Accompanied” refers to a resident or non-resident who is at least 17 years of age, is licensed to hunt in Texas, and has passed hunter education or is exempt (born before Sept. 2, 1971), and is within normal voice control.

Hunter Education Deferral (Item 166): \$10

Allows a person, age 17 or older, who has not completed hunter education to defer completion for up to one year. A deferral may only be obtained once and is only valid until the end of the current license year. A person who has been convicted or has received deferred adjudication for violation of the mandatory hunter education requirement is prohibited from applying for a deferral.

Note: Certification is **not** required to purchase a hunting license.

Bowhunter Education: Certification is required on the Hagerman National Wildlife Refuge, Pottsboro.

Note: Bowhunter education does **not** substitute for Hunter Education certification.

Military/Law Enforcement Hunter Education Exemptions

Except as required by federal or local jurisdictions and/or private landowners, the following persons are exempt from requirements to complete a hunter education course to hunt in Texas:

- Active duty members and honorably discharged veterans of the United States armed forces;
- Active duty members or those who have previously served as members of the Texas Army National Guard, Texas Air National Guard, or the Texas State Guard; or

- Persons who are serving or have previously served as peace officers as described by Subdivision (1), (2), (3), or (4), Article 2.12, Code of Criminal Procedure.

APPENDIX A – TEXAS HUNTER EDUCATION STATUTE (Sec. 62.014 Parks & Wild. Code)

APPENDIX B – MANDATORY HUNTER EDUCATION RULES (Texas Administrative Code)

c. Funding

- Hunter education in the United States is funded primarily by federal dollars, entitled “hunter safety apportionment,” available to states from ***“Federal Aid in Wildlife Restoration”*** excise taxes paid for by purchasers of firearms and ammunition. These federal dollars supplement state funds available through student fees, hunting license fees and/or similar revenues.
- **Pittman–Robertson Act (1937)** – called “Federal Aid in Wildlife Restoration”, the act provides funding to states for wildlife habitat restoration, land acquisition, research and administration; funds derived from an 11 percent excise tax on sporting arms and ammunition. For more information, go to the following web site:
<http://www.fws.gov/midwest/wsfr/index.htm>
- **Dingell-Hart Amendment/Bills (1970 & 1972)** – amended 1937 Pittman-Robertson Act by adding excise taxes on handguns and archery equipment and earmarking the added taxes specifically for the development of hunter education and target ranges.
- **Game, Fish and Water Safety Fund (“Fund 9”)** – State Funding - partially offset by student fees collected by the instructors and sent to the agency

d. TPWD and Supporting Agencies & Organizations

TEXAS PARKS AND WILDLIFE DEPARTMENT (TPWD) - State agency responsible for administering the mandatory hunter education program in Texas; created with the merging of the State Parks Board with the Game and Fish Commission in 1963; mission is “To manage and conserve the natural and cultural resources of Texas and to provide hunting, fishing and outdoor recreation opportunities for the use and enjoyment of present and future generations.” HE fulfills the mission on behalf of hunters (and purchasers of handguns and archery equipment).

- **Nine-member Commission** – Appointed by the governor; (non-paid position) hold office for six-year terms; authority for implementing fish and wildlife regulations; oversee the operations of TPW.
- **Executive Director** – Appointed by the TPWD Commission; (paid position) responsible for the administration, operation and planning functions of the department.

Divisions: The agency currently has 13 internal divisions:

- Executive
- Coastal Fisheries
- Communications
- Financial Resources
- Human Resources
- Information Technology

- Infrastructure
- Inland Fisheries
- Law Enforcement
- Legal
- State Parks
- Support Services
- Wildlife

U.S. FISH AND WILDLIFE SERVICE (USFWS) – Federal agency responsible for administering federal aid funds used by most states to help fund HE efforts.

- Region 1 – Pacific- Oregon, Washington, Idaho, Hawaii and other Pacific Islands
- **Region 2** – Southwest- Arizona, New Mexico, Oklahoma and **Texas**
- Region 3 – Midwest - Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin
- Region 4 – Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee
- Region 5 – Northeast - Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode island, Vermont, Virginia and West Virginia
- Region 6 – Mountain-Prairie - Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah and Wyoming
- Region 7 – Alaska
- Region 8- Pacific Southwest – California, Nevada, and Klamath Basin

INTERNATIONAL HUNTER EDUCATION ASSOCIATION (IHEA) - USA

The International Hunter Education Association (IHEA) - USA is the professional hunter education association affiliated with the Association of Fish and Wildlife Agencies and the 50 state fish and hunter education programs. The programs employ 55,000 instructors, many of whom are volunteers that teach hunting and shooting safety and responsibilities throughout the United States. IHEA-USA establishes the STANDARDS (See Chapter II) and reciprocity between states, provinces and countries. IHEA-USA also serves to support state Hunter Education administrators.

TEXAS HUNTER EDUCATION INSTRUCTOR ASSOCIATION (THEIA): Established as a non-profit corporation with tax exempt status under §501(c)(3) of the Internal Revenue Code, organization assists in the professional development of Hunter Education Instructors, program enhancement and special events including the “Texas Youth Hunter Education Challenge,” an opportunity for youth to compete and measure their hunter education knowledge and skills against others in Texas and in the nation (National Youth Hunter Education Challenge), and the annual Instructor Awards Banquet.

TEXAS 4-H NATURAL RESOURCES & SHOOTING SPORTS - Encourages young people, their parents and adult volunteers to participate in natural resources and related natural science programs through their interest in shooting, hunting and related activities. For more information, contact the Texas A & M AgriLife Extension Service in your community.

TEXAS STATE RIFLE ASSOCIATION (TSRA) & TSRA FOUNDATION: State affiliate of NRA; it is the primary sponsor of statewide competitive shooting in rifle and handgun in all categories (rim fire, center fire and black powder). TSRA Foundation funds mobile shooting sports, *Student Air Riflery Program* ® and related shooting sports efforts and programs.

TEXAS WILDLIFE ASSOCIATION (TWA): A tax-exempt §501(c)(3) organization, TWA was established as the state advocacy group for wildlife management, landowners and wildlife conservation. TWA currently sponsors the “Texas Youth Hunting Program,” the pinnacle of HE for students through age 16; and programs like the Brigades – advanced hunter education camps.

TEXAS GAME WARDEN ASSOCIATION (TGWA): Founded in 1979 to advance the concept of “Conservation for Future Generations.” TGWA supports hunts, fishing trips and hunter education camps for Texas youth with volunteer support by Associate members of TGWA.

ASSOCIATION OF FISH AND WILDLIFE AGENCIES (AFWA) – Professional organization of state agency directors and other fish and wildlife professionals that provides support and information to all state fish and wildlife agencies; oversees direction of hunter education with the establishment of a hunter education committee in 1971, now called the Hunter Education and Shooting Sports Committee.

NATIONAL SHOOTING SPORTS FOUNDATION (NSSF) – Organization supporting the development of shooters, shooting ranges and hunter education programs; sponsors “National Hunting and Fishing Day”, last Saturday in September and hunter education training materials. NSSF sponsors the annual “Shooting and Hunting Outdoor Trade (SHOT) Show,” the biggest outdoor manufacturer show of its kind for retailers of shooting and hunting products. It also conducts Shooting Sports & Hunting Research, and “First Shots” and “Project Childsafe” programs.

NATIONAL RIFLE ASSOCIATION (NRA) – Originally formed after the Civil War (Also known as the “War of Northern Aggression”), to improve marksmanship in the armed forces of the United States, the organization now works to preserve second amendment rights (...the right to keep and bear arms...) and support the development of shooters, shooting ranges and hunter education programs primarily through their education and training division. NRA was the primary source of hunter safety courses before the state fish and wildlife agencies shouldered the responsibility and developed the national “Youth Hunter Education Challenge” through its Hunter Services division. NRA provides Range Technical Team Advisors to inspect rifle ranges, NRA Range Source manual and hunter education training material, research and information, like NSSF.

SPORTING ARMS & AMMUNITION COMPANIES and OTHER OUTDOOR INDUSTRIES – Sponsors the “Volunteer Hunter Education Instructor of the Year” and related national recognition of hunter education instructors; provides training aids/supplies to hunter education instructors through the state hunter education manager. Discounts are advertised on the IHEA-USA website.

B. POLICIES

1. FEDERAL/STATE LAWS

Federal Guidelines – Program guidelines must adhere to federal guidelines set forth by the United States Fish and Wildlife Service, Division of Federal Aid. Generally, federal statutes deal with titles and codes, which ensure that hunter education courses are available and accessible to all people and prevent discrimination in the administration and performance of duties in hunter education.

Federal Laws Applicable to Hunter Education:

- **Title VI of the Civil Rights Act of 1964** – Prohibits discrimination based on race, color, or national origin in any “program or activity receiving Federal financial assistance.”
- **Section 504 of the 1973 Rehabilitation Act** - The first disability civil rights law enacted in the United States. It prohibits discrimination against people with disabilities in programs that receive federal financial assistance, and sets the stage for enactment of the Americans with Disabilities Act.
- **Americans with Disabilities Act (ADA) of 1991** – Strengthened the Rehabilitation Act of 1973 by ensuring that developers and builders modify access and sites to accommodate facilities, programs and access for people with disabilities.
- **Age Discrimination Act of 1975** – Prohibits discrimination based on age in programs or activities receiving Federal financial assistance.
- **Title IX of the Education Amendments of 1975** – Prohibits discrimination based on sex (gender) in any education program receiving Federal financial assistance.

State Guidelines – Program guidelines must adhere to statutes and regulations established to prohibit many actions already prohibited by federal law such as discrimination and ensure the integrity of the program itself. Program statutes generally deal with parameters established within the mandatory hunter education statute, Parks and Wildlife Code (Section 62.014) – SEE APPENDIX A. Falsification of state records is a particularly serious crime and is pursued if an instructor is found to certify an individual who has not attended the hunter education course and/or accepts monetary incentives beyond those allowed under the fee policy.

2. TPWD RULES & POLICIES

Fees - By State statute, the cap on fees charged students within instructor-led courses is \$15.00. The established fee for an instructor-led course by commission rule also is \$15.00. Volunteer instructors, including professional educators, are allowed to retain up to \$10.00 per student to defray their necessary out-of-pocket expenses such as travel, refreshments, in-service training and postage. TPWD-paid employees must return the entire fee to the State to comply with policy and avoid conflicts of interest. This program is not-for-profit and instructors may not charge nor accept any fees above the established \$15.00 fee.

When the hunter education staff receives notice or a report of added fees being charged of students, the hunter education coordinator will investigate the circumstance involved.

Additional fees may be charged to students if the service or product is not for basic student course services and are made optional to the student. Examples are parking fees established for all visitors of a college campus; room rental fee charged of everyone at a specific facility no matter what the offering; target range charges; hunter education videos; Hunting 101s such as a Turkey Hunting 101, Shotgun 101, etc. If an instructor has a question regarding a fee, he/she needs to contact the hunter education coordinator who will make the final determination whether a fee is appropriate or not.

Donations – Instructors may accept donations on behalf of the program. They may use donated goods and services in their courses as long as the donations are not for personal gain. For audit purposes, instructors should document the value and/or name of the goods or services received for audit purposes. All donated goods and services must relate to hunter education and adhere to the goals and objectives of the program.

Instructors also may accept donations on behalf of the statewide program. Cash donations may either be sent to the Parks and Wildlife Foundation of Texas, Inc., Attn: Hunter Education or to the Texas Hunter Education Instructors Association, a support non-profit dedicated to the enhancement of instructor and program goals. Goods and services can be sent to Texas Parks and Wildlife for distribution to Hunter Education Staff, Area Chiefs and/or instructors depending on the nature and quantity of the donation. The Hunter Education Coordinator should be contacted for specific details and at any time significant donations are offered or received.

Performance – Instructors are expected to perform at a high level. Based on past evaluations, hunter education volunteer instructor performance has been high in Texas and throughout North America. Still, there are times when the hunter education staff gets evaluations/reports on instructors who lecture and/or read from a manual, who exhibit unprofessional behavior and/or are not performing at a desirable standard. When a report is received, the hunter education coordinator will immediately investigate the circumstances and make recommendations to the instructor for improvement or a change in volunteer services provided. It may be that the instructor can perform other services that help the program grow such as administrative, research and curriculum development.

Records – Instructors must use the current, prescribed ONLINE REGISTRATION SYSTEM (ORS) (SEE CHAPTER III – ORS) to properly record student and instructor participation in a course or program. Records are vital to the long-term success of the program to provide hunters with the best possible service now and in the future.

3. TEXAS HUNTER EDUCATION PROGRAMS

Basic Hunter Education Course – An instructor’s primary role is to provide hunter education STUDENT courses to the public -- a six-hour CLASSROOM course or four-hour (min.) FIELD course (with proof of Free TPWD/NRA Internet Course completion).

***NEW* Hunting 101 Seminars, Workshops & Mentored Hunts** – Instructors can provide advanced hunter education opportunities to the public including method-specific courses (i.e. bow hunting, black powder, modern sporting rifles, handguns, crossbows) and species-specific courses (i.e. waterfowl, deer, small game, upland game, hog and turkey). Instructors may charge an additional \$15 (keeping \$10 per student) for providing these opportunities, and should use the ORS to properly record registrations and fees. Bowhunter education instructors must also use the ORS system to properly record students that take bowhunter education required in many other states to bow hunt in those jurisdictions. When representing TPWD in advanced hunter education, instructors are expected to maintain high standards and adhere to all policies and procedures.

Bowhunter Education Program – An advanced hunter education program that is treated separately than Hunting 101s and other advanced efforts is the MANDATORY BOWHUNTER EDUCATION PROGRAM required in many states prior to bow hunters legally bow hunting in those jurisdictions. For this reason, Bowhunter Education is treated within the same context of hunter education, having its own unique set of curricula, practices and procedures in accordance with National Education Standards (SEE Chapter II) established by the IHEA-USA.

Outreach and Special Events – Instructors are called upon to teach basic firearm safety, home firearm safety and special topics such as wilderness survival to elementary schools, boy scouts, corporations and similar groups. Instructors also participate in local and statewide camps and events where live-firing plays an integral part of the hands-on activities. When representing TPWD at outreach and related special events, instructors are expected to maintain high standards and adhere to all policies and procedures.

Area Chiefs – Along with providing basic hunter education course to the public, the primary duty of an Area Chief is to recruit and train local instructors by conducting the Hunter Education INSTRUCTOR Courses. A secondary duty is to monitor and assist local instructors. Finally, Area Chiefs should host periodic meetings for instructors and/or the hunting/shooting public in their area to enhance existing efforts and get to know one another. Hunter Education Staff are available to assist Area Chiefs in their roles and duties.

4. HUNTER EDUCATION INSTRUCTORS

Area Chiefs

- Area Chiefs are volunteers who not only teach hunter education, but they are also trained to teach instructors and monitor local efforts.
- Area Chiefs review program material, assist in policymaking, and, at times, are called upon to help coordinate in-service training opportunities.
- Area Chiefs are the spinal cord of the backbone.
- Area Chiefs are available in the local area to assist volunteer instructors deliver quality courses to the public.

Volunteers

- Volunteers are the backbone of the Texas Hunter Education Program. State mandated programs would be very difficult to accomplish without their assistance.
- State uses “in-kind value” from volunteer labor to match federal funds at a ratio of **25:75, state/federal shares**.
- Value of volunteer labor is equivalent to a beginning trainer’s pay (e.g. \$24.00 per hour).
- Volunteers are in the “give back” stage are motivated to teach hunter education for a variety of reasons. (Rarely is it for monetary gain.)

Professional Educators (e.g. Agriculture Science & Outdoor Education Teachers)

- In Texas, teachers play a vital role in the hunter education program, training between 30-40% of students on an annual basis.
- Agriculture Science and Outdoor Education/PE teachers comprise the dominant percentage in this category and teach hunter education in association with an established curriculum in middle and high schools, sometimes as part of suite of programs such as TPWD angler, boater and archery training programs.
- Teachers are volunteers for TPWD and many conduct “voluntary” courses outside of the school curriculum, within their communities.

Game Wardens/TPWD Employees

- Game wardens and other TPWD employees are certified as hunter education instructors during their cadet and other professional development training at TPWD.
- Game wardens conduct and initial interviews and background investigations on behalf of Hunter Education, primarily for instructors to get to know their local wardens.
- A game warden’s best role is to attend local courses offered by volunteers and assist by giving game law presentations or participating in field/live-firing activities. Students like to ask game wardens questions, making for lively discussions. The game warden’s primary purpose is to *educate people and enforce the fish and wildlife laws of Texas*.

5. INSTRUCTORS SHOULD:

- Maintain dignity/integrity of TPWD with the public.
- Be committed to the Texas Hunter Education Program.
- Accept guidance/decisions of the Hunter Education Coordinator, Hunter Education staff and from Area Chiefs.
- Help improve program, policies and procedures when needed.
- Complete records as prescribed in the new ORS – Online Registration System.
- Involve others and solicit help, support and sponsorship from local resources.
- Teach **or use only that material found on the TPWD web site online course or** only that material found in the *Texas Hunter Education Manual* (*Today's Hunter or Bowhunter in Texas*) and other approved materials (Hunting 101, Today's Crossbow, etc.).
- Know the subject and prepare hands-on activities to the greatest extent possible.
- Be available to teach at least one course every year, certifying at least five (5) students.
- Develop/acquire the necessary training supplies to give hands-on learning activities.
- Maintain a professional demeanor and attitude at all times.
- Be punctual, dependable and carry out duties promptly and reliably.
- Be positive, taking students from known to unknown, from simple to complex.
- Be friendly, warm and courteous to all students, parents and fellow instructors.
- Be neat in appearance and dress appropriately.
- Be accurate with facts and strive to learn all one can about the subject matters.
- Refrain from the use of alcoholic beverages, illegal drugs, smoking and/or tobacco products before and, especially, during a course.
- Refrain from the use of profanities, obscenities and negative behavior or gestures.
- Try not to use terms like “weapon,” “slaughter” or other words that give a negative connotation to shooting sports and/or to hunting.
- Refrain from stating personal and political opinions or philosophies, especially any that may conflict with the mission and purpose of TPWD/Hunter Education Program.
- Evaluate efforts! Constantly try to improve on performance as well as the performance of the team.
- Attend the annual instructor's conference and in-service training workshops and scheduled meetings to improve performance and to receive updates on the program.
- Notify the hunter education staff any time there is a problem and/or conflict and/or communicate directly with others to resolve issues (instead of “bad-mouthing” others).
- Be available to teach people about firearm safety, conservation, outdoor skills and other hunter education topics when called upon by the community.
- Be available to volunteer for outreach opportunities, such as: shooting events; outdoor and Boy/Girl Scout camps, local fairs; exhibitions and shows; or at state parks.

“TPWD is committed to train and maintain an active, informed and well-supported mandatory Hunter Education Program.”

6. INSTRUCTOR POLICIES

Volunteers are treated the same as Texas Parks and Wildlife Department employees, except that volunteers do not receive remuneration for their services. Professional educators must adhere to personnel policies and procedures established within the Texas Education Code and/or private school codes. Personnel policies and procedures can be summarized in the following standards of behavior:

- **Job Description** - Instructors are given the job of presenting the curriculum to students in the best manner possible, which is considered to be hands-on, actual and/or simulated experiences.
- **Performance Standards and Review** – Instructors are expected to teach at least one course every year, certifying a minimum of five (5) students, to meet the minimum standard. TPWD Hunter Education Staff and/or Area Chiefs may conduct periodic evaluations of the instructors to improve the quality of instruction and insure compliance of all standards of behavior.

Note: The ORS System automatically updates/renews instructor certification cards upon meeting the minimum annual requirement (teaching a course and certifying five students). Any instructor failing to conduct at least one course every year will automatically go inactive in two years. Instructors must contact their regional staff if they notice that they are inactive and cannot access their ORS account.

- **Inactivity for a period of two (2) to five (5) years requires the individual to meet with his/her regional hunter education staff to review the instructor manual and to ensure applicant adheres to current program, policies and procedures.**
- **Inactivity for a period of more than five (5) years requires the individual to retake the Instructor Course and update his/her application forms as necessary.**
- **Environmental/Conservation Awareness** – Hunter education courses are exempted from conditions stated within the Environmental Protection Act except insofar as a constructed range facility does not contaminate a wetland. Hunter education instructors are encouraged to educate students about conservation including topics such as wildlife conservation, the use of mandatory non-toxic shot while waterfowl hunting and “wounding loss” and how to improve wing shooting abilities.
- **Sexual Harassment – Criminal Penalty** – It is unlawful to harass any fellow instructor, student or parent, solicit sexual favors and/or use any other verbal or physical conduct of a sexual nature, or make it a term or condition of passage of the course.
- **Drug- Alcohol – Tobacco Free Work Place** - Instructors will not use or possess alcoholic beverages or illegal drugs on duty time, when in an instructor uniform, on coffee breaks or on any state-owned or controlled property including state vehicles or

during training workshops. Instructors will refrain from using all tobacco products during courses.

- **Dress and Appearance** – Instructors are expected to present a professional appearance and to dress appropriately for their position. **Wear nametags over the right breast pocket area.** Instructors should only wear patches provided by the department on caps, shirts or vests for teaching, **or placed on either sleeve or over the left breast pocket of a shirt.** NRA training certification patches may be worn, but no manufacturer or industry patches are allowed.
- **Conflict of Interest** – Instructors may not accept personal gifts, favors or services that influence their discharge of duties. Duties include teaching one course each year and recommending five or more students for certification. Instructors also should not represent a group or themselves in another capacity while teaching hunter education if the position they take is in conflict with the mission, goals and purpose of TPWD or the hunter education program.
- **Hunting 101s and Mentor/Youth Hunt Programs** – Hunter Education Instructors may dually represent both TPWD Hunter Education and any of its official partners (“Partners in Conservation” Agreements. Partners include, but are not limited to: Texas Hunter Education Instructor’s Association (THEIA), Texas Youth Hunting Program (TYHP); Texas 4-H Natural Resources/Shooting Sports; Outdoor Tomorrows Foundation, Conservation Groups (e.g. Rocky Mountain Elk Foundation, National Wild Turkey Federation, Pheasants/Quail Forever, Duck’s Unlimited) and local sporting groups (e.g. Woods & Waters) to extend the mission of safe, responsible hunting.
- **Use of State Property/Facilities** – State property or other resources (e.g. training aids) provided to instructors by the state will not be diverted to personal use and should be returned to TPWD upon retirement or termination from the program. An exemption to this is an “incentive award” considered personal property upon award by the State.
- **Insubordination** – Instructors are expected to follow all instructions issued by hunter education program staff *unless* 1) the instructions are outside of professional standards, 2) the instructions would endanger the health and welfare of students and instructors, or 3) the instructions would require the performance of an illegal act.
- **Work Rules** – Instructors are expected to be prompt and efficient in the performance of their duties. Instructors will not cancel any courses without due notice to all concerned, including students and TPWD headquarters.
- **Standards of Trust** – No instructor shall knowingly falsify or alter any report, document or record. Instructors shall adhere to basic principles of honesty and maintain the highest of ethical standards. Instructors shall not use their position as TPWD hunter education instructor for personal gain. This does not include products or services that directly benefit the program and/or students in a positive way, such as

a donation of refreshments, training aids or materials that reinforce the hunter education curriculum.

- **Courtesy** – Instructors shall be courteous to all callers, students, parents, fellow instructors, hunter education staff and TPWD employees associated with the Texas Hunter Education Program. Instructors must maintain a helpful attitude towards the public at all times.
- **Competence** – Instructors shall be physically and mentally able to perform the essential duties of the position with or without reasonable accommodation, as defined by the American with Disabilities Act.
- **Care** – Instructors shall exercise care and observe all safety and security rules in proper performance of their job. They must be role models and strictly adhere to all principles of sporting arm safety (“*Ten Commandments of Shooting Safety*”) being taught to students in the Texas Hunter Education Program.
- **Notification** – If an instructor violates any of the aforementioned policies or rules, TPWD hunter education staff should be immediately notified and appropriate corrective action taken. Instructors must accept responsibility for decisions made and action taken based on these decisions. Instructors have the right to appeal these decisions, as stated under “Corrective Action.”
- **Corrective Action** – Disciplinary action can take five forms:
 - 1) No action – when the accusation is unwarranted or unsubstantiated;
 - 2) Verbal Warning – Hunter education coordinator issues a verbal reprimand for corrective behavior;
 - 3) Written Warning - Hunter education coordinator issues written reprimand for corrective behavior;
 - 4) Probation – Hunter education coordinator and/or local law enforcement staff meet with instructor and mutually decide on a corrective action plan; usually a six-month to one-year probationary term;
 - 5) Termination – Instructor verbally and in writing is immediately dismissed from the program. Actions that cause immediate termination are typically serious in nature such as sexual harassment, violations of the Texas Penal Code, and/or violations of Texas game laws. TPWD employees terminated for cause and who are hunter education instructors, will be dismissed from the hunter education program.
- **Termination** – Instructors performing at an undesirable level, found to be in violation of hunting or fishing regulations, or exhibiting any undesirable behaviors, can be terminated based on the determination that his/her services are unsatisfactory or no longer needed.

- **Appeal** – An instructor may appeal a decision by the hunter education coordinator by writing the Outreach & Education Director, Texas Parks and Wildlife, 4200 Smith School Rd., Austin, TX 78744. Once a letter is received, a review panel comprised of a volunteer, a TPWD law enforcement representative and the Outreach & Education Director will review the circumstances and make a final TPWD determination.

7. RISK MANAGEMENT, LIABILITY AND INSURANCE

Risk Management is a learned ability to study, recognize and evaluate the health and safety risks of a program activity or task and develop a plan for accomplishing it in the safest possible way by:

- Reducing the risks through training,
- Transferring risks to a third party (insurance), or
- Avoiding all or part of the activity/task altogether

Risk Management in Hunter Education is to create a safe learning environment:

Classroom

- **No live ammunition**
- Meets ADA standards - preferable
- Neatly arranged
- Adequately lighted
- Safe, comfortable seating
- Restroom(s) available
- Maintain discipline

Outdoor activities

- **No live ammunition**
- Students prepared, informed, organized into manageable groups and checked
- Attention to outdoor conditions – weather, insects, poisonous plants and animals
- Attention to terrain – aware of hazards – traversing terrain safely
- Maintain discipline

Use of firearms, archery equipment and other field equipment

- **Ammunition dispensed and used under close supervision of instructor**
- Use and emphasize “Ten Commandments of Hunting Safety”
- Use and emphasize black powder and bow hunting safety rules
- Safe background/backstop
- Hearing and eye protection required for small bore and big bore rifles, handguns and shotgun live fire exercises
- Give instruction on the safe use of any equipment used (knife, elevated blind, air gun, ATV, etc.)
- Swing and/or elevation “muzzle restrictors” for all firearms as necessary to establish a safe shooting zone/backstop/background at the live fire facilities
- Maintain discipline

Liability (Responsibility) - Components necessary to reduce risks or limit liability

- Application
- Background investigation
- Pre-service training – student and instructor
- Uniform testing
- Job performance
- Program, instructor and student, evaluation
- Policy and procedures manual
- Adherence to guidelines
- Documentation (written)
- Preparation and emergency preparedness
- Demonstration of skills (students and instructors)
- Demonstrated understanding of safety rules
- Signed (understood) releases

Rules to reduce risks in hunter education programs

Department/Employees

- Provide application, background investigation and pre-service training for volunteer instructors
- Provide standardized instructor and student manuals
- Provide in-service training
- Evaluate program, instructors and students
- Adhere to federal, state and program policies and procedures
- Provide student training in safe, responsible use of sporting arms

Instructors

- Use live ammunition **only** during controlled, supervised live-firing exercises
Only use “dummy ammunition” at all other times throughout the course
- Follow guidelines established in Instructor Manual - Policies and Procedures
- Follow philosophy and outline of student manuals provided by department
- Do not allow students to bring their own firearms or ammunition to course and pre-inspect all firearms used at youth/mentor hunts and Hunting 101 coursework
- Plan for first-aid situations and general emergency preparedness

8. HUNTER EDUCATION FIREARM POLICY

To reemphasize SAFETY in hunter education, NO LOADED FIREARMS NOR LIVE AMMUNITION ARE ALLOWED in or during hunter education activities, classroom or field experience EXCEPT DURING LIVE-FIRE EXERCISES at a safe range or during an actual hunt (e.g. youth, mentor).

Exception: Law Enforcement officers, such as game wardens, in uniform and on duty at the time of hunter education activity

- Hunter education activities include outreach events, classroom and field instruction - including demonstrations of safe firearm storage, handling and/or transportation (i.e. unloaded, actions open/cased and separate from ammunition).
- Inert “dummy ammo” is provided by TPWD in common sizes for classroom and field activities. (Dummy ammo must be clearly marked as such for use in training exercises.)
- Inert “dummy firearms” (*orange Remington/Mossberg*) that include five (5) different action designs are available for direct purchase (Mossberg) or loan from TPWD headquarters and regional hunter education staff.
- Only new, factory ammunition must be used during live-fire activities or hunts (i.e. no hand-loaded/customized ammunition).
- Instructors should direct participants of youth/mentor hunts to ensure that their firearms are UNLOADED and allow for proper inspection any firearms or ammunition brought to the hunts.

NOTE: Instructors must immediately report any unlawful actions, theft, property damage, personal injury or death to the proper authorities and to the hunter education manager. In the event of an emergency, instructors must secure the safety of individual(s) in their care, perform first aid/CPR, notify emergency services and secure the scene.

RULING - Texas Supreme Court has held that volunteer hunter education instructors may be individually liable for negligent acts and cannot look to a government unit for indemnification or legal representation. {Harris County v. Dillard, 883 SW2d 166 (1994)}

Conviction of negligence requires these four elements:

- **Legal Duty:** Protect participants from unreasonable risk of harm
- **The Act:** Failure to act with that degree of care of a reasonable and prudent person
- **Proximate Cause:** Breach of the standard of care caused the injury
- **Damage:** Physical or emotional injury to an individual or property resulted

APPENDIX C – FIREARM AUTHORIZATION LETTER

9. VOLUNTEER INSURANCE

In view of this ruling, TPWD provides volunteers with personal liability insurance coverage at a limit of \$1,000,000 per occurrence. This policy provides protection for a personal injury or a property damage liability claim arising out of the performance of the volunteer’s duties. This coverage is in excess of and non-contributing with any other valid and collectible insurance the volunteer may have, e.g. Homeowner’s Liability Insurance is the primary insurance if available, otherwise this policy becomes the primary policy. TPWD recommends that all volunteer instructors additionally obtain volunteer instructor liability insurance through IHEA-USA.ORG (member).

Principal exclusions to volunteer liability insurance

- Injury or damage arising out of the use of a TPWD-owned automobile, aircraft or watercraft
- Errors or omissions in connection with the volunteer's professional services; (stresses the importance of covering all areas of instruction)
- Personal injury resulting from assault and battery committed by or at the direction of the volunteer
- Property damage to property in the care, custody or control of the volunteer
- Injury or damage by any person who is part of, or associated with, a work release or court ordered program

What does "excess coverage" mean?

A volunteer will be reimbursed within the limits of the volunteer policies for covered expenses that exceed the volunteer's own insurance coverage.

Is a volunteer covered if operating a TPWD vehicle?

Volunteers are covered ONLY by the medical accident policy when operating a TPWD vehicle (auto, truck) or watercraft. This excess coverage is limited to \$50,000 in medical expenses incurred by the volunteer. There is NO liability insurance coverage for a volunteer operating a TPWD vehicle or watercraft.

Is a volunteer covered while operating a personal vehicle?

The insurance company interprets the volunteer excess liability policy to NOT cover any accidents where the volunteer is driving an automobile, including personal automobiles. The excess auto liability policy DOES cover volunteers driving automobiles, ONLY if it is their personal auto; this policy covers volunteer damage to a third party caused by operation of the volunteer's own motor vehicle (owned or leased) or temporary rental vehicle. This coverage requires a volunteer to have his/her own automobile coverage (state statutory minimum) and will pay the third party's damages only if they exceed the limits of the volunteer's coverage.

Can a volunteer operate a TPWD-owned watercraft?

There is no coverage under the volunteer excess liability policy for a volunteer operating a TPWD-owned watercraft. A volunteer would be covered for his or her own injuries, but not injuries or liability to others. As a result, volunteers should not be allowed to operate TPWD-owned watercraft.

Can a volunteer operate his or her personally owned watercraft?

The excess liability policy will cover a volunteer operating personally owned (non-TPWD) watercraft that are less than 26 feet long, as long as they are not carrying passengers for a charge.

Waivers, Releases, Agreements and Contracts

Each student under age 17 and/or their parent or guardian, and all other participants must register through the Online Registration System and acknowledge by registration the risks inherent to attending a classroom or field/live-fire course as provided by the department and its trained representatives (instructors).

Note: In cases where the student and/or parent(s) are dissatisfied with participation in the program, instructors should immediately handle the situation by meeting with the participant(s) away from others and/or invite participant(s) to write TPWD with their concern(s). The instructor should immediately notify the TPWD Hunter Education Staff.

APPENDIX E – Field Exercises, and APPENDIX G – Live-Fire Exercises, include sample waivers that instructors can use to communicate more clearly the risks involved in such activities. Primary purpose for such waivers is to help students understand risks related to hunter education activities, but do not absolve negligent actions or behaviors by instructors.

10. PROGRAM PROVISIONS

- a. **Instructor and Student Supplies & Materials** – Instructors are provided supplies and materials necessary to teach the basic student courses and Hunting 101s and properly record each course or event. Instructors are part of an Online Registration System where they set up course locations, courses, print attendance rosters, mark attendance/grades, log prep/taught times and pay for courses. They also can track their incentive points and issue temporary student certificates when they are unable to pay immediately with a credit card upon course completion. TPWD provides Area Chiefs and bowhunter education instructors with additional materials to teach instructor/bowhunter coursework.
- b. **Communications** – Each Instructor is provided with ongoing communications:
 - **Hunter Education Staff** – Regional staff conducts annual meetings and many workshops (e.g. Hunting 101s; trapper and bowhunter education) in each of their regions to give hunter and bowhunter education instructors added, more proximal and convenient, updates and program information.
 - **Annual Instructor Conference, Regional Meetings & Workshops** – Instructors should attend the annual conference and training/professional seminars/workshops, to hear from national experts, receive due recognition for their achievements, and, in some cases, receive annual awards such as statewide/regional volunteer/professional educator of the year, HALL OF FAME and other incentive awards, etc.
 - ***Target Talk*** – Monthly *Target Talk* E-newsletters and quarterly newsletters (publication), either emailed or mailed, provide current information to instructors that include recognition, training opportunities, instructor profiles, special events, new instructor lists, certified and other information vital to the overall program success. **Instructors are encouraged to read each newsletter so they do not miss important updates.** Copies of past issues are at the TPWD hunter education web site.
 - **Special Mailings** - From time to time, instructors receive special mailings and/or communications via email, phone or during training workshops and special events. THEIA newsletter, TYHP program, NASP news and other partner information is included with instructor newsletter when provided to TPWD for inclusion.

- c. **Record Keeping** – TPWD provides an Online Registration System (ORS) and DATABASE services to keep track of all instructors and students certified in hunter education. It also keeps track of instructor incentive awards based on cumulative point totals.
- d. **Publicity and Promotions** – TPWD has an extensive communications network with local media outlets including television, radio and news. TPWD releases monthly hunter education information via the Internet and direct mail. Local newspapers typically relate local course information, especially those courses prior to or during the hunting seasons. Other special reports, such as hunting incident/accident reports, are of special interest to the media. Reporters call local instructors many times to add or verify hunter education efforts in the area.
- e. **Recognition** – Upon being certified, instructors receive a congratulatory letter, instructor patch, instructor ID card, and nametag suitable to have name engraved. HE Staff recognizes instructors through *Target Talk* newsletter, in local newspapers and with the incentive award program that allows TPWD to thank instructors for their efforts. HE Staff also nominated instructors for a regional, state or national “Instructor of the Year” Awards and related awards at the annual THEIA/IHEA-USA (state/national) conferences and meetings.
- f. **Special Events** – TPWD annually coordinates and conducts outreach programs, events & activities around the state and offer further opportunities to instructors –giving them a chance to be honored at local fairs, festivals and other outreach events.
- g. **Instructor Courses** – TPWD Hunter Education staff and Area Chief Hunter Education Instructors provide basic instructor training courses for applicants interested in teaching hunter education in their areas. Approximately 35% of all trainees go on to teach hunter education. TPWD loses over 150 instructors each year to attrition (e.g. Inactivity, relocation).
- h. **In-Service Training** – TPWD provides in-service training opportunities related to topics offered in the basic and advanced (i.e. Hunting 101s) student courses including:
- Ethics, Game Laws and Responsibility & Wildlife Management and Conservation
 - Outdoor Skills/Survival & Wilderness First Aid/CPR
 - Bowhunter Education (National Bowhunter Education Foundation)
 - Muzzleloader Education (National Muzzle Loading Rifle/National Rifle Assns.)
 - Trapper Education (Texas Trappers and Fur Hunters Assn.)
 - **Hunting 101 species-specific** seminars, workshops & mentor hunts (White-tailed Deer, Doves, Upland Game, Turkey, Waterfowl, Feral Hogs, Alligators)
 - **Hunting 101 method-specific** seminars, workshops & mentor hunts (Trapping, Modern Sporting Arms, Rifle, Shotgun, Handgun, Air Guns, Bows, Crossbows)
 - Wing Shooting Responsibility & Awareness
 - National Student Air Rifle Shooting Program (Student Air Rifle – SAR - Program)
 - National Archery in the Schools Program (National Archery in Schools Program)

i. Instructor Levels

- **Assistant Instructor** – Individuals must be ages fifteen (15) through twenty (20), take the student course and complete the same application requirements of a Hunter Education Instructor. Assistants must work under direct supervision of a sponsoring instructor. Assistants will receive the same incentive points as the sponsoring instructor per class. If the assistant remains active, upon turning twenty-one (21) he/she will automatically become a fully certified instructor.
- **Basic Instructor** – Instructors that conduct a minimum of one (1) Hunter Education STUDENT course per year and certify a minimum of five (5) students per year are automatically renewed. HE Staff automatically deactivate instructors every two (2) years for inaction. Instructors receive email notices for inactivity.
- **Master Instructor** – Instructors must attend three (3) Hunting 101 Workshops (8 hours – classroom and field as taught by TPWD Hunter Education Staff/Area Chiefs/ and/or other Instructor Resource Experts such as Industry Partners, Game Wardens and/or Biologists (e.g. turkey, deer, dove, hog, waterfowl, upland game, small game, shotgun, handgun, rifle, survival, trapping, bow hunting, crossbow, etc.)
 - MASTER - Instructor must teach one Hunting 101 workshop (8 hours - classroom & field) OR two (2) Hunting 101 seminars (4 hours – classroom only) on an annual basis (min.) to remain an Active Master Instructor.
- **Area Chief Instructor** – Instructors who have completed three (3) years as a Hunter Education Instructor and have certified a minimum of 50 students (or gained 100 Incentive Award Points). Area Chief Applicants must complete an application package and be recommended by a regional Hunter Education Specialist and a game warden in their count(ies) of responsibility (on the application). Area Chiefs must be willing to take on added duties in the program and assist Hunter Education staff as needed with events, Hunting 101 workshops, courses and related duties.

To remain at that level, Area chief must annually teach one (1) instructor course and/or teach a minimum of three (3) new instructors per year, and attend the annual Instructor conference/Area Chief meeting or regional meeting. With approval from HE Staff, Area Chief may substitute another workshop/event for the annual meeting requirement.

- j. **Tenure Pins** – Instructors receive hat/lapel pins recognizing their years of service in the Texas Hunter Education Program (upon attending first Hunting 101/in-service workshop or conference - 5, 10, 15, 20, 25, 30, 35 and 40 years of service).
- k. **Hunting Accident/Incident Data** – TPWD tracks and monitors all Texas hunting accidents and reports them annually to the IHEA, the organization which officially reports

hunting accidents nationally to the IHEA-USA (e.g. media, National Safety council and to legislative and judicial branches of government). **Note: Game Wardens** are responsible for investigating accidents/incidents, completing accident/incident report forms and sending them to the Education Director, TPWD, for compilation. Hunting accident/incident data and trends are useful for sharing within the hunter education process to help hunters prevent similar incidents and to review causes and safety standards. Reports can be found online at: http://tpwd.texas.gov/publications/learning/hunter_education/

- 1. **Instructor Discounts** – Sporting Goods manufacturers offer discounts to hunter education instructors on items and materials used in hunter education coursework. TPWD notifies instructors about current discounts in the *Target Talk* newsletter and/or by email, or instructors may consult www.ihea-usa.org web site.

- m. **INCENTIVE AWARD Program** – “Incentive Awards” are TPWD’s way of annually thanking hunter education instructors for their involvement in the program. HE Program recognizes top award recipients during an Annual Instructor Conference & Banquet co-sponsored by THEIA. HE Staff mails all other awards and points are earned as follows:

- **Assistant/Basic/Master Hunter Education Instructors:**
 - **Instructor Certification** – 25 Points
 - **Students Taught**
 - 2 Points per student (Classroom courses)
 - 3 points per student (Field Courses)
 - **Tenure** - 10 points per year (Minimum 5 students certified per year)
 - **Hunting 101s, THEIA/Advanced Workshops and Outreach Events (HE Activities) and Mentor/Youth Hunts** – 3 Points per Volunteer Hour

- **Area Chiefs:**
 - **Area Chief Certification** – 50 points
 - **Tenure** - 15 point per year (Minimum 3 instructors taught per year)
 - **Instructors Taught** - 5 points per instructor taught

<u>Point Level</u>	<u>Award</u>
_____ 25 Students	HE Flashlight or equivalent
_____ 50 Students	HE Book (e.g. Blood on the Leaves)
_____ 100 Points	Orange Cap & Vest
_____ 200 Points	Gun Cleaning Kit
_____ 300 Points	Game Processing Kit
_____ 500 Points	Belt Buckle/TPWD Gift Item
_____ 750 Points	Custom Leather/TPWD Gift Item
_____ 1000 Points	Hunter Ed Brief Case
_____ 1,500 Points	HE Print, Gun Case
_____ 2,000 Points	HE Custom Knife
_____ 2,500 Points	Handgun * <i>Gift Card</i> (THEIA)
_____ 3,000 Points	Rifle * <i>Gift Card</i> (THEIA)
_____ 3,500 Points	Shotgun * <i>Gift Card</i> (THEIA)
_____ 4,500 Points	TX Hunter Ed **HALL OF FAME**
25 Years of Service	LEGACY AWARD (Donated Hunt)

C. PROCEDURES

1. BECOMING A HUNTER EDUCATION INSTRUCTOR

Potential hunter education instructors must complete the procedures and steps as outlined in the HUNTER EDUCATION INSTRUCTOR COURSE PACKET. Steps include:

- Basic Hunter Education STUDENT Course (*Whether exempt –born prior to 9-2-71 – or not*)
- Hunter Education INSTRUCTOR APPLICATION PACKET
- GAME WARDEN INTERVIEW
- MUTUAL AGREEMENT - Professional educators teaching in schools
- Hunter and/or Bowhunter Education INSTRUCTOR COURSE

2. ORDERING SUPPLIES

Any time an instructor needs materials for courses, he/she MUST:

- Complete the prescribed supply order form (PWD 183) as found at the instructor's Online Registration System (ORS) Dashboard, or the new SHOPPING CART as it is developed on the same system.
- Email the form to Supply.Request@tpwd.texas.gov or use the new SHOPPING CART as it is developed on the ORS.
- **Note: You should order supplies at least one (1) month prior to course start date** and inspect them immediately upon arrival. For any items not shipped, please notify Austin hunter education staff immediately.

3. PREPARING FOR A COURSE

- a. **Choosing a Class Site** – The ideal site is a facility that provides an adequate indoor and/or outdoor classroom adjacent to an outdoor area conducive for field and live-firing exercises. The site should be inspected for hazards that should be removed or marked. It should be spacious enough to host a 20-25 student course. The site should facilitate as many hands-on activities as possible. Sites, outdoor trails and shooting facilities should be accessible to people with disabilities.

Note: TPWD recognizes the importance of providing constituents with unrestricted access to agency programs and facilities. As such, instructors should schedule educational courses (to the greatest extent possible) at locations allowing the greatest accessibility for people with disabilities. Instructors will coordinate with local disability services and transportation contacts to ensure accessible transportation is made available as needed.

- b. **Supplies and Materials** – Be sure to secure materials and supplies for your course a minimum of **one (1) month prior to the course start date**. Try not to hoard supplies. Plan ahead. Try to secure free educational publications that are consistent with the established learning objectives or standards. Items such as pencils and license holders are valued by students and reminds them of their course experience well after the course is given.

- c. **Classroom Courses (6 Hours)** – Classrooms also should be inspected for hazards and be accessible to people with disabilities. Students should have tables to write on when taking notes or completing written exercises and exams. **There must be no live ammunition in the classroom at any time. Instructors and students must also exhibit care and caution around sharp objects such as knives, archery broadheads and other hunting gear/equipment. Instructors should only use “Dummy Ammunition” provided by TPWD (as available) and always cover broadheads and other sharp objects with archery quivers, sheaths and other protective covers. The adage, “Leave classrooms better than you found them” will go a long way to securing a permanent site for volunteer-led courses. Professional educators in schools have the added option of storing and exhibiting posters and models over longer periods of time.**

Classroom courses are typically six (6) hours over one day and held indoors. Professional educators, who have students over a semester of studies, typically teach two weeks, but many extend their courses to teach additional topics. **All classroom and field instructors must conduct a minimum of six (6) skill exercises including**, but not limited to, the following objectives:

- 1) MUZZLE CONTROL – **Point muzzle in a safe direction** while inspecting to see if a (dummy) firearm is loaded/unloaded; safely passing firearm to another person
- 2) TREATING ALL FIREARMS AS IF THEY ARE LOADED – Safely inspect various action types of (dummy) firearms and **demonstrate safe loading and unloading procedures** (See #1 SKILL.)
- 3) ACTIONS OPEN AT ALL TIMES and FINGERS OFF TRIGGER – When not in the act of hunting/shooting, demonstrate **handling, transporting, casing, crossing obstacles/fences and/or storing firearms** in a safe manner at all times (See #1 and #2 SKILLS.)
- 4) SAFE FIELD CARRIES – Safety demonstrate safe field carries including TWO-HAND, shoulder, trail, cradle, elbow and sling carries (See #1, #2, and #3 SKILLS.)
- 5) HUNTER JUDGEMENT – Safely demonstrate swinging a shotgun within a safe zone of fire, inspecting beyond/in front of a target and being sure of the target/game being hunted prior to raising the firearms to the target –using binoculars (See #1, #2, #3 and #4 SKILLS.)
- 6) TREE STAND SAFETY – Safely demonstrate or stress the importance of using a safety harness, climbing system and haul line while hunting from an elevated position.

TPWD provides a standardized one-hour CLASSROOM *Power Point* presentation at the Instructor Resources page (TPWD Web Site) and in the Instructor Congrats Packet. GOALS & TOP TEN ISSUES (at APPENDIX D) serve as guide to prioritize the LESSONS (at APPENDIX E) taught in the classroom. **Teaching what is in the manual is of utmost importance** – avoiding any topic outside the scope of the course, including what is in the approved student materials for the BASIC COURSE or materials provided by TPWD as part of ADVANCED Hunter Education Courses.

APPENDIX D – COURSE GOALS and “TOP TEN” ISSUES
APPENDIX E – COURSE STRUCTURE and LESSON PLANS

- d. **Field Courses (Min. 4 Hours)** – Set up all field exercises using principles and practices set forth in the **Standards of Field & Live-Fire Exercises** found in APPENDICES F, G and H). Plan to finish setting up the field and live-fire exercises an hour prior to starting the course. Make sure students are adequately dressed (pre-notices) for outdoor activities. Have sunscreen, insect repellent (mosquitoes, fire ants, chiggers, etc.) and a first-aid kit on hand for all outdoor activities. Be sure students know where the first-aid kit is located. (A fanny pack on the lead instructor may be best.)

Field Courses MUST contain the following components:

- **Hunter Skills Trail** (See APPENDICES F & G.)
- **Live-Fire Exercises** (See APPENDIX H.)
- **Game Laws, Hunter Responsibility & Ethics** (See APPENDIX I.)
- **Final Exam** (See CHAPTER II Forms & Materials and Tests & Evaluations.)

APPENDIX F – FIELD EXERCISES
APPENDIX G – HUNTER SKILLS TRAIL
APPENDIX H – LIVE-FIRE EXERCISES
APPENDIX I – TEACHING HUNTER ETHICS

- e. **Live-Fire Exercises** – Set up all live-firing exercises using the principles and practices as established in **Standards of Field & Live-Fire** and/or the **Instructor Course**. Make sure you have enough instructors to adequately conduct safe shooting activities. The more instructors – the more shooting stations you can have – the more time efficient it is! Be sure all students wear eye and ear protection during all live-firing sessions using modern firearms and muzzleloaders.
- f. **Publicity – POST courses on the ORS System** (non-private courses)! Instructors also may contact their local newspaper and radio stations and post publicity/promotional banners at all local outlets for hunting licenses (point-of-sales) and major sporting goods retailers. Be sure to include instructor’s name, contact phone number or ORS URL address listed at the top of the lead instructor’s ORS course page.
- g. **Registration** – Registrations are handled through the ORS System (See CHAPTER III – Online Registration System). **NOTE: Instructors may require a parent or guardian to accompany any minor student under the age of seventeen (17). Please note this on the COURSE Set Up Page in ORS. Also, make sure two (2) instructors, and/or assistant instructors, and/or facility staff (“two-deep instruction”) stay with any student who is waiting for his/her ride to show up at the end of a course or session.**
- h. **Training Aids, Dummy Firearms/Ammo & Videos** – The purpose of effective training aids is to facilitate the student’s learning process. **Training aids should be CBS – Colorful, Bold and Simple!** The best types of training aids include NON-

FIRING (DUMMY) FIREARMS of every common actions design (e.g. *Mossberg® Firearm Set*) and corresponding DUMMY Ammunition (e.g. Winchester, Genco, etc.). **Dummy ammunition needs to be clearly marked as such!**

TPWD encourages instructors to use of a coaching style and hands-on teaching techniques as much as possible during both classroom and field courses. TPWD is currently phasing out the use of videos and DVDs, but will produce more “You Tube-style” video segments for use in the standardized/basic hunter education curricula as well as in Hunting 101 seminars and workshops. Instructors may inquire about useful DVDs if they still have the capability and desire to show DVDs during a classroom course, particularly by professional educators in the schools.

- i. **Exam** - TPWD provides a standardized exam and corresponding answer sheet as part of the basic supplies.
- j. **Attendance/Grades** – As indicated in Chapter III, once the student exam is administered and scored, the lead instructor is responsible for marking attendance and grades (Minimum Passing Score – 75%) in the ORS System for each student.
- k. **“Prep” Hours** – Preparation hours include recruiting, pre-registration, equipment acquisition and maintenance, equipment set-up, take-down, recordkeeping and driving to and from the course location from residence. Once instructors have marked attendance/posted grades on the ORS system, they can enter PREP hours and dates.
- l. **“Taught” Hours** – Taught hours include one day or multiple days of instruction rounded to the nearest hour. Once instructors have marked attendance/posted grades on the ORS system, they can enter TAUGHT hours and dates.

NOTE: Prep and Taught Hours of Volunteers/Professional Educators are used as IN-KIND MATCH by TPWD to qualify for federal funds that it receives through the Wildlife Restoration Program (Pittman-Robertson), federal excise tax money distributed to the State to administer hunter education program. It is important that the instructor accurately records dates and times and HOURS, so TPWD can use the value as part of its State’s Match (25%).

- m. **Course Payments** – After completing a course and once instructor marks attendance, grades, prep and taught hours, he/she must “Complete Workshop/Course” and makes payment, either by CREDIT CARD or check, so that the students can print out their permanent cards immediately upon payment. (See CHAPTER III – ORS System).

4. COURSE CHECKLIST

Following are things the instructor should consider:

- ❑ Set Course Location, Dates, Times
- ❑ Order Course Materials (Email to: Supply.Request@tpwd.texas.gov)
- ❑ Obtain Current TPWD “Outdoor Annual” (Hunting Regulations) or OA APP (phone)
- ❑ Enter Course through the ONLINE REGISTRATION SYSTEM (See Chapter III)
- ❑ If PUBLIC: Send emails; post on *Social Media*; further publicize at local businesses/stores
- ❑ If PRIVATE: Send emails to the select group of students and/or parents
- ❑ Secure Instructors/Assistants and/or Resource Professionals
- ❑ Secure and Inspect Training Aids, Supplies & Equipment (Reserve if necessary)
- ❑ Perform Site Inspection (Hazards and Precautions)
- ❑ Have Sun Screen and Insect Repellant on hand and an adequate First Aid Kit
- ❑ Check Classroom Arrangement, Tables and Audio/Visual Equipment
- ❑ Prepare Field and Live-firing Course
- ❑ Registration, Welcome & Introductions Including Agenda and Breaks, Lunches
- ❑ Refreshments & House Cleaning (Rest Rooms, Emergency Exits, Water, etc.)
- ❑ Purpose and Overview and Distribute Evaluations at Start of Course
- ❑ Conduct Ice-breaker Exercise (e.g. Pre-test and Experience Survey)
- ❑ Conduct Hands-on, Lively Course -- Ensuring Involvement by All Students
- ❑ “Provide Final Exam, Record Scores and Recognize Students (e.g. Graduate Decals)
- ❑ Instruct Students on “Where to Go From Here?” (e. g. Public Hunting, Hunting 101s)

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

CHAPTER II. HE STANDARDS, FORMS & MATERIALS

A. HUNTER EDUCATION NATIONAL STANDARDS

- IHEA-USA Hunter Education Standards
- IHEA-USA Bowhunter Education Standards
- IHEA-USA Trapper Education Standards

B. APPROVED HUNTER EDUCATION MANUALS

- Hunter Education Student Manual
- Bowhunter Education Student Manual

C. HUNTER EDUCATION STUDENT CARDS (*Also see ORS/HE Website *Am I Certified?**)

D. SUPPLY REQUEST FORM (*Also see ORS *Dashboard* or HE *Instructor Resources Page.**)

- Outdoor Annual (*Also promote Outdoor Annual APP*)
- Final Exam(s) – Hunter and Bowhunter
- Final Exam Answer Sheet – Hunter and Bowhunter
- Final Exam Answer Key(s) – Hunter and Bowhunter
- Shooting Safety Rules
- Hunter Handbook Magazine
- Hunting Regulations Quiz
- 4 Cs Decal and Student Graduate Decal
- Targets (50 Ft. 22 Cal Rifle)
- Bowhunter Education Course Items
- Hunter Education *Spanish* Course Items
- Public Hunting Brochures
- Hunter Education Program Brochure
- Texas Youth Hunting Program Poster
- Public Hunting Poster
- Don't Get Tagged Poster
- Course Announcement Poster
- Instructor Decal/Name Tag
- Certificates of Attendance/Appreciation

G. SAMPLE PUBLIC SERVICE ANNOUNCEMENT

I. SAMPLE EVALUATION FORMS: SELF, TEAM, STUDENT

A. IHEA-USA APPROVED (INTERNATIONAL) STANDARDS

HUNTER EDUCATION

Summary

I. Reasons for Hunter Education and Justification for Hunting

A. Justification for Hunter Education

1. Why hunter education is important

B. Hunter's Role in Wildlife Conservation

1. Role of hunting in conservation
2. North American Model of Wildlife Conservation
3. Conservation funding - wildlife management & hunter education

C. Key Wildlife Ecology & Management Principles

1. Basic factors of wildlife conservation
2. Biological basis for hunting

II. Safe Firearm Handling

A. Safe Firearm Handling (mechanics)

1. Major causes of incidents
2. Basic rules of firearm safety
3. Parts of a firearm including safety mechanisms
4. Differences between rifles, shotguns and handguns
5. Common firearm actions
6. Parts of ammunition
7. Proper ammunition
8. Performance characteristics of ammunition

B. Safe Firearm Handling

1. Passing firearms safely
2. Failure to fire
3. Loading and unloading firearms
4. Crossing obstacles
5. Shooting skill
6. Eye and ear protection
7. Transporting firearms
8. Cleaning firearms
9. Storing firearms

III. Safe Firearm Field Practices

- A. Safe Firearm Field Practices
 - 1. Handling firearms in hunting situations
 - 2. Proper field carries
 - 3. Safe zones of fire
 - 4. Barrel obstructions
- B. Hunter Field Safety
 - 1. Elevated Stands/Climbing Systems
 - 2. Full Body Harness/Fall Arrest Systems
- C. Hunter Best Practices
 - 1. Avoid alcohol and drug consumption
 - 2. Outdoor preparedness
 - 3. Preparing a "Hunt Plan"
 - 4. Physical Conditioning

IV. Hunting Laws, Regulations and Wildlife Identification

- A. Hunting Regulations
 - 1. Reasons for hunting laws/regulations and who regulates/legislates
 - 2. Resources for locating current hunting regulations
- B. Wildlife Identification
 - 1. Wildlife identification skills for hunters

V. Personal Responsibility and Next Steps

- A. Personal Responsibility and Behavior
 - 1. Responsible & respectful behaviors that promote positive image of hunters/hunting
 - 2. Fair chase principles that show respect for game and others
- B. Responsibility to Wildlife
 - 1. Effective shot placement/angles to ensure a quick, clean kill
 - 2. Game Recovery – Tracking techniques and reading sign
 - 3. Proper and legal care of game to prevent violations/meat spoilage
 - 4. Proper selection of sporting arms to satisfy legal requirements and ensure accuracy

IHEA-USA APPROVED (INTERNATIONAL) STANDARDS CONT...

BOWHUNTER EDUCATION

Summary

I. Reasons and Justification for Bow Hunting

- A. Justification - Why Bowhunter Education is important
- B. Challenge - Bow hunting challenges
- C. Benefits - Bow hunting motivations
- D. Bowhunter's Role in Wildlife Conservation
 - a. Bow types/materials North American Model of Wildlife Conservation
 - b. Conservation funding for wildlife management, habitat management and Bowhunter Education

II. Basic Equipment

- B. Basic Equipment – Bows and Arrows
 - a. Bow types/materials
 - b. Arrow types/materials
 - c. Arrow points types/uses
- C. Matching Bows and Arrows
- D. Basic Equipment Accessories
 - a. Bow sights
 - b. Arrow quivers
 - c. Finger and arm protection and release aids

III. Safe Handling of Bow and Arrows

- A. Archery/Bow hunting incidents - major causes of archery/bow hunting incidents
- B. Safe Handling of Archery Equipment
 - a. Handling of bows and arrows
 - b. Proper storage and transportation of bows and arrows

IV. Tree Stand and Outdoor Safety

- A. Tree Stand Safety
 - a. Elevated stands
 - b. Full-body harness/fall arrest systems
 - c. Climbing systems - ladders and steps
 - d. Ascending and descending systems - lines and belts
 - e. Proper use of haul lines
- E. Outdoor Safety & Preparedness
 - a. Survival kit
 - b. STOP
 - c. Preparing a hunt plan
 - d. Physical conditioning
 - e. Hypothermia and heat exhaustion

V. Bow Hunting Regulations and Basic Responsibilities

- A. Bow Hunting Regulations
 - a. Why bow hunting laws & regulations are necessary
 - b. Regulation resources
- B. Landowner Considerations
- C. Basic Responsibilities

VI. Taking a Good Shot

- A. Proper Equipment
 - a. Matching bow to personal capabilities
 - b. Matching bow to game hunted
 - c. Draw weight and draw length
- B. Taking a Good Shot
 - a. Distance Estimation
 - b. Shot angles
 - c. Shot placement/vital zones
- C. Bow Hunting Preparation and Techniques
 - a. Bow hunting techniques
 - b. Clothing
 - c. Field accessories and considerations

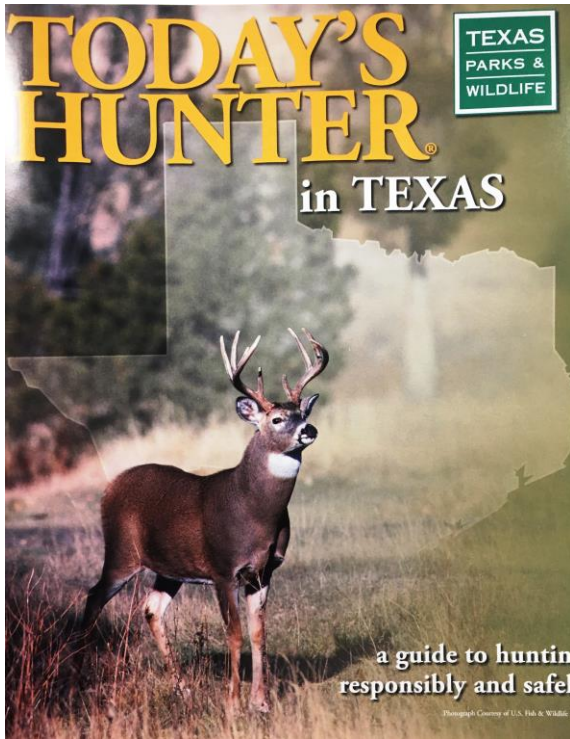
VII. Game Recovery and Care

- A. Game Recovery Skills – Tracking techniques and reading signs
- B. Care of Game – Proper and legal care of game helps to preventing meat spoilage

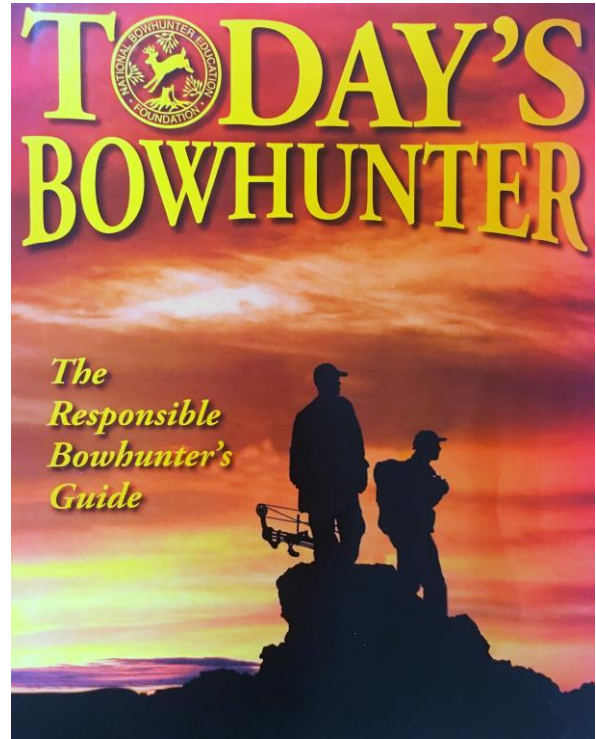


APPROVED HUNTER EDUCATION MANUALS

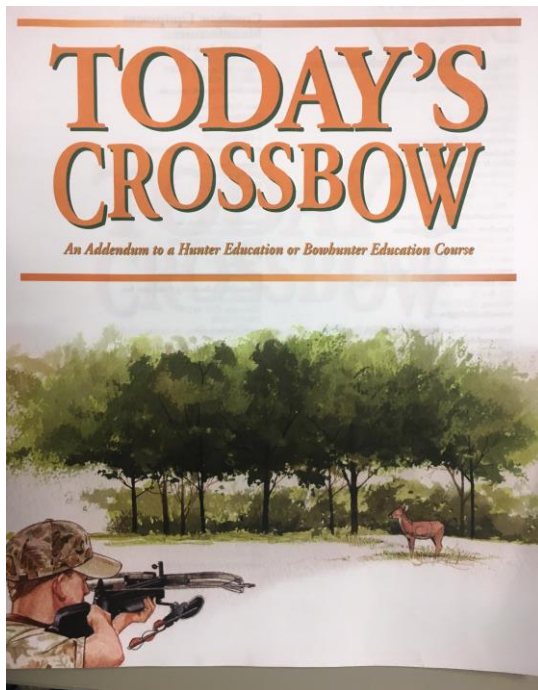
HUNTER EDUCATION



BOWHUNTER EDUCATION




CROSSBOW EDUCATION



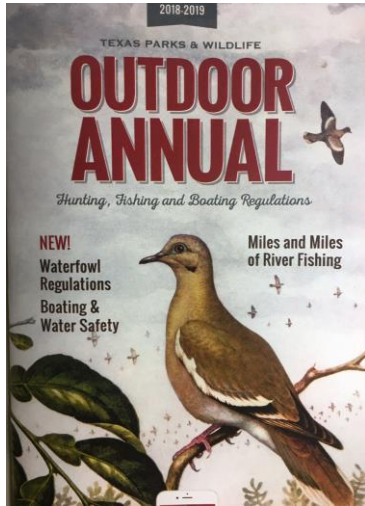
SPANISH HUNTER EDUCATION



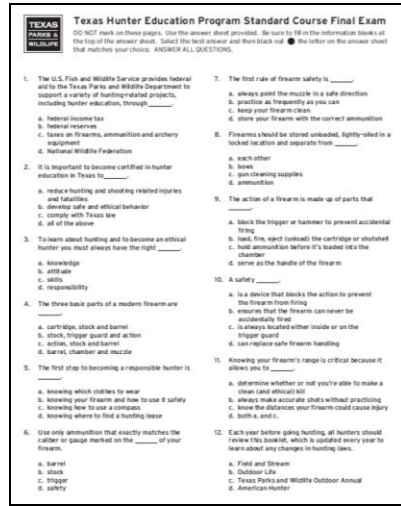
SUPPLY REQUEST FORM

	<h3 style="margin: 0;">Request for Literature Hunter & Bow Hunter Education</h3>	Order Date: _____		
*** Instructor ID # and course information required for all orders. ***				
Ship To: (Note: Freight delivery cannot be made to a Post Office Box Address.) Name: _____ Attention: _____ Address: _____ City: _____ State, Zip: _____	<input type="checkbox"/> Volunteer Instructor <input type="checkbox"/> Professional Educator <input type="checkbox"/> Game Warden <input type="checkbox"/> TPWD Employee Instructor ID#: _____ COURSE START DATE: _____ COURSE TYPE: <input type="checkbox"/> CLASSROOM <input type="checkbox"/> FIELD ** Please set up your course location/course ONLINE Phone: (_____) _____ E-mail: _____			
* HUNTER EDUCATION: Please ship _____ student packets <u>OR</u> needed material listed below. ** BOW HUNTER EDUCATION: Please ship _____ student packets <u>OR</u> needed material listed below.				
Item Number	Description	Order Quantity	Issued	Comment
OL 00236	OUTDOOR ANNUAL – Hunting Regulations	_____		One per student
OL 00231	HUNTER EDUCATION STUDENT MANUAL	_____		One per student
OL 00125	HUNTER EDUCATION STUDENT EXAM	_____		One per student
OL 00221	STUDENT ANSWER SHEET	_____		One per student
OL 00144	Shooting Safety Rules Brochure	_____		One per student
OL 00147	Hunter Handbook Magazine	_____		One per student
OL 00223	Pre-test/Experience Survey	_____		One per student
OL 00224	Hunting Regulations Quiz	_____		One per student
OL 00126	Hunter Education 4-C Decal	_____		One per student
OL 00226	Hunter Education Graduate Decal	_____		One per student
OL 00145	Target (50-Ft. Rifle) (Order FIELD live-fire only)	_____		One per student
OL 00337	BOWHUNTER EDUCATION MANUAL	_____		One per student
PWD 920	BOWHUNTER EDUCATION EXAM	_____		One per student
OL00312	Bow Hunter Education Student Patch	_____		One per student
OL00323	Bow Hunter Responsibility Pocket Guide (3 in 1)	_____		One per student
OL00334	Facts on Bow Wounding	_____		One per student
	Public Hunting Brochures	_____		One per student
OL00357/227	SPANISH MATERIALS (Student Manual, Exam)	_____		One per student
*****	INSTRUCTOR MATERIALS: *****	*****	*****	*****
OL 00232	Hunter Education Program Brochure	_____		
_____	Texas Youth Hunting Program Poster	_____		
_____	Public Hunting Poster	_____		
_____	Don't Get Tagged Poster	_____		
_____	Course Announcement Poster	_____		
OTHER		_____		
Send Supply Order Form To: Texas Parks and Wildlife Department Education Fulfillment 4200 Smith School Road Austin, Texas 78744		Fax: (512) 389-4372 E-mail: supply.request@tpwd.texas.gov		
*Instructor Use Only	For TPWD Use Only	Carrier:	Filled By:	Date:

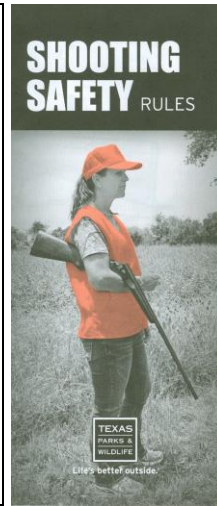
OUTDOOR ANNUAL, EXAM, INSTRUCTOR & STUDENT MATERIALS



Outdoor Annual or OA App Card



Hunter Education Final Exam



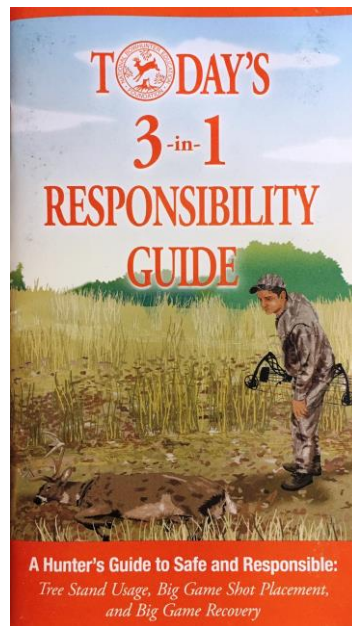
Safety Brochure



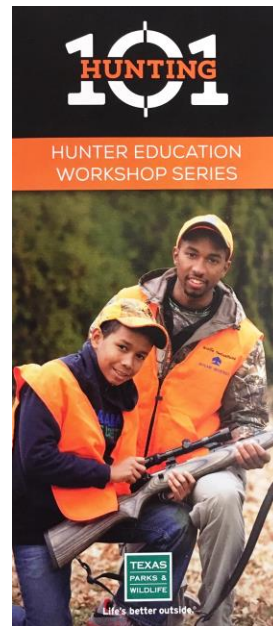
Hunter Ed Decals/Inst Badge



Hunter Education Brochure



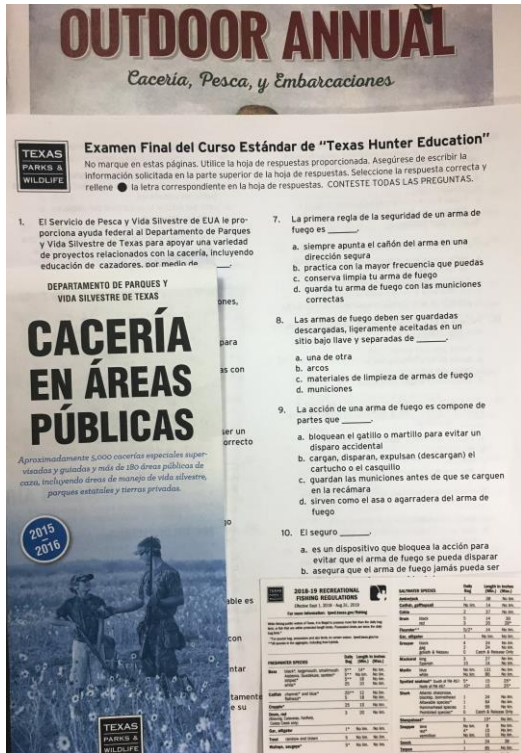
Bowhunter Education Pocket Guide



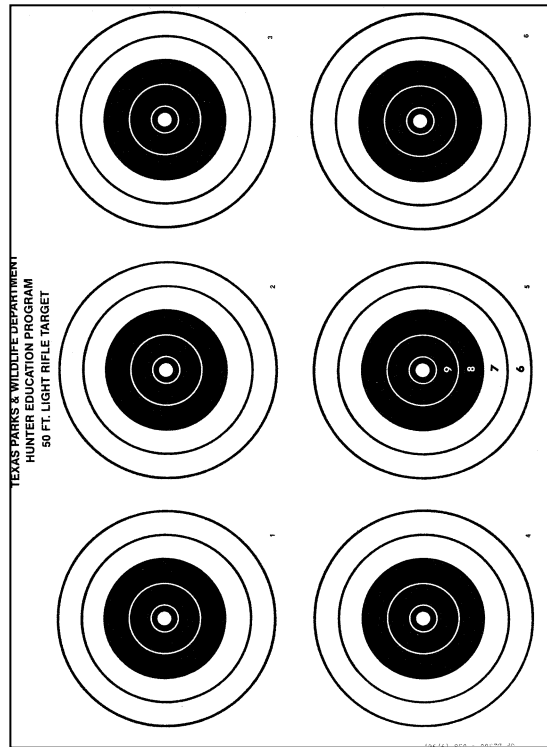
Hunting 101 Brochure



Bowhunter Patches/ID Badge



Spanish Materials: Instructors who offer “Spanish Speaking” courses can order the manual, exam, public hunting and other materials converted to Spanish to assist students in the learning process.



Live-fire Materials: Instructors can request hand-delivered ammunition at 10 rounds of .22 caliber or 12/20 gauge shot shells per student and targets (standard or specialty) from Staff Specialists or HQ.



CERTIFICATE OF APPRECIATION

Presented to

Recipient Name

For your public service, cooperation and outstanding contributions to the Texas Hunter Education Program.

Date

Certificate of Appreciation: Instructors are encouraged to request and present a “Certificate of Appreciation” to those who support the Hunter Education Program with their donations and time.



Loaner Supplies & Equipment: Instructors can request loaner dummy firearms and ammunition, skills trail supplies and/or wildlife furs/skulls from hand delivered by Specialists or pickup at HQ.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

For Immediate Release

HUNTER EDUCATION COURSE SCHEDULED!

Your town.... A course in hunter education has been scheduled for _____
(Dates)

Beginning at _____ in _____, according to _____,
(a.m. /p.m.) (City)

Hunter Education Instructor.

According to Texas Parks and Wildlife Department, if you were born on or after September 2, 1971, and you are

- Under **9** years of age, **you must be accompanied***.
- age **9** through **16**, you **must successfully complete a hunter education course, or you must be accompanied***.
- age **17** and over, you **must successfully complete a hunter education course; or purchase a “Hunter Education Deferral,” and you must be accompanied***.

Hunter Education Deferral (cost: \$10) – Allows a person 17 years of age or older who has not completed a hunter education program to defer certification for up to one year. A deferral may only be obtained once and is only valid until the end of the current license year. A person who has been convicted or has received deferred adjudication for violation of the mandatory hunter education requirement is prohibited from applying for a deferral.

***Accompanied means:** By a person who is at least 17, who is licensed to hunt in Texas, who has passed hunter education or is exempt (born before Sept. 2, 1971), and who is within normal voice control. Proof of certification or *deferral* is required to be on your person while hunting.

Note: Certification is **not** required to purchase a hunting license.

However, any individual may take the course on a voluntary basis and is encouraged to attend regardless of requirements, according to _____.
(Name)

“The course is open to adults and youngsters and will include instruction in modern firearms and primitive sporting arms handling and safety; outdoor responsibility and ethics; laws and regulations; wildlife conservation and management; hunting traditions; field care of game; and wilderness first aid and survival,” _____ added.
(Name)

The minimum age for certification is 9 years and cost is \$15. Students 9 years of age or older successfully completing the course will be issued a “Temporary Student Card” at the end of the course. Students will then receive an original “Hunter Education Certificate” from Texas Parks and Wildlife after processing the paperwork. Those less than 9 years of age will receive a “Certificate of Attendance,” but must take the course again after turning 9 for proper certification. Since 1972, more than 850,000 Texans have already completed the hunter education course, which is mandatory in 50 states and 10 Canadian provinces.

For more information, contact _____ at _____
(Name) (Phone)

OR Texas Parks and Wildlife Department at 1-800-792-1112, (512) 389-4999 or our website at www.tpwd.state.tx.us/edu/hunter

**TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION
INSTRUCTOR SELF-EVALUATION**

Carefully review the evaluations your students completed for the course. How does your rating of yourself compare with those of your students? Did you agree on what subjects were most useful? Least useful? Be as specific as you can with your evaluation.

1. How well did this class perform on the Final Exam?
2. How did the group react to demonstrations and student participation exercises?
3. Did I “target” this class well in areas of:
Interest? _____
Level of skill and experience? _____
4. What specific topics should be:
Omitted? _____
Added? _____
Emphasized more? _____
Emphasized less? _____
5. Which lessons require:
More time? _____
Less time? _____
6. What changes, if any, should be made in the sequence of the lessons?
7. What activity/subject seemed to motivate the students the most?
8. What changes should be made in:
materials _____
Classroom set-up _____
Teaching methods _____
Evaluation methods _____
9. I should use (more, less, about the same) different teaching methods/aids in the next class.
10. I should spend (more, less, about the same) time organizing my course.
11. I should spend (more, less, about the same) time preparing and studying the lesson objectives and planning their presentation.
12. I should spend (more, about the same) time studying the subject matter and technical information.

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION

TEAM MEMBER EVALUATION

Used by instructors who are team teaching, to evaluate each other (Please do NOT send to Austin.)

Please circle the number which indicates your rating for each statement. Remember that 1 is the poorest rating; 3 is average; and 5 is the best rating.

		Never		Usually		Always
Main points (objectives) were clear; Essential ideas were properly emphasized.	1	2	3	4	5	
Instructor was knowledgeable about the subject; Information was up-to-date.	1	2	3	4	5	
Instructor stated and met course objectives; Instructor related subject well.	1	2	3	4	5	
Instructor kept the information well sequenced; Ideas were in logical order.	1	2	3	4	5	
Instructor used varying methods & techniques; Instructor used training aids and hands-on activities.	1	2	3	4	5	
Students appeared to be interested; Students were attentive to the instructor.	1	2	3	4	5	
Students were given a chance to ask questions; Students participated in activities.	1	2	3	4	5	
Instructor was well prepared with needed materials; Class was organized and equipment in good shape.	1	2	3	4	5	
Instructor started and finished on scheduled time.	1	2	3	4	5	
Instructor made good use of the time; Instructor avoided non-essential stories/topics.	1	2	3	4	5	

Comments: Strong points, areas that need attention, etc.

HUNTER EDUCATION

STUDENT COURSE EVALUATION

STUDENT: Please help us make this course better by completing the following evaluation. Please **CIRCLE** the number which indicates your rating for each question. Remember that 1 is the poorest rating; 3 is Average; and 5 is the best rating. Thank you.

INSTRUCTOR _____

COURSE DATES _____

INSTRUCTOR AND LEARNING	NEVER				ALWAYS
1. Instructor was knowledgeable and made good use of time.	1	2	3	4	5
2. Instructor was prompt, prepared and organized.	1	2	3	4	5
3. Instructor taught course in an interesting, informative manner.	1	2	3	4	5
4. I had many chances to participate or ask questions.	1	2	3	4	5
5. Student material was useful and will be saved.	1	2	3	4	5
6. Videos helped me understand better.	1	2	3	4	5
7. Training aids helped me understand better.	1	2	3	4	5
7. Tests provided a fair evaluation of what was learned.	1	2	3	4	5
8. Facilities were adequate and comfortable.	1	2	3	4	5

GENERAL INFORMATION

1. Do you feel you learned information that will help you be a safe and responsible hunter?
YES NO
2. Have you attempted to enroll in or have you attended another Hunter Education course?
YES NO
3. Would you recommend this course to your friends or relatives?
YES NO
4. Was the course too long? _____ - too short? _____
5. What did you enjoy MOST about this course? _____

6. What did you enjoy LEAST about the course? _____

7. Why did you attend this course? _____

8. Any suggestions or comments? _____

Please return this Evaluation to the Instructor(s); do not send it to Austin.

Texas Parks and Wildlife Department (TPWD) will send you a permanent Certification card after they receive your signed and instructor-approved Student Registration and Instructor Course Final Report. This may take several weeks.

Thank you and please remember the principles of hunter safety, preparation, responsibility, and courtesy.

**TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION**

**FIELD ACTIVITIES
RELEASE OF LIABILITY**

I/We _____ and/or _____ ,
parent/s, and/or legal guardian/s of _____ hereby acknowledge that the
Texas Parks and Wildlife Department **Hunter Education Course Field Activities** have inherent risks and
dangers that may result in serious bodily injury or even death and nevertheless by our/my signature below
give _____ permission to participate in the activities and by our/my signature
below, release, indemnify and hold harmless Texas Parks and Wildlife Department, its agents, officers and
employees, against damages and costs of defense including attorney's fees and from any judgment, claim or
any action, directly or indirectly arising from _____ participation in the
Texas Hunter Education Program.

Printed Name: _____

Signed: _____ Date: _____

Printed Name: _____

Signed: _____ Date: _____

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

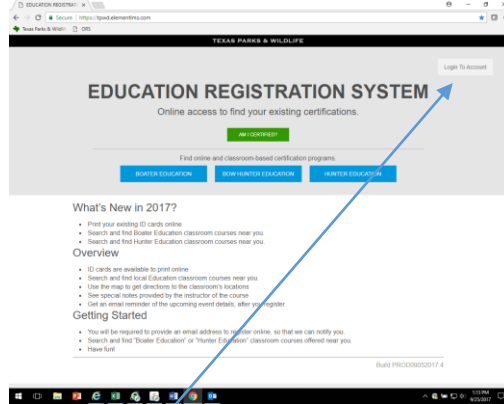
CHAPTER III. ONLINE REGISTRATION SYSTEM (ORS)

<https://tpwd.elementlms.com/>

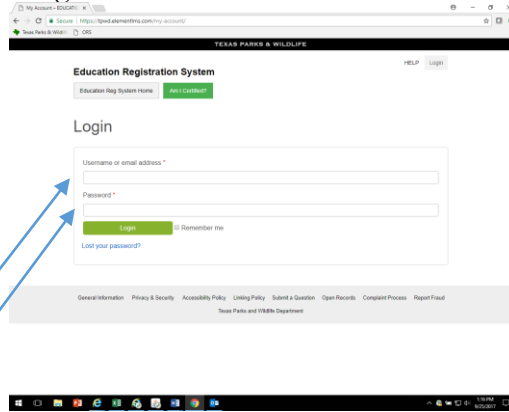
- E. LOGIN
- B. DASHBOARD
- C. ADD COURSE LOCATION
- D. ADD NEW COURSE
- E. PUBLIC/PRIVATE LINKS
- F. ROSTER, ATTENDANCE AND GRADES
- G. PREP & TAUGHT TIME
- H. COMPLETE WORKSHOP
- I. FOLLOWING COURSE
- J. REPORTS AND ROSTERS FROM PREVIOUS COURSES
- K. RECEIPTS
- L. QUESTIONS, ASSISTANCE AND CONTACTS

Online Registration System Guide

To log into your profile, visit: <https://tpwd.elementlms.com/>



In the upper right, click “Login To Account”



A. LOGIN

USERNAME: Email Address

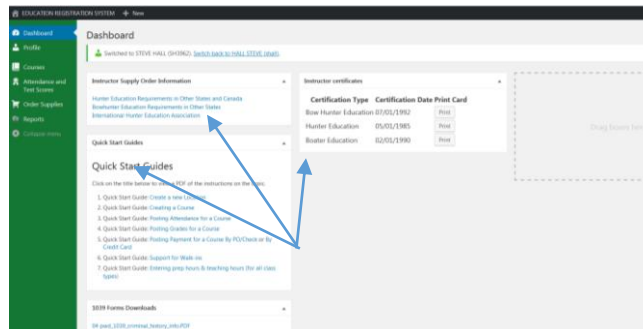
PASSWORD: Your password is your initials followed by your birthdate (8-digit format). If John Doe’s birthdate is January 1, 1960 (01-01-1960): **JD01011960**.

LOST PASSWORD: Enter your login and request new password. The system will email you a login link.

B. DASHBOARD

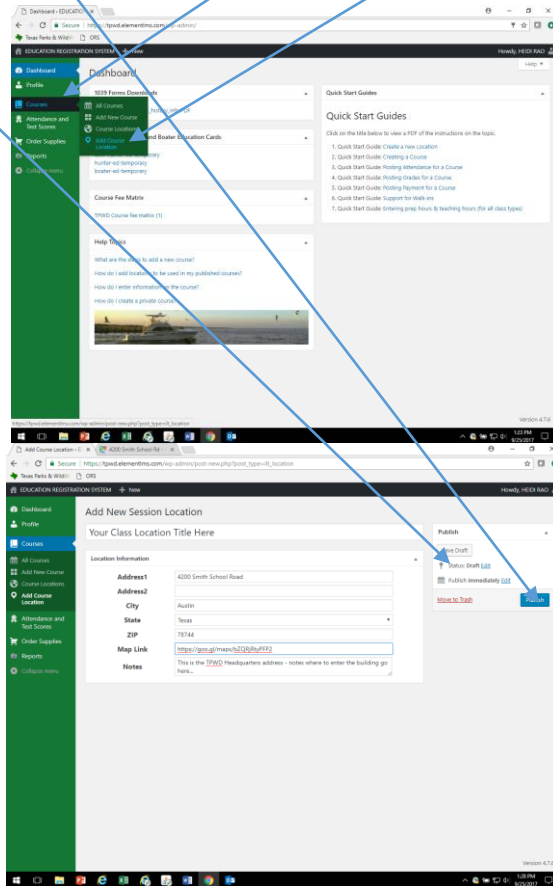
Once logged in, you will see your “**DASHBOARD**”

*****PLEASE CONSULT “QUICK START GUIDES” at Instructor Dashboard for more completed instructions***;**
Also note that SUPPLY ORDER FORMS and INSTRUCTOR CERTIFICATION CARDS are also accessible on your dashboard, any time you need them.



C. ADD COURSE LOCATION

If you are creating a class for the first time, click on “Courses,” then “Add Course Location” You must create a location prior to creating a class. After creating the location, make sure you “**Save Draft**,” then “**Publish**” the course location. (You are adding a new location to YOUR address book of locations)

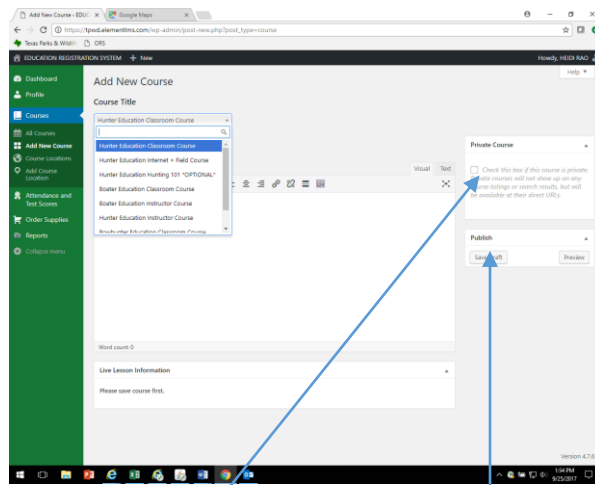


If you type in a street address, Google Maps will automatically populate the link and map at your scheduled course pages, once you “**PUBLISH**” the new location.

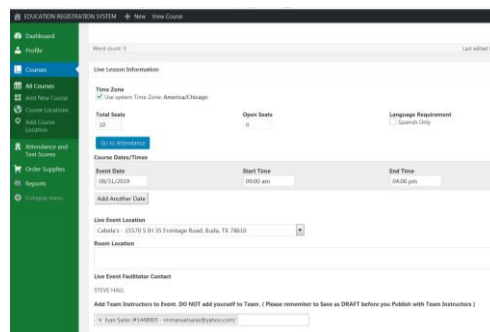
Note: PO Boxes or other information typed into the address lines will nullify map links, and may nullify course listings. Please just enter Address Line 1, City and Zip Code and then hit “**PUBLISH**”

D. ADD NEW COURSE:

1. Click “Add New Course” from the menu on the left side. Click on the “Course Title” drop down box and select a class type.
2. Depending on what you as an instructor are certified to teach, will determine what options you will have to teach.
3. For example – if you are an Area Chief Instructor you will have more options than if you are not an Area Chief Instructor.
4. If you are teaching the one-day “Basic” course, click on the drop-down arrow to select “Hunter Education Classroom Course”



5. If your course is a Private class, check the “Private Course” box
 - a. Most Professional Educators teaching high school agriculture science courses, and those teaching in schools using the Outdoor Adventures curriculum, will mark “**PRIVATE**” so that only the students they send a link to will be able to register for the course.
 - b. Volunteer and TPWD employees may also be working with a known/private group and check the box, but most volunteers will want everyone from the **PUBLIC** to see the listing online and opt to not check the private course box on the right of the screen.
6. Next, in the big white box, enter specifics about your class such as range fees, dress information, contact information, whether you allow snacks or lunch in class, etc.
7. Click “**SAVE DRAFT**” from the menu box on the right of the page. The page will ‘refresh’ and open additional boxes for you to complete.
8. Enter “TOTAL SEATS,” “EVENT DATE,” and “EVENT TIMES” (start/end times). Pay attention to the calendar. It is the international format – it starts with Monday.
 - a. Select the “ADD ANOTHER DATE” box if your class will be held over multiple days (i.e. for one-day classes, do not hit this box.)
 - b. For Professional Educators, you should list the start date and end date – so at least two class dates will be listed. OR, you can simply put in the end date.
 - c. Note that you cannot enter any class date that represents a **PAST** or the **CURRENT** date. Only future dates may be listed when setting up new courses.



9. Click the “LIVE EVENT LOCATION” box. This provides you all the course locations you have entered. If **NO** locations appear, you have not “**PUBLISHED**” your course location when you ADD COURSE LOCATION.
10. If you are TEAM TEACHING, the additional instructors can be entered at the bottom of this page. Please remember, the name is the instructor’s legal name, i.e. James, not Jim. If you invite a Game Warden to present at your class, please remember to give them credit for the class. All “active” and certified instructors appear in this area. If the team instructor(s) name(s) does/do not appear, use Instructor # or email.
11. * Everyone gets equal credit for team-teaching.
12. When you compete all the fields, click “SAVE DRAFT.”
13. After you have checked it one last time, click “PUBLISH”, a blue button at right

PUBLIC/PRIVATE LINKS

STUDENT REGISTRATION

1. **Students click on the REGISTER NOW button** and complete their individual information (name, address, date of birth, password) to set up their accounts and then receive a confirmation order notifying them that \$15 is due in payment to the instructor upon arrival at the course.

The top screenshot shows the 'Education Registration System' page for a Hunter Education Internet + Field Course. It includes a 'Register Now' button. The bottom screenshot shows the 'Registration Confirmation' page with the following details:

Product	Total
Hunter Education Classroom Course - 03/21/2018 - (257185) * 1	\$15.00
Total Course Fees	\$15.00
Payment Method: Cash on Delivery	
Total:	\$15.00

Customer Details

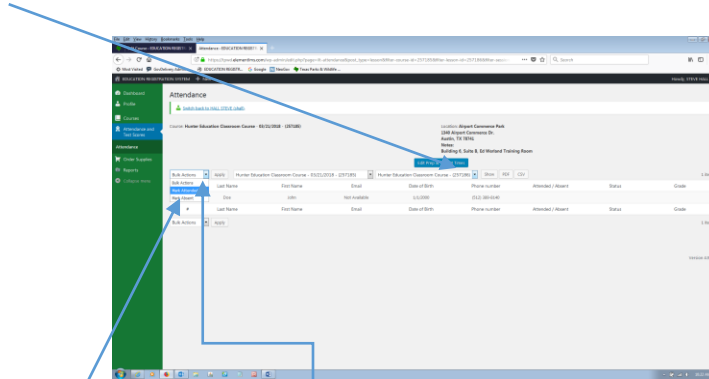
Email: tsmc_21495@noemail.elemertrms.com
 Telephone: (512) 350-8140

John Die
 1363 Airport Commerce Dr
 Austin, TX 78741
 This class is full

E. ROSTER, ATTENDANCE AND GRADES

Your students will **NOT** get certified unless they **ALL APPEAR** on your roster.

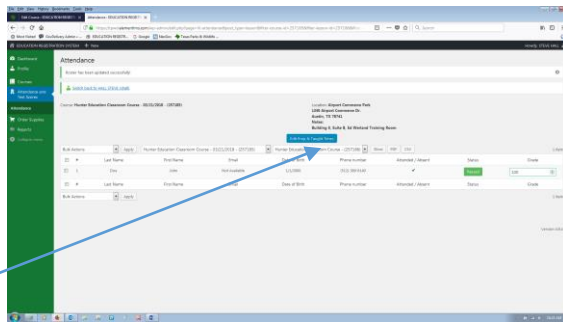
1. Click “Attendance and Test Scores” from the menu. Select “ATTENDANCE” from the drop-down menu
2. Click on the drop-down arrow to choose the “Course” you are completing
3. Click on the drop-down arrow to “Select Lesson”
4. Click “Show”



5. A list of all registered students will appear on this page
6. Click on the box to the left of the number by your student’s name, to mark them as attended. If everyone on your roster attended, you can use the “Bulk Actions” drop down at the top of the page to “Select All” students who were present.
7. Hit “Apply” next to “Bulk Actions” to save
8. If anyone was absent, click on the box to the left of the number of those students, to mark them as absent, use the “Bulk Actions” drop down at the top of the page to “Select All” students who were absent.
9. Hit “Apply” next to “Bulk Actions” to save
10. If any students did not register, please make sure they register before leaving the class – if possible.
11. If a student cannot register ***DURING*** your class (no smart phone, computer, or cell signal) – you can send them the link to your class, via email or text, and they can register when they get home.

NOTE: YOU ONLY HAVE ***THREE (3)*** DAYS TO MAKE **ANY** CHANGES TO YOUR CLASS – AFTER 3 DAYS YOUR CLASS WILL ‘LOCK’ AND NOT ALLOW YOU TO MAKE ANY FURTHER CHANGES.

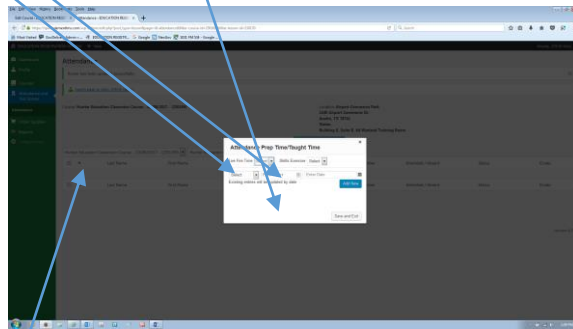
12. Once you mark attended/absent, a GRADE box will appear for each attending student.
13. Enter test score in the grade box.
14. The system will automatically mark them as PASSED if they score a 75 or higher.
The system will automatically mark them as FAILED if they score a 74 or lower.



F. PREP & TAUGHT TIME

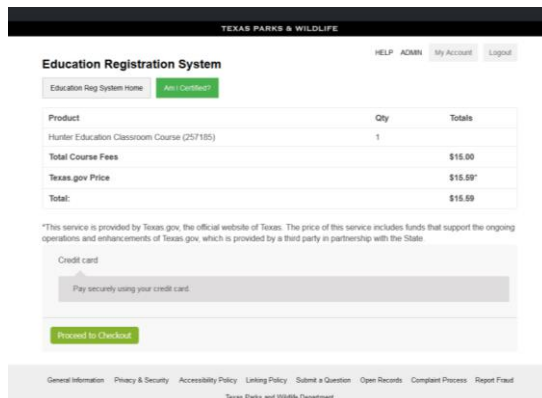
This is an **IMPORTANT** step as the actual prep and taught hours you mark down are used as part of the STATE's MATCH to federal dollars it is reimbursed from the Wildlife Restoration Hunter Education Account (USFWS Project W104S). Be sure to note each date of actual PREP and TAUGHT hours – this is the official log for when you were involved in preparing for and teaching hunter education.

1. Complete the “SKILLS” and “LIVE FIRE” boxes by checking YES or NO. Skills reflect use of the actual hands-on Skills Trail exercises in Classroom and/or Field Courses
2. Enter “PREP” dates and hours for each date listed.
3. Enter “TAUGHT” dates and hours for each date listed.



H. COMPLETE WORKSHOP

1. Go to “BULK ACTIONS” at the top of the page and drop down to select “COMPLETE WORKSHOP”



2. The page will refresh and create a purchase order for you.
3. Hit “PROCEED TO CHECKOUT” and enter your **CREDIT CARD** information to pay for and finalize the class.

NOTE: This system will NOT save credit/debit cards on file

I. FOLLOWING COURSE

- Once Instructor “Completes Workshop” and pays for students on his/her roster, **the system will automatically generate an email to all students letting them know they can now print their Hunter Education certifications, or save their certifications as a Screenshot or PDF on their Smartphone as proof of certification when in the field.**
- Students may print their cards at any time by accessing TPWD web site and linking to: <https://tpwd.elementlms.com/>

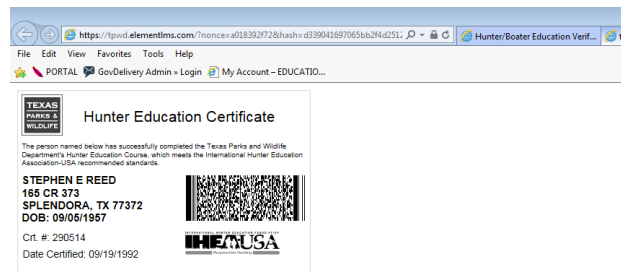
Hunter/Boater Education Verification
 To check for Hunter/Boater Education Certification in the state of Texas, please enter the information below. You must enter the first name, middle initial (if used), last name and the birth date. This must be an exact match with the name you used when you took the course. **Hint:** If you used your middle initial or a nick name when you took the course remember to enter it on the search screen.

Name
 First: Stephen Last: Reed Middle Initial:

Birth Date
 Month: Day: Year: 1987

I'm not a robot

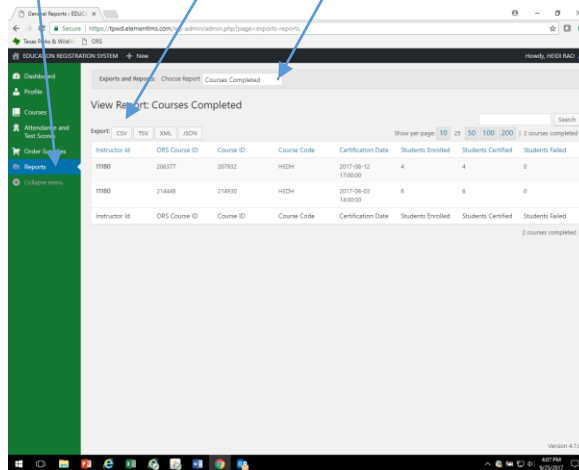
Student Information
 Stephen E Reed Address: 165 CR 373
 Date of Birth: 09/05/1957 SPLENDORA, TX 77372



Instructors need to inform students that **certification cards are NO LONGER mailed by TPWD** – all are available online unless a special request is filed with TPWD (e.g. no computers, special waiver for disability, instructor cards)

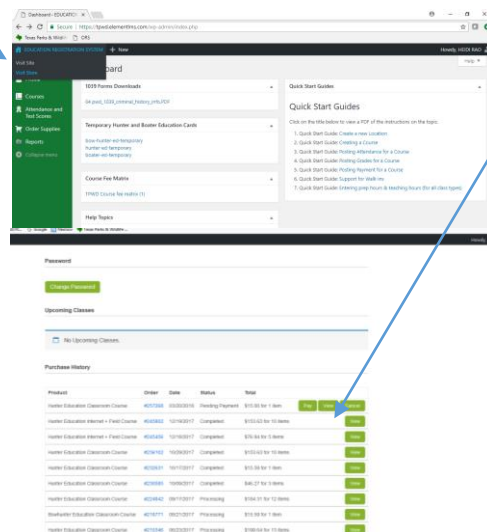
J. REPORTS AND ROSTERS FOR PREVIOUS COURSES

1. Click on “Reports”
2. You can click on the drop-down Report to select “Courses Completed” or “Courses Not Completed” or “Final Student Rosters”
3. At the top of the page you will see “CSV” button. You can HIT this and an EXCEL spreadsheet will be accessible for you to use to print out prior to or after your courses and to better organize the date for use as a sign-up sheet during class, or permanent backup record for storage on your own computer.



K. RECEIPTS

From your main Dashboard page, click on “Education Registration System” and then on “VISIT SITE” and “MY ACCOUNT.” This will show all your **transactions of paid/unpaid receipts** for your classes.



K. QUESTIONS, ASSISTANCE & CONTACTS

- **Statewide (Austin) HE Coordinator Steve Hall; HE Admin Asst. Eddie Kleppinger**
Steve.Hall@tpwd.texas.gov Office: 512-389-8140; Cell: 512-550-7330
Eddie.kleppinger@tpwd.texas.gov Office: 512-389-8142
- **North TX (DFW) Monica Bickerstaff**
Monica.Bickerstaff@tpwd.texas.gov Office/Cell: 469-601-8349
- **South TX (Corpus Christi) Brock Minton**
Brock.Minton@tpwd.texas.gov Office: 361-825-3249; Cell: 361-944-3617
- **Southeast TX (Houston) Heidi Rao**
Heidi.Rao@tpwd.texas.gov Office/Cell: 713-829-1377
- **West TX (Abilene): Randy Spradlin**
Randy.Spradlin@tpwd.texas.gov Office/Cell: 512-923-3509
- **Central TX (College Station) Morgan Harbison**
Morgan.Harbison@tpwd.texas.gov Office/Cell: 512-413-0194

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

CHAPTER IV. APPENDICES

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- E. Appendix E – Classroom Course Exercises
- F. Appendix F – Field Course Exercises
- G. Appendix G – Hunter Skills Trail
- H. Appendix H – Live-fire Exercises
- I. Appendix I – Teaching Hunter Ethics

Appendix A.

Texas Hunter Education Statute (Parks & Wildlife Code Section 62.014)

Sec. 62.014. HUNTER EDUCATION PROGRAM.

(a) In this section:

- (1) "Firearm" means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.
- (2) "Archery equipment" means a long bow, recurved bow, or compound bow.

(b) The department may establish and administer a statewide hunter education program. The program must include but is not limited to instruction concerning:

- (1) The safe handling and use of firearms, archery equipment, and crossbows;
- (2) Wildlife conservation and management;
- (3) Hunting laws and applicable rules and regulations; and
- (4) Hunting safety and ethics, including landowners' rights.

(c) The department shall issue a certificate to a person who has successfully completed a hunter education course. The department shall prescribe the form of the certificate.

(d) If funds are available for its implementation the commission may establish a mandatory hunter education program and may require a person to have successfully completed a training course before the person may hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas. If the certificate is so required, the person must possess the certificate or other evidence of completion of the program while hunting with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows. The commission may provide that residents or nonresidents who have successfully completed the same or a comparable hunter education course and possess a certificate or other evidence of completion have satisfied the requirements imposed under this subsection. The commission may establish a minimum age for participation in the program. Those persons who cannot participate in the hunter education program because they do not meet the minimum age or other requirements established by the commission can only hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas if they are accompanied by a person who is 17 years of age or older and licensed to hunt in Texas. Additionally, a person under 17 years of age hunting with a person licensed to hunt in Texas who is 17 years of age or older is not required to have certification under this Act.

The commission may implement the program by age group. Persons who are 17 years of age or older on September 1, 1988, or on the date on which a mandatory hunter education course is implemented, whichever is later, are exempt from the requirements imposed under this subsection.

The department is responsible for offering mandatory hunter education courses that are accessible to those persons required to take this course. To this end, the department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.

(e) The commission may maximize the utilization of volunteer instructors to minimize the costs of the course and is authorized to charge a fee not to exceed \$15 to defray administrative costs. Fees collected under this subsection, less any instructor expenses approved by the department, shall be deposited to the credit of the game, fish, and water safety account. The commission by rule

may establish a procedure to allow a volunteer instructor to retain an amount from the fees collected by the instructor under this subsection to cover the instructor's actual and necessary out-of-pocket expenses.

(f) The department shall determine qualifications for instructors in the hunter education program and shall recruit, train, and certify instructors for the program.

(g) The department may cooperate with educational institutions, local governments, individuals, or organizations interested in hunter education in administering this section. The department may accept gifts, grants, and donations to be used in administering this section.

(h) The commission shall adopt rules to implement the hunter education program.

(i) The commission may establish an incentive program to encourage citizens to participate in the program as instructors.

(j) A person who violates any provision of this section or any proclamation or regulation of the commission issued under the authority of this section commits an offense.

(k) If the commission requires a person to possess a certificate issued under this section and if the person is charged with a Class C Parks and Wildlife Code misdemeanor for failing to possess the required certificate, the person may present to the court not later than the 10th day after the date of the alleged offense an oral request or written motion to take a hunter safety training course.

(l) If a person requests a hunter safety training course as provided by Subsection (d) of this section, the court shall defer proceedings and allow the person 90 days to present written evidence that, after being charged with failure to possess the certificate, the person has successfully completed a hunter safety training course approved by the department. If a person successfully completes the course and the evidence presented is accepted by the court, the court shall dismiss the charge.

(m) It is a defense to prosecution under this section for failure to possess a certificate that the person charged produces in court a certificate issued to that person that was valid on the date of the alleged offense.

(n) The following persons are exempt from any requirement to complete a hunter education course under this section:

(1) an honorably discharged veteran of the United States armed forces or a person who is on active duty as a member of the United States armed forces;

(2) a person who is on active duty or has previously served as a member of the Texas Army National Guard, the Texas Air National Guard, or the Texas State Guard; or

(3) a person who is serving or has previously served as a peace officer described by Subdivision (1), (2), (3), or (4), Article 2.12, Code of Criminal Procedure.

Appendix B.

Texas Hunter Education Rules (Texas Administrative Code)

Title 31, Part 2, Chapter 51 - Executive, Subchapter D - Education

RULE §51.80

Hunter Education Course and Instructors

(a) Hunter Education Course.

(1) The Hunter Education Course must consist of instruction on the following subjects:

- (A) the safe handling and use of firearms and archery equipment;
- (B) wildlife conservation and management;
- (C) hunting laws and regulations of this state; and
- (D) hunting safety and ethics, including landowners' rights.

(2) Subject to the restrictions and exceptions contained in this section, the Hunter Education Course required by this section may be delivered via:

- (A) classroom instruction not to exceed six hours;
- (B) a combination of online instruction and skills exercise (skills exercise of not less than four nor more than five hours in duration); or

(C) online instruction only, for persons 17 years of age or older.

(3) The Hunter Education Course required by this section may be provided by:

(A) certified volunteer instructors who have successfully completed the department's game warden interview, background investigation, and an instructor training course; or

(B) online instruction providers approved by the department.

(4) The department may decertify instructors for:

(A) violation of provisions of the Parks and Wildlife Code or regulations adopted pursuant to the Code;

(B) falsification of records or documents; or

(C) action that is detrimental to the objective of the program.

(5) The department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.

(6) The department shall issue a certificate to persons who successfully complete the course. A duplicate certificate may be issued upon request to the department's hunter education section or in person to a law enforcement field office or department-approved instruction provider.

(7) Nothing in this section shall be construed to prohibit a person from providing or receiving hunter education instruction in addition to that required by this section.

(b) Hunter Education Requirements.

(1) A person whose date of birth is after September 1, 1971, must successfully complete a Hunter Education Course described in subsection (a) of this section before the person may hunt with firearms or archery equipment in Texas.

(2) A Texas Voluntary Hunter Safety Course successfully completed prior to June 1, 1989, satisfies the mandatory hunter education requirements of this section.

(3) A person must be at least nine years of age to be certified.

(4) A Hunter Education Course is successfully completed when the student:

(A) has fulfilled the instructional requirements of subsection (a)(1) of this section;

(B) is evaluated by the instructor or department-approved online instruction provider as acceptable in attitude, knowledge, and skill; and

(C) has taken an examination prescribed by the department and scored a minimum of 75 percent.

(5) The online-only Hunter Education Course is restricted to persons 17 years of age and older.

(6) A person who is required to be certified must possess evidence of certification while hunting in Texas.

(7) Any individual is encouraged to take the course on a voluntary basis.

(8) A person who is unable to pass the examination as the result of an existing medical condition may, upon authorization from the department, be granted certification.

(9) A person is exempt from live-firing requirements of the Hunter Education Course delivered via classroom instruction or a combination of online instruction and skills exercise if the person is:

(A) an honorably discharged veteran of the United States armed forces; or

(B) on active duty as a member of the United States armed forces, the Texas Army National Guard, the Texas Air National Guard, or the Texas State Guard.

(c) Other Non-certified Persons.

(1) Persons under 17 years of age may hunt without certification if accompanied by a person 17 years of age or older who is licensed to hunt in Texas in accordance with the Parks and Wildlife Code and is in compliance with applicable hunter education requirements.

(2) A person 17 years of age or older who is required to complete hunter education may hunt without certification if that person is:

(A) in possession of a valid hunting license indicating that the person has selected the "Deferred Hunter Education Option" offered by the department; and

(B) is accompanied by a person 17 years of age or older who is licensed to hunt in Texas in accordance with the Parks and Wildlife Code and is in compliance with applicable hunter education requirements.

(3) For the purposes of this section, an uncertified person is considered as being accompanied if that person is within normal voice distance.

(4) A deferred hunter education option expires at the end of the license year for which it was purchased.

(5) No person may select the deferred hunter education option more than once.

(6) A person who has been convicted of or received deferred adjudication for not having completed a mandatory hunter education course is prohibited from obtaining a deferred hunter education option.

Source Note: The provisions of this §51.80 adopted to be effective January 3, 2005, 29 TexReg 12225; amended to be effective May 26, 2008, 33 TexReg 4182; amended to be effective February 2, 2009, 34 TexReg 665; amended to be effective October 30, 2011, 36 TexReg 7333; amended to be effective September 19, 2013, 38 TexReg 6218

Chapter 53 - Finance, Subchapter A – Fees, Division 3

RULE §53.50

Training and Certification Fees

(b) Hunter education fees.

(1) The registration fee for a hunter education course delivered by an approved volunteer instructor is \$15, of which \$10 may be directly retained by a volunteer instructor.

(2) The fee for a hunter education course delivered by an approved online instruction provider shall be established by the online instruction provider, not to exceed an amount established by the Executive Director.

(3) The fee for a deferred hunter education option is \$10.

Source Note: The provisions of this §53.50 adopted to be effective July 7, 2004, 29 TexReg 6309; amended to be effective April 6, 2006, 31 TexReg 2861; amended to be effective January 4, 2012, 36 TexReg 9334; amended to be effective January 2, 2013, 37 TexReg 10229; amended to be effective September 19, 2013, 38 TexReg 6222

Appendix C.

Firearm Authorization Letter

To Whom It May Concern:

I, _____, Texas Parks and Wildlife Department
(Name/s) _____ certified
Hunter Education Instructor/s, ID # _____ request permission to bring the firearms listed below
onto the premises of the following facility/address:

Course DATES/TIMES: _____

Hunter Education is a State-mandated program as authorized in Section 62.014 of the Parks & Wildlife Code. Training aids may include simulated/actual props, rifles, shotguns, handguns, air guns and/or archery equipment. **NOTE: No live ammunition will be made available at the facility, unless the facility authorizes use for actual live-fire exercises (e.g. safe range, private ranch).**

Firearms - Description

Serial

<u>Firearms - Description</u>	<u>Serial #</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Sporting Arms - Description

I hereby grant permission for the use of listed training aids and fully agree to allow hunter education course instruction to be conducted at and on the above listed location and date (s).

Facility - Authorizing Individual/Title:

Printed Name: _____ Title: _____

Signed: _____ Date: _____

Hunter Education Instructor:

Printed Name: _____ Date: _____

Signed: _____

Appendix D.

Course Goals and “Top Ten” Lists

Five (5) Basic GOALS for Hunter Education

1. Practice good **FIREAM, HUNTING & OUTDOOR SAFETY** habits
2. Comply with all Wildlife and Game **LAWS & REGULATIONS**
3. Take a **GOOD SHOT** to reduce wounding loss
4. Take **CARE OF GAME** from field to table
5. Act **ETHICALLY** (e.g. Fair Chase, Good Public Image)

GOAL 1. **BE SAFE!** - TOP TEN Most Common Hunting Incident Causes

National Hunting Incident Data Analysis (2005-2012)

1. **FALLS FROM ELEVATED STANDS** - Falls from Elevated Stands/Failure to Use Haul Line/Safety Harness (n=589)
2. **FAILURE TO POINT MUZZLE IN SAFE DIRECTION** - Careless Handling of Firearms/Failure to Control Muzzle (n=549)
3. **FAILURE TO OBSERVE SAFE ZONE-OF-FIRE** - Shooter Swinging on Game Outside of a Safe Zone of Fire (n=513)
4. **VICTIM BEYOND TARGET** - Victim Out of Sight of Shooter/Failure to Check Background (n=465)
5. **VICTIM MISTAKEN FOR GAME** - Failure to Properly Identify Target (n=391)
6. **STUMBLING/DROPPING FIREARM** - A - Shooter Stumbled and Fell/Dropped Firearm (n=169)
7. **TRIGGER CAUGHT ON OBJECT** - Trigger Caught on Object (n=165)
8. **VICTIM IN FRONT OF TARGET** - Victim in Line of Fire (n=146)
9. **LOADING/UNLOADING FIREARM IMPROPERLY** - Improper Loading/Unloading of Firearm (n=139)
10. **LOADED FIREARM IN OR AROUND VEHICLE** - Removing/Placing Firearm in Vehicle/Discharge in Vehicle (n=125)

Teaching/Hands-on Strategies for Hunting Incident Causes

1. **FALLS FROM ELEVATED STANDS** – Erect a tree stand about 3-5 feet from ground, in an appropriate, sturdy tree and cover the correct way to ascend, sit/stand and descend all from a teaching level that is both instructional and liability reasons. Have and test the proper gear -- a quality stand, good climbing system, stand placement system and four-point fall restraint harness -- for use in a classroom/field course (Reference: NBEF/Treestand Manufacturer’s Association and related industry materials).
2. **FAILURE TO POINT MUZZLE IN SAFE DIRECTION** 9. **LOADING/UNLOADING FIREARM IMPROPERLY** and 10. **LOADED FIREARM IN OR AROUND VEHICLE (ALL CARELESS HANDLING)** - Using *Mossberg*® or other inert training firearms, place into vehicle (some in the correct position and others outside of a case and pointing in different directions). Ask students as a team to retrieve firearms from vehicle in a safe manner, walk to the “hunting area” nearby and selecting and loading the proper “dummy” ammunition into the firearms that they are handling. Ensure safe muzzle control at all times during the exercise –evaluate and correct wrong behaviors (you may use other students to evaluate actions as long as you put them in the same or related scenarios as well). Watch for good communication between team members, not pulling firearms out from the muzzle end, muzzle control, opening of closed actions, carries around others, etc. Review proper transportation and storage (SAFE) techniques, proper passing of firearms between team members and proper loading/unloading procedures using the various action types and dummy ammunition.
3. **FAILURE TO OBSERVE SAFE ZONE-OF-FIRE** – Set up dove/quail/pheasant/grouse “Safe Zones of Fire” using cones and blaze orange tapes/lines at several of the hunter positions and several without. Line students up at the correct positions and

emphasize safe zones, constant communication, hunter orange, typical and erratic animal movements (using *Frisbees*® thrown by volunteers to simulate moving birds in front of line of students), non-target species (e.g. hen pheasants, meadowlarks –using off-colored *Frisbees*®) and distances to animals using stakes and decoys (e.g. dove) at various distances in front of line of hunters. Evaluate safe or unsafe swings within the safe zones of fire. Cover situations from waterfowl blinds as to what constitutes safe zones of fire in tight quarters.

4. **VICTIM BEYOND OR 8. IN FRONT OF TARGET** - Use a camouflaged mannequin or human volunteer to set up behind a game target (e.g. gobbler, deer) to emphasize how camo blends in behind game even at close ranges. Have students identify whether they would take the shot before revealing camouflaged ‘hunter’ behind game target. Use blaze orange mannequin at a far off distance slightly obscured to emphasize use of blaze/hunter orange as a way of being seen beyond target. Place decoys (e.g. deer, turkey, hog) at top of hill to emphasize not shooting at game where the bullet travels far beyond and out of sight of shooter. Use some decoys in front of earthen backgrounds to show good shot situations, too. Emphasize to be aware of surroundings so as not to walk in front of another hunter’s muzzle while hunting or around vehicles, etc. Cover situations from waterfowl blinds so as not to set up or stand in front of another hunter’s firearm.
5. **VICTIM MISTAKEN FOR GAME** – Stress the use of binoculars to clearly identify targets prior to raising the sporting arm to the target. Stress the use of appropriate (e.g. blaze orange) versus inappropriate clothing (e.g. browns for deer; red/white/blue for turkeys; black for turkey and hogs) that might resemble game animals. Test students on obscure decoys and/or mannequins in the brush using their loaner binoculars.
6. **STUMBLING/DROPPING FIREARM** – Have students cross obstacles in pairs and individually; demonstrate proper field carries and what to do when a hunter falls with a firearm (maintain muzzle control during and after fall); and load and unload while being placed into different hunting scenarios (e.g. following each other on a trail during a deer hunt; walking abreast in a field after pheasants, etc.); Stress how to lean an ‘unloaded’ (action open) gun properly against a structure such as a fence or in the crook of a tree versus improper techniques such as smooth tree or tailgate.
7. **TRIGGER CAUGHT ON OBJECT** – Demonstrate the proper techniques for always keeping fingers out of trigger guards until absolutely read to fire; constantly monitor techniques during hunter skills trail and/or live firing opportunities. Praise correct techniques; firmly fix incorrect techniques using a positive teaching tone/style. Review action types, safety mechanisms and hammer actions. Show how to protect a trigger from heavy brush and emphasize muzzle control over trusting a firearm safety mechanism. Emphasize action open at all times when not in use or while traveling through difficult brush, crawling, etc.

GOAL 2. OBEY LAWS - TOP TEN TX LAW VIOLATIONS & Teaching Strategies

Based on 2014/2015 TX Hunting License Season

1. **NO PROOF OF HUNTER EDUCATION** (n=2,902) – Some violators are IN YOUR COURSE for failing to get a hunter education certificate prior to legally hunting in Texas!
2. **OVER DAILY BAG LIMIT ON DOVE** (n=461) – Cover this during your ZONES-OF-FIRE Field Station
3. **UNTAGGED WT DEER** (n=344) – Cover this upon finding the “dead deer” at the end of your blood trailing exercise
4. **NO DEER HUNTING LICENSE OR FAILURE TO SHOW** (n=310) – Cover this when you discuss having your license *prior to* going on the HUNTER SKILLS TRAIL and how to properly show the warden your license *during* one of the stations on the trail when a game warden ‘visits’ you (could be a fellow HE instructor acting as the warden if an actual TPWD GAME WARDEN is not at your particular course)
5. **DOVE HUNTING WITH UNPLUGGED SHOTGUN** (n=293) - Cover this during your ZONES-OF-FIRE Field Station
6. **FAILURE TO COMPLETE DEER HARVEST LOG** (n=286) – Cover this upon finding the “dead deer” at the end of your blood trailing exercise
7. **DOVE HUNTING OVER BAIT** (n=284) Cover this during your ZONES-OF-FIRE Field Station
8. **NO DOVE HUNTING LICENSE OR FAILURE TO SHOW** (n=279) – Cover this when you discuss having your license *prior to* going on the HUNTER SKILLS TRAIL and how to properly show the warden your license *during* one of the stations on the trail
9. **HUNTING OR POSSESSING DEER IN CLOSED SEASON** (n=258) – Cover this during the game laws presentation or during one of the stations on the trail when a game warden ‘visits’ you
10. **TAKING OF AN ILLEGAL BUCK (e.g. <13” Spread)** (n=206) – Cover this during the game laws presentation or during a station on the trail when a game warden ‘visits’ you.

GOAL 3. *DON'T WOUND* - TOP TEN Causes of WOUNDING - *Live-fire & Field Exercises*

1. **POOR SHOOTING SKILLS** – Learn/practice proper shooting skills (“*practice makes perfect practice*”...) at the range (shotgun –sporting clays OR hitting 6 out of 8 crossing shots from 20/30/40 yards, rifle-100 yards, handgun-50-100 yards, archery-10-50yards) and with a hunter education instructor/shooting coach/parent that employs positive/confidence-building/effective shooting techniques.
2. **SHOOTING BEYOND EFFECTIVE RANGE** – Learn/practice good distance estimation skills; use a range finder while hunting; learn how to properly “subtend” (moving targets/shotgun) or use a reference points stepped off for actual yardages.
3. **SPORTING ARM NOT PROPERLY SIGHTED IN** – Carry sporting arms in sturdy/protective cases while traveling; shoot regularly to ensure sights are properly aligned (primarily rifles and archery equipment).
4. **RUSHING SHOTS** – In stationary shooting, ‘flinching’ or rushing the shot increases chances for wounding; use proper shooting techniques (e.g. breathing, squeezing the trigger, visualization in rifle/handgun/crossbow shooting; proper anchor point/aim/release in archery shooting; and proper lead/timing/trigger pull in shotgun shooting).
5. **POOR SHOT ANGLES** – Take only high percentage, broad-side or quartering-away shots (e.g. big game) and/or proper head shots (e.g. birds/small game); avoid ‘risky’ target angles; try to ensure animal is not alerted to your presence.
6. **POOR SHOT PLACEMENT** – Understand animal’s vital zones; focus shot at a quarter-size bullseye in the center of the vital zone on stationary shots; learn proper shooting skills (#1).
7. **FAILURE TO PROPERLY MARK DOWNED ANIMAL AND/OR TO USE A DOG** – Strategies for properly marking downed game using two reference points for big game (triangulating to visual/audible clues) or using one/two reference points for downed birds/small game -- both from the hunter’s position during the shot -- are useful; of course, a properly trained pointing/retrieving dog increases harvest rates considerably for birds and scent dogs/hounds for hogs and big game (when and where legal).
8. **TOO MANY SHOOTERS/SHOTS** – Empirical data in waterfowl studies show that more than 2 wing shooters taking shots at one time and taking more than two shots, individually, while shooting at a flock of birds, increases wounding loss; be sure to focus your shot only at ONE bird at the outer/back/upper end of the flock –moving forward if shooting at 2nd bird.
9. **POOR GAME RECOVERY (BLOOD TRAILING) TECHNIQUES** - Learn all you can through seeing, hearing and even smelling after a shot is taken; Learn how to WAIT enough time to allow most hit animals to expire before “pushing” them (There may be some exceptions.); learn how to read signs (e.g. blood, spoor, tracks, broken foliage) of a hit animal and stick to the trail, no matter how long it takes to retrieve your animal; use and properly retrieve flagging material/toilet paper. (LEGAL REMINDER: Remember proper, legal tagging techniques to claim the animal as your own before backtracking to retrieve flagging tape.)
10. **FAILURE TO USE “SWATTER” LOADS OR TAKING FOLLOW-UP SHOTS** – Using ‘swatter’ loads such as high-pellet count #6 or #7 ½ in waterfowl hunting or being ready to immediately take a follow-up shot on a big game animal that went down initially (but got back up) are useful strategies for reducing wounding loss. {*SAFETY REMINDERS: During the emotions/moments after taking a first shot, always be sure a “second shot” is ALSO safe prior to raising the sporting arm, and try to stay as calm and relaxed as possible until finding your quarry dead. (i.e. don’t let your emotions cause an unsafe situation!)*}

GOAL 4. TAKE CARE OF GAME *TOP TEN CARE of GAME CONSIDERATIONS*

From Field to Table

1. **BE SURE ANIMAL IS DEAD** – Approaching downed game needs to be performed quietly and cautiously. Touch a seemingly-dead big game animal with long stick near the eyeball. For turkeys, be careful of legs/kicks (i.e. ‘spurs’). If an upland game bird or small game animal (e.g. rabbit, squirrel) is still alive, and you did not have a sporting dog to retrieve the animal, either step on it quickly (game bird) or pin it to the ground and dispatch it immediately. Note: Be sure to exhibit good hunting and firearm safety skills in the process, especially safe muzzle control. If trapping, learn how to properly dispatch and retrieve game from the various traps, acting carefully and cautiously at all times.
2. **PROPERLY DISPATCH GAME** – Properly dispatching big game with firearm or knife is a feat which must be accomplished from time to time. One quick shot to the head, follow-up shot in the vital organs or knife cut to the jugular in the neck (only if properly instructed in such a technique) may be the quickest way to dispatch a large animal. For game birds, compression to the chest cavity or ringing/popping of the next vertebrae can be done quickly. For small game, the same separation can be achieved with a boot while holding onto of the back legs. Learn quick and effective techniques for dispatching game from an experienced hunter/guide.
3. **OBEY TAGGING REQUIREMENTS & EVIDENCE OF SEX** – Though tagging requirements are covered in Game Laws (Goal #2), it is important to consider proper tagging and evidence of sex requirements when taking care of game in the field, especially if evidence of sex has to remain “naturally attached” (e.g. Colorado).
4. **PROPERLY FIELD DRESS/ SKIN GAME** – Field dressing and skinning game take practice and the proper techniques. Unless you transport the entire big game animal to a game processing facility, skin large game afield or at camp. Always wear quality game gloves (e.g. disposable) to protect from blood, cuts and, in some cases, wildlife diseases. Always be careful to avoid cutting any part of the organs within the abdomen area of the animal, especially the stomach, intestines and/or bladder. Spoor, fluids or contents of such organs will taint the meat and make it “gamy tasting”. Also avoid touching the scent glands with your knife edge, as this, too, will taint the meat, especially with rutting big game, collared peccaries (javelina) and furbearers. While skinning, avoid cutting through the fur from outside. Instead, cut through the skin from the inside out. Note: As with tagging (Goal #2), know the game laws when processing game meat in the field, in preparation for transportation to the final destination.
5. **KNIFE SAFETY** – Knife cuts are the most common type of hunting injury, though rarely get recorded as hunting incidents since most are handled immediately through direct pressure, Band-Aids and gauze, and are not reported to authorities/hospitals. However, some severe cuts have led to hunting fatalities, particularly in the large femoral artery (leg/groin). Great care must be taken while field dressing, skinning and processing game meat. Always cut in a direction ‘away’ from yourself and others. Do not get in a hurry. Keep knives and other cutting shears sharp and always use quality sharpening equipment to maintain the edge(s) of your kni(ves). The same goes for saws and heavier duty equipment.
6. **WASH/WIPE & COOL/ICE GAME MEAT QUICKLY** – Especially in warmer/hotter conditions, game should be field dressed, skinned and then washed or wiped down and the meat cooled placed in ice as quickly as possible so heat and bacteria do not taint or spoil/dry the meat in any way. Game meat also can be hung in cool/cold environments, sheds and garages away from predators such as bears and scavengers. Store game in game bags and/or use fly repellent such as pepper to keep pests from laying eggs on the meat. The easiest way for most game animals is to skin, quarter and store the meat in a cooler with ice. Be sure to prop the quarters atop the ice as much as possible and keep the cooler drained at all times so that meat doesn’t sit in warm/hot water if left unchecked or for several days.
7. **PROPER DISPLAY OF GAME** – Though considered in responsible and ethical behaviors goal #5, improper display of game also may ruin the quality of the meat when transporting in the sun, on a vehicle or when exposed to muddy roads and conditions. Be sure to store game in an ice chest or covered/cooled if being transported whole (big game animals). TRAIL and how to properly show the warden your license *during* one of the stations on the trail.
8. **CONSIDER PROPER AGING OF MEAT** – Aging meat, especially of larger animals, is a practice that improves quality and taste. A general rule of thumb is hanging the larger animals for two weeks (e.g. elk moose), medium big game animals one week for (larger deer), 3 days for smaller big game (e.g. deer, antelope) –all at a consistent temperature of 40 degrees Fahrenheit. The consistent part can only be achieved in a temperature controlled area, making it fairly tough to age meat without the proper facilities. Another option is a larger refrigerator and/or ice chest.
9. **PROCESSING MEAT FOR FREEZER** – Much game is wasted each year because it was wrapped or vacuum-sealed improperly (causing freezer burn) or left too long (generally over a one-year period) before providing quality table fare. When you get a lot of game meat, consider donating part or all such animals to a “Hunters for the Hungry”-style program, or better yet to your non-hunting family and friends.

10. **WILD GAME COOKING** – There are lots of wild game cook books and classes out there with excellent game recipes. Learn from family and friends how to properly prepare and cook wild game meat for all to enjoy. Go online or to a wild game cooking class and experiment with new recipes any time you get the opportunity. Host wild game dinners in your neighborhood. Hunting is for MEAT as much as any other benefit – since early times for survival to modern times where wild game meat is valued for its organic quality, flavor and taste. Note: Billions of pounds of wild, healthy, organic, low-carb/fat/cholesterol meat is harvested and eaten by hunters and their friends each year –meat that lessens the pressure of society/grocery stores to provide that much more commercially processed meats, -- a huge ‘win-win’ for society and hunters. *“Become friends with a Hunter!”* if you are a non-hunter and seek organic foods including wild game meat.

GOAL 5. BE ETHICAL! TOP TEN ETHICAL CONSIDERATIONS *“Unwritten laws” & behaviors”*

1. **PHYSICAL FITNESS & PREPARATIONS** – Are you in good enough shape to hike in altitude or even a hillside? Do you file a hunt plan and leave it with a responsible person? Do you have the proper boots and socks, head gear and gloves? Do you have sun screen, bug repellent and other necessary outdoor items? Do you prepare a survival kit (signaling, shelter and fire making) that includes a first aid kit for each outing? Is your vehicle properly maintained? Do you have enough water? Is your hunting gear and layered clothing ready and in good shape? These are just a few of the question you must ask yourself before each hunt.
2. **LEARNING & PRACTICE** – Have you learned all you can about the game animal, its behavior and habitat? Have you practiced your shooting and other hunting & outdoor skills enough? Have you enough knowledge to know the difference between what you plan to hunt and other animals that look like the animal you plan to hunt. Have you secured a quality, reputable guide, mentor and/or companion with which to hunt?
3. **INCREASED CHALLENGE & CONSERVATION & EDUCATION** - Do you hunt where the animal every reasonable chance to escape (i.e. fair chase)? Are you challenging yourself and advancing your outdoor knowledge and skills? Do you join hunting and conservation groups that contribute even more to habitat projects, education and mentored events? Do you enjoy wildlife/bird watching while hunting and strive to become a naturalist by educating others on the outdoors and nature’s way?
4. **PEER PRESSURE** - Do you succumb to peer pressure and act illegally, immorally or unethically as a result? Do you hang with legal, ethical companions that hold to a high hunting standard?
5. **IMPROVED PUBLIC IMAGE** – Do you clean up before heading to town? Do you cover animals when transporting meat and game back to home? Do you use vulgar language or otherwise act inappropriately when in the public eye? Do you inappropriately brag about game, especially in front of non-hunters? Do you consider non-hunting feelings when around a group? Do you dress professionally when representing or presenting on behalf of hunting groups and opinions? Do you teach others about the important role hunters play in conservation?
6. **SHOOTING WITHIN EFFECTIVE RANGE** - Do you always strive to shoot within your effective range and at animals when they present the best chance for a killing shot? Do you limit your waterfowl and dove shots to known distances well within your shotgun range? Do you learn how to judge distances and carry a range finder with you while hunting? Do you use the correct ammunition for optimal penetration and hits in the vital organs? Do you employ good game recovery techniques and stick with it until the animal is found?
7. **EGO & MONEY** – Do you dominate every conversation with talk of your hunting expeditions and/or great hunting prowess? Do you go on guided, luxury hunts for the sole purpose of showing others your privileged status and trophy room? Do you boast about the blood, gore or injury or disrespect the quarry in any way?
8. **CHARACTER, VALUES AND HIGH STANDARDS** – Do you set a high standard for yourself and the other hunters with which you hunt? Do you exhibit quality character traits while hunting such as sharing in the chores, leaving the hunting area better than you found it, picking up litter even if it wasn’t put there by you, helping and considering your hunting companions every step of the way? Do you hold values such as honesty, humiliation, hard work and pride in knowing you have done the best you can under the outdoor and hunting circumstances?
9. **PHOTOGRAPHY & SOCIAL MEDIA WORLD** – Do you take only appropriate photos with respect towards the game taken? Do you emphasize the values of being outdoors, with family and friends and the overall experience versus ‘killing’ shots, ‘trophies’ and inappropriate photos/videos that shows disrespect for others and the resource/animals? Do you overly brag about the size/quantity of game taken, especially on public forums in social media? Do you give hunting a good or bad name through your media actions?
10. **THE “GIVE BACK” PHASE** - Do you teach hunter education and/or mentor besides your own? Do you advocate for the hunting heritage? Do you lead youth hunts or otherwise get involved?

Appendix E.

Classroom Exercises (Required Skills)

- I. **MUZZLE CONTROL** – Point muzzle in a safe direction while inspecting to see if a (dummy) firearm is loaded/unloaded; safely passing firearm to another person
- II. **TREATING ALL FIREARMS AS IF THEY ARE LOADED** – Safely inspect various action types of (dummy) firearms and demonstrate safe loading and unloading procedures (See #1 SKILL.)
- III. **ACTIONS OPEN AT ALL TIMES and FINGERS OFF TRIGGER** – When not in the act of hunting/shooting, demonstrate handling, transporting, casing, crossing obstacles/fences and/or storing firearms in a safe manner at all times (See #1 and #2 SKILLS.)
- IV. **SAFE FIELD CARRIES** – Safety demonstrate safe field carries including TWO-HAND, shoulder, trail, cradle, elbow and sling carries (See #1, #2, and #3 SKILLS.)
- V. **HUNTER JUDGEMENT** – Safely demonstrate swinging a shotgun within a safe zone of fire, inspecting beyond/in front of a target and being sure of the target/game being hunted prior to raising the firearms to the target –using binoculars (See #1, #2, #3 and #4 SKILLS.)
- VI. **TREE STAND SAFETY** – Safely demonstrate or stress the importance of using a safety harness, climbing system and haul line while hunting from an elevated position.

LESSONS

A. Muzzle Control, Treating Firearms as Loaded, Actions Open and Fingers off Triggers

Objective: Students will safely handle firearms by:

1. Pointing them in a safe direction (at all times),
2. Determining if actions are open or closed,
3. Checking whether firearms are loaded or unloaded, and
4. Practice opening/closing various action types (Actual inert or dummy firearms)

Materials: “Dummy” firearms with different actions; matching dummy ammunition; several types of gun cases; Saf-T-Plugs for shotguns/.22 rifles. (Note: You can use “mock” firearms when INERT actual firearms cannot be used or are otherwise unavailable. (TPWD Hunter Education staff have loaner sets, but please make arrangements early.)

Preparation: At least one firearm is loaded with dummy ammo, safety in the “off” positions, and put into a case (bolt action should be preferably in a hard case) and placed on top of table or within a vehicle (*pretending to take it from the vehicle in preparation for the hunt itself*).

Introduction: Ask class, “What is the first step to handling a firearm safely?” (Answer: Safety Rule #1 – Safe MUZZLE CONTROL!). “What is the second step?” (Answer: Safety Rule #2 – Treating as if the firearm is LOADED!)

Presentation: Indicate where cased firearms are located then ask class, “So how does that apply to this situation?” What should I do?” If answers are correct, follow their direction; if not -- interject.

Removing firearm(s) from cases atop table or from vehicle

1. Choose the case with the loaded dummy firearm. Tell students that first, before opening the case, it should be pointing in a safe direction.
2. Open the case.
3. Visually inspect the action, “It’s closed and could be loaded.”
4. Visually inspect the safety, “It’s off, so I’ll put it on.”
5. Take firearm out of the case. “I’m going to take the firearm out of the case, keeping the muzzle pointed in a safe direction and keeping my fingers outside the trigger guard.”
6. Open the action. (Note: Some firearms must have the safety off to open the action)
7. Dummy round ejects. “It was loaded!”

“Now, I’m going to show you how to safely case and transport a firearm.”

Placing firearm(s) into cases and then into storage (e.g. gun safe) or vehicles

1. While pointing firearm in a safe direction, open action - “I’m going to visually check the magazine and the chamber to make sure both are clear.”
2. Visually inspect the chamber to make sure it is unloaded.
3. Open and close action 2-3 times to be sure it is empty or take out the magazine
4. If demonstrating with a rifle. “Now I’m going to remove the bolt.”
5. If the magazine is detachable, remove it, too.
6. Put firearm back in the case with case and muzzle pointed in a safe direction. .
7. For rifle, place bolt/magazine in the case so that they are separate from the firearm - “Now anyone opening this case can see immediately that this firearm is unloaded.”

Activity: Call upon individuals or pairs of students to come up to remove the next cased firearms. Instructor should make necessary corrections as students demonstrate the same steps listed above. Have students switch roles for last firearm inspection. For shotguns, give them a *Saf-T-Plug* to place in the firearm action before putting it back in its case.

Evaluation: Assess students actions while handling the firearms, i.e. Muzzle pointed in a safe direction and finger outside the trigger guard. Assess whether students can locate and operate safeties and actions. Check that they inspect chambers and magazines.

Summary: Ask class, “Why is it wise to treat every firearm as if it is loaded, even one in a case?” Restate ways to safely case firearms and get them ready for transport. Additional information can be added about what they would do if they encountered a firearm with which they were unfamiliar? Would it be safe to figure it out without help? If the firearm was unsecured what would they do? Find and report to responsible adult and/or owner.

B. Safe Firearm Handling

Objective: Students will safely pass a firearm from themselves to another person.

Materials: Dummy firearms and dummy ammunition, unused mousetrap* and rat trap* for icebreaker.

Time: 15 minutes

Preparation: If you are concerned about the mousetrap accidentally ‘firing’ and hurting someone you can adjust the trip mechanism or catch. Bending the catch further over the catch lever will require that more force is needed before the hammer is released.

Introduction: Set the hammer on the mousetrap, tell students that they are going to be passing firearms to each other and they need to practice being careful by passing the mousetrap, i.e. firearm, around the room. If they don’t want to handle it, it’s okay to pass. After mousetrap has circulated the class, disarm the hammer. Take out rat trap and tell them you’re going to “Up the ante.” When setting the catch lever (CAREFULLY) let the hammer slip a couple of times so the rat trap goes “off.” Set the hammer and then ask “Who wants it?” If somebody wants to accept, on the way over to them drop the trap on the floor. Hopefully it will go “off.” Now ask the class, “What if that was a loaded gun?” Ask: “Was that safe to pass a loaded ‘firearm’? What could have been done differently?” If people passed congratulate them on a wise decision. Ask students, “If this is a loaded firearm that you are not familiar with, is it ok to accept it without knowing if it is loaded? What if the safety is on? Should you accept it then?” No, because a safety is a mechanical device that can fail.

Presentation: Ask for student to volunteer for a demonstration (different person from earlier exercises), take a dummy firearm and say to student, “Here, hold this.” If student tries to accept the firearm don’t give it to them and ask, “Was that safe?”

(Variation- have gun loaded with dummy ammo round, keep grasp of gun and don’t let volunteer have it. Take back and eject round)

Say, “We will demonstrate the best way of passing a firearm from one person to another.”

1. Place the safety on and open the action of the firearm. Hold the firearms in a two handed carry with action open and one hand covering the trigger guard. Always point muzzle in a safe direction.
2. Ask the student, “What do you want to know about this firearm?” The answer is, “Is it loaded?” Instructor should say, “No”. You can also ask your students to say, “Show me”. Show them or demonstrate that the firearm is unloaded.
3. Have the student accept the firearm with two hands, however do not let go yet, so both you and the student are holding onto the firearm. Ask the student, “When someone gives you something what is the polite thing to say?” The answer is “thank you”. Or they may say “got it” if you want to be less formal. Say, “Your welcome”, and let go of the firearm. Tell the class that when the person says, “Thank you”, that means they have control of the firearm. And when you say, “You’re welcome,” you are releasing control of the firearm.

4. Throughout entire demonstration the muzzle should be pointed in a safe direction.
5. Remember to reverse the demonstration when you accept the firearm back from the student, this reinforces the demonstration. Additionally, use this method of passing firearms throughout the course.

Activity: Students can pass firearms to each other in small groups. Or students can pass one firearm down a line from student to student. Make sure each pass is monitored by an instructor that will help prompt the students to communicate and pass the firearm safely.

Evaluation: Assess students as they pass the firearms to each other. Watch for safe muzzle control, communication about status of the firearm (loaded/unloaded) and that the firearm is safely passed. Continue to assess students passing firearms for the duration of the course, pay special attention to how they pass firearms on the hunter skills trail if one is used.

Summary: Have the rat trap un-sprung and hammer release. Dangle the rat trap showing the students it is 'unloaded'. Now hand it off to a student and say, "Don't you feel much better (less anxious) about passing this now?" Students should agree that rat trap does not seem dangerous now. Say to students, "You have seen the best way to pass a firearm!" Take it upon yourself to only accept a firearm if you know it is unloaded. If you don't know say, 'show me'. Once you know a firearm is unloaded then you can safely begin to learn about and/or use that firearm."

C. Safe Field Carries

Objective: Students will learn the six ways to safely carry a firearm while in the field and when they are most appropriate.

Time Allotted: 15 minutes

Materials: Dummy firearms (2 or more), one with a sling and one a break over.

Introduction: Have the students estimate the average weight of a firearm. Instruct them that to hold one in one specific carry for long periods of time would be tiresome. You can pick up the firearm with the sling, and with the muzzle in a safe direction you can hold the middle of the sling with gun hanging down to your side, like a suitcase. Ask class if this is safe way to carry a firearm? Why not? Instruct the class that they will learn six different carries and safety considerations of each.

Presentation: Instruct the students that carry selection is determined by safe muzzle direction and the terrain they are moving through. Show the students each type of carry, via power point and instruct them on which page in their manual they can find the different types. Demonstrate each carry with a firearm for the students.

Activity: Ask for a volunteer to come up to demonstrate of each carry. As the student demonstrates each carry instruct the class on when it is best use this carry, safety considerations of the carry and the type of terrain in which it is appropriate.

1. Two handed carry- The bottom hand holds grip, finger outside the trigger guard, top hand holds forearm of stock. Provides the best muzzle control. It can become tiresome when held for long periods of time. Also called the "ready carry," why? Easy to shoulder firearm for a shot
2. Shoulder Carry- The mid-point of firearm rest on shoulder, muzzle points back. Firearm is controlled by hand on butt or on grip, finger is off trigger. Good in waist high cover, don't use if someone is behind you.
3. Trail Carry- The firearm is carried in one hand at mid-point, usually just in front of action. It leaves a hand free for balance, but don't use when debris can get in barrel. And don't use when someone is in front of you.
4. Cradle Carry - The firearm is held across belly, mid-point resting across forearm and crook of elbow, muzzle points to side. Comfortable, secure and reduces arm fatigue.
5. Elbow Carry -The firearm is held to the side of body, under arm, the mid-point rests across the forearm at crook of elbow, muzzle points forward. Comfortable but gives the least amount of muzzle control. With a break action firearm, when the action is open it balances nicely on forearm, muzzle points even farther down. Another plus is that others can see at a glance that action is open and the firearm is safe.
6. Sling carry- The arm placed through sling, firearm carried on back shoulder blade. The shoulder will bear most of the weight of the firearm where the sling rests. The hand on the carry side reaches up to hold sling for snug fit. An easy carry for long walks through open country, be careful in cover, since muzzle can snag on brush.

Evaluation: Ask for four new volunteers. Have each student carry a firearm. Arrange the students in a single file line where they can point muzzle in at least one safe direction. Have everyone start with a two-handed carry. Then ask each student from front to back of the line which carries are safe for them to use. You can call up four more students and have them face the class in a line (as if they were quail or pheasant hunting) and ask them which carries were safe for them to use. You could also arrange people in a small group to simulate a group of hunters standing around talking and ask them to demonstrate the safe carries. Observe how the students obey instruction, mind their muzzles (in relation to each other and class) and keep fingers off trigger. Give praise

throughout and also at the conclusion to the entire group. (I would combine the activity of Exercise 4 into the evaluation of exercise 3. I would not make it two separate activities.)

Summary: Because using the two-handed carry can make a hunter tired, it is good to know the different types of carry. A hunter must also know (for safety reasons which carry is safest for the situation in which they are hunting.

Reinforce to the group that the two handed carry is by far the safest. Muzzle “awareness” is a must, no matter the carry type.

D. Safe Zone of Fire

Objective: Students will learn what a safe zone of fire is, how to find it and how it applies to different hunting situations.

Time Allotted: 15-20 minutes

Materials: 3 firearms or dummy guns, surveyors tape, masking tape, laser pointer or collimator flashlight or strong flashlight with snoot to narrow and focus beam, 3 chairs, Note: Could use nerf balls, socks tied in a knot or another object instead of laser pointer or flashlight.

Preparation: Place three chairs in a row with roughly five feet of space between each chair and 6 feet opposite a wall. . Tape strips of surveyors tape to wall and corners of chair back to create safe shooting zones. Note zones of fire will overlap. Once zones are set, mark where each chair is to position each shooter in that spot once the chair is removed. Detach surveyor tape from the chairs, leave the surveyors tape attached to and hanging down from the wall Remove the chairs. When needed the configuration can quickly be setup. (See diagram below)

Introduction: Ask students to define a safe zone of fire. Lead a discussion to properly define a safe zone of fire as an area in which a hunter can safely shoot. Generally, it is between 10 and 2 o'clock from an individual hunter's position. Or the students can extend their arms to their sides at shoulder height with thumbs up and bring their arms together until they can see both thumbs in their peripheral vision. . However, a safe zone of fire can change. (If using Power point, go to these slides)

Presentation: Put chairs back in place facing the wall via marks on the floor. Have three students each choose a firearm and assume a position behind each of the chairs. Have each student shoulder their firearm and declare their safe zone of fire. After they do, attached surveyors tape from wall to the chairs. This will give the students a constant visualization of the Zones of fire and serve as points of reference. Remind the students that the two-handed, ready carry is the best when in a zone of fire. .

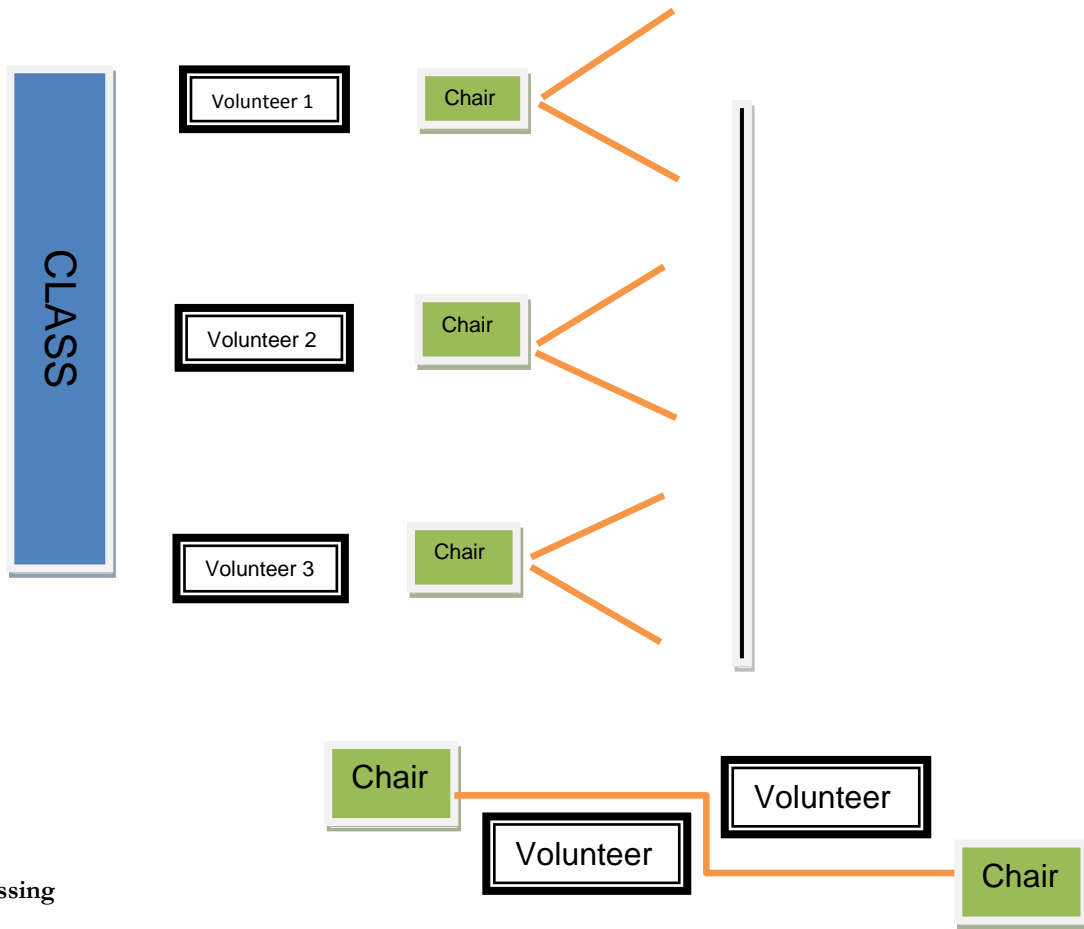
Activity: Instruct the students in actual hunting situations that require safe zones of firearm, such as, quail, pheasant, dove, waterfowl, etc. Using one of the species as an example, instruct the students to swing on game but respect their safe zone of fire. Use the laser pointer/flash light or other object to simulate the flight of a game bird across the wall, left to right, then right to left. Discuss merits of passing up unsafe shots, i.e. one more bird not worth the risk to companions. Praise proper acts, correct mistakes.

Switch students to simulate new hunters. Ask each new hunter to show their safe zone of fire. Again use the laser pointer/flash light or other object to simulate a game bird, but that rises in a different direction and maybe over the heads of the 'hunters'. Discuss engaging/disengaging target. Continue switching out students to be hunters and simulating different types of game birds flying from different directions. Discussing safe zones of fire during each and the merits of passing on unsafe shots that are behind the group. Discuss the ethics of zones of fire, i.e. when a bird is two people's zone of fire, “whose shot is it?”

Discuss with students how safe zones of fire apply or change for hunting rabbits or on stands for a deer drive. The light can be run the light on the floor to simulate game moving on ground.

Evaluation: Assess each student in their role as hunter. Watch for safe muzzle control, two-handed carry, fingers outside the trigger guard until ready to shoot, staying within their safe zone of fire and passing up questionable shots. Ensure that students communicate with each other and transfer the firearms safely from one person to the other, as in Lesson B – Safe Firearm Handling.

Summary: Reiterate that it does not matter kind of terrain you are in when you are hunting and whatever game you may be hunting, safe zones of fire always apply. . Reinforce the need for good communication. Stress the need to know where all the hunters are before taking a shot. Hunter orange should be worn when appropriate, especially when quail and pheasant hunting. . Discuss the number of hunters and how they should move during different hunting situations, ever more than three when walking abreast, two is best with third acting as group leader. In a duck blind 2 shooters is best, with third acting as duck caller, spotter and shot caller (“take ‘em).



E. Fence Crossing

Objective: Students will learn how to safely cross a fence when hunting alone or with other hunters.

Time Allotted: 20 minutes

Materials: Two or more firearms (dummy or operational), matching dummy ammunition, material to simulate wire on a fence (i.e. rope, string, surveyors tape, duct tape, broom stick), and a hunter orange hat. Optional: A 'no trespass sign' to talk about legality of crossing fence, i.e. need permission to cross onto property.

Preparation: Place 3three chairs in a row, 8 to 10 feet apart. Connect them with rope or tape at the top of the chair backs and again near the seat, creating the facsimile of a "fence." You can do the preparation of setting up the fence while giving the introduction. (See attachment)

Introduction: Ask if anyone in the class has ever encountered a fence that they had to cross while hunting. If you get any affirmatives, ask them what they did, what safety issues are encountered. Praise correct comments. Note they may have omitted a step or two.

Presentation: Select a volunteer, have them choose a firearm and wear the hunter orange hat. Ask them to follow the directions you give on how to safely cross a fence by yourself.

1. Find the place where you are going to cross the fence, then go at least one post down from crossing spot.
2. Point muzzle in safe direction.
3. Make sure safety is on.
4. Unload firearm, put ammo in pocket.
5. Take off your hat and place it under the "fence" on other side.
6. Keeping the muzzle in a safe direction, place the firearm gun on the other side of the "fence" with the barrel pointing away from crossing spot. Barrel tip rests on hat.

7. Go back to crossing point and cross fence. Try to cross under fence. If you must climb over try not to damage or alter fence. Climb at a sturdy post and use post to carry most of your weight (gloves are good here). If a tree is growing near the post use it to help distribute weight if safe to do so.
8. Pick up firearm gun. Keep muzzle in safe direction, fingers outside of trigger guard.
9. Check barrel for obstructions.
10. Reload and put Safety on.
11. Many people say that they would prop the firearm upright leaning on the fence and then cross. This is dangerous if the firearm is loaded. Also point out that even if it's not loaded and it falls it may get broken, scratched and the scope sights may be knocked off.

Activity: Select another volunteer give them a firearm. Now have both volunteers stand on the same side of the fence and have them cross the fence as a team. Coach as necessary.

1. Find the place where you are going to cross the fence.
2. Stand back to back and safely unload guns. Point muzzle in safe direction, put ammo in pocket.
3. Determine who will cross first. That hunter hands firearm to the other.
4. Go to crossing point and cross fence.
5. Pass firearms over fence. Muzzles in safe direction.
6. Other hunter crosses fence.
7. Hand back gun.
8. Safely reload and put Safety on.

Evaluation: Ensure that all participants follow the correct steps, watch for muzzle control, and fingers outside of trigger guards.

Summary: There are numerous situations in the field where hunters encounter obstacles. Rough terrain and fences are the two most common situations. Unloading a firearm before you cross an obstacle is the first step. Don't ignore or diminish the risk, a conscious awareness of safety must be maintained at all times. Ask class what safe carries they would use and how they would cross other obstacles such as a steep hill with loss rocks and gravel, a stream or ditch full of water. Discuss the legality of crossing a fence, i.e. leases. Discuss the ethics of crossing a fence, i.e. don't destroy it, and go through a gate when possible, cross at the most stable point.

Attachment: (duct tape can keep simulate barbed wire, i.e. will catch on hunters.)

F. Skills Trail Outline

Objective: Students will encounter a variety of scenarios that could be experienced when hunting to practice the decision making process. They will learn to exercise safe and ethical judgment while hunting by considering three questions, "Is it safe? Is it legal? Is it ethical?" before taking any shot. Students will also have the opportunity to practice skills that they learned from previous exercises in the classroom.

Questions about safety and legality should be cut and dry, yes or no. On questions of ethics, student responses will vary. What is ethical for some may not be for others. Let the student decide and honor the decision.

Time Allotted: 30 minutes

Materials: There can be 2 to 4 hunters depending on your class size, Have the following materials for each hunter: a firearm or dummy gun, matching dummy ammo, hunter orange vest, hunter orange hat, and water bottle. The group should have an ammo box, and at least one pair of binoculars. Other materials for use on the trail are game decoys or cut-outs- (dove, ducks, turkey, owl, deer), antler shed, rubber rattlesnake, rope or surveyors tape, manikin dressed in camo (alternative may be camo shirt hung in tree with coat hanger, camo overalls stuffed with newspaper, or even a real person dressed in camo), deer corn, and vehicle .

Preparation: An ideal site would be outside, have some variety of terrain and cover to make the experience as realistic as possible. Being able to hide one scenario from another also helps the class stay focused on one situation before seeing the other. A well-defined path to follow is preferable. Each of the 7 scenarios will require their own set up

1. Vehicle: Inside, the firearms should be in their cases, loaded with dummy ammo, 2 hunter orange vests and hats, the ammo box, canteen and binoculars.
2. Dove: Arrange dove in a tree or on the ground. Place a handful of corn on the ground and cover with leaves/grass.

3. Waterfowl: 3-4 duck decoys, 1 owl (or other protected bird). Large dark plastic lawn trash bag, sheeting or mat. Place ducks very close together on the “water” (trash bag). Place owl in a tree to the side (or on the ground).
4. Turkey: 2 gobbler decoys, one hen, mannequin dressed in full camo or stuffed camo overalls. In obvious view, set the hen in front of the gobbler. Off to the side, in a clear area, place the other gobbler. Behind it, 15 to 20 yards in the line of fire, place the mannequin in camo to simulate another hunter; preferably it would be sitting with its back against a tree and some cover in front.
5. Awareness: shed antler, rubber rattlesnake. Place antler in noticeable spot off trail, place rubber rattlesnake within “striking” distance without being too obvious. May camouflage with grass.
6. Deer: A white-tailed deer decoy, preferably a “grazing” deer with head down. Place the decoy so that the body is recognizable but the head is not so that from the trail the sex cannot be determined. Between the deer and the trail, create a “fence,” using rope or surveyors tape. Ideally the trail would be a loop, beginning and ending at the vehicle. If circumstances don’t allow, a configuration could be set up around a classroom during the break for lunch.

Introduction: Tell the students that they are going to be led through a series of hunting scenarios where they will need to determine whether or not to take a shot. The instructor will inform the students of the conditions that apply to that scenario. The students should always ask themselves Three Questions before pointing a firearm at any animal. They are: Is it safe? Is it legal? Is it ethical?

Scenario 1- Leaving the Vehicle

Lead class to the vehicle and ask for two volunteers. Tell them that many hunting accidents occur around vehicles at the beginning or end of a hunt. Tell the students to open the vehicle and get ready to hunt. While they are doing so ask the class to name 4 Primary Rules of gun safety:

1. Always point the muzzle in a safe direction.
2. Treat every firearm (or bow) with the respect due a loaded.
3. Be sure of your target, and what is in front of and beyond it.
4. Keep your finger off the trigger until you are ready to shoot.

See if the volunteers check their firearms to see if they are loaded and generally how they control their muzzles and fingers around the triggers. If they don’t check their firearms, ask them to do so. Ask them where their ammo should have been (in ammo box). Did they put on vests and hats? Take binoculars and canteen? Before or after getting firearms guns? They should have put on vest and hats first, then got binoculars and canteen, then checked firearms. When getting ready to hunt deal with gear first, firearms guns last.

Reverse order when returning after hunt, secure firearms guns first then deal with other gear.

NEVER lean firearms guns against vehicle. Must be vigilant with safety at all times, not just in the field!

Activity: lead group down the trail to next scenarios.
(Switch volunteers after each scenario to maximize participation).

Scenario 2- Dove Hunt

Tell the volunteers they are on a dove hunt. What would be the first thing they would do? (Establish safe zones of fire)

Tell them that not many dove have been flying, they haven’t shot many birds, It is 15 minutes before legal sunset. Point out dove decoys. Should they take the shot?

Ask the Three Questions: Is it safe? Is it legal? Is it ethical?
(Yes, Yes, Depends)

Next, step forward and reveal the corn. Tell them another hunter poured several bags of corn around where you’re hunting. Ask the Three Questions: Is it safe? Is it legal? Is it ethical?
(Yes, No, No)

Could go into other considerations (perhaps while walking to next scenario or switching volunteers): must have valid license, migratory bird stamp, HIP certified, 3 shell max, lead ok, bag limit, possession limit, keep each hunter’s limits separate correct zone/dates, species, leave - no limit, leave on head and one wing unpicked on for ID, coolers and zip locks for transport, shooting hours, etc.

Switch volunteers, move along to next station.

Scenario 3 – Duck Hunt

Tell them they are now on a duck hunt, they are each one duck short of their bag limit. Should they take the shot?

Ask them, “What are the Three Questions you should ask before taking a shot?”

They should respond: Is it safe? Is it legal? Is it ethical?

(Yes. Maybe- what if they kill more than 2 ducks? Depends- is it more ethical to flush and shoot in flight?)

Point out owl. Should they take a shot at the owl?

Ask them, “What are the Three Questions you should ask before taking a shot?”

They should respond: Is it safe? Is it legal? Is it ethical? (Yes. No, No)

Could discuss importance of wildlife ID, how hens of different species look similar and implications on bag limit of shooting the wrong species of hen, what birds are protected/threatened/endangered, 3 shell max, non-toxic shot, stamps needed, different zones/dates ducks/geese, baiting illegal, etc.

Point out that all laws and regulations regarding waterfowl are not found in the TPW Outdoor Annual. Hunters must find out all the regulations from the Texas Waterfowl digest. May want to discuss how federal and state laws differ or are alike.

Switch volunteers, move along to next station.

Scenario 4- Turkey Hunt & In the Line of Fire

Tell the volunteers they are now on a spring turkey hunt.

Point out gobbler and hen, should they take the shot?

Ask them, “What are the Three Questions you should ask before taking a shot?”

They should respond: Is it safe? Is it legal? Is it ethical?

(Yes, Maybe- can't hit the hen, No- wait for clear shot on gobbler.)

Point out solo gobbler, should they take the shot?

Ask them, “What are the Three Questions you should ask before taking a shot?”

They should respond: Is it safe? Is it legal? Is it ethical?

If they don't see the other “hunter,” tell them to use the binoculars to check.

Instead of the mannequin, if you can get an assistant to serve as the other hunter, this scenario will have a much greater impact on the class. Do not disclose the other hunter and have them call out at the appropriate moment.

Can discuss importance of not shooting at sound or movement, identifying target, what's before and behind, wearing hunter orange to and from hunting location, covering harvested bird with hunter orange for transport out of hunting area. Illegal to shoot off roost. License, upland bird endorsement, tagging and other rules specific to turkey.

Point out that although you would not be able to walk up on a real turkey wearing hunter orange, people have shot at decoys before thinking they were real. Also this scenario should remind people how effective camo clothing can be. We see it worn every day and forget how effective it really is in the woods. You may wish to point out how many eyes were looking at the same scenario, how close the camo was and how few people actually saw it.

Switch volunteers, move along to next station.

Scenario 5- Awareness

On the way to next station, point out the antler shed by the trail, if they go to pick it up, do they notice the snake?

Can discuss need to be aware of surroundings, importance of Hunting Plan, need to get certified in First Aid CPR.

Scenario 6- Deer Hunt

Tell them that they are now hunting deer, on a property where the landowner permits only harvesting does. The deer is on the other side of a fence (rope/tape). Should they take the shot?

Ask the Three Questions: Is it safe? Is it legal? Is it ethical?

(Yes, Maybe- is fence a property boundary? No- don't know if buck or doe)

Tell the fence is not a boundary. Should they take the shot?

Ask the Three Questions: Is it safe? Is it legal? Is it ethical?

(Yes, Yes, No- don't know if buck or doe)

Tell them they are hunting in Johnson County, where the Special Antler Restrictions Apply. The deer is an 8 point buck, should they take the shot?

Ask the Three Questions: Is it safe? Is it legal? Is it ethical?

(Yes, depends on width of rack. Yes)

Go to the deer decoy and have them safely cross the "fence." Can discuss what to do after the shot, make sure animal is dead as approaching. Tag immediately, cut out month and day, and complete county and ranch in ink, complete WTD harvest log on back of license. If deer runs off after shot impact, wait 1 hour before following blood trail. Go to the place where animal was shot and then track,

Scenario 7- Hunt's Over

Return to vehicle and open truck/car. Tell them the hunt is over and they should pack up to go back home. See if the volunteers FIRST safely unload the firearms and store the ammo separately. Then remove binoculars, canteen, hats, and vests.

Evaluation: watch to see if they maintain control of their muzzles and if they keep fingers off triggers until ready to shoot. Safeties are on until aimed. Do they exhibit skills learned from previous exercises? Coach as needed, ask group for input, and praise safe and ethical behavior and decisions.

Summary: You will need to watch your time and move along to keep on schedule. You may want to have on hand: insect repellent, spray sun block, extra hats, water. This Skills Trail does not include a blood trail since blood trails can eat up a lot of time. If you have time and are so inclined, you may want to offer to set up a blood trail after the course is concluded. See the Skills Trail examples in Appendix G of the book for more extensive trail and ideas.

Appendix F.

Field Course Exercises (Required Activities)

Field Course must be scheduled at facilities or ranges where SAFE live-fire activities can occur, preferably adjacent to open field and classroom facilities, too. Field Courses must include the following four (4) components:

1. Hunter Skills Trail and activities (See Appendix G)

- a. Vehicle
 - i. .22 caliber rifle (min. 10 rounds of ammunition)
 - ii. .177 pellet rifle
- b. Inert “Dummy”: Firearms and Ammunition (ONLY)
 - i. Mossberg ORANGE Rifle & Shotgun Set – All five (5) action types – 3 rifles; 2 shotguns
 - ii. Ammunition for Mossberg – DUMMY .22 cal. rifle, .30-30 cal. rifle, 12 (4) and 20 gauge (2)
 - iii. Simulated firearms and DUMMY AMMO – *LaserEd*®, Disabled firearms, sticks, etc.
- c. Hunter Orange Vests
- d. 2-D or 3-D Decoys, Frisbees, and other Accessories – Instructors need to acquire Hunter Skill supplies via purchase, acquisition using their \$10 out-of-pocket per-student fees or by working with their REGIONAL STAFF SPECIALISTS or with TPWD HEADQUARTERS staff (by appointments with Hunter Education Coordinator or Administrative Assistant) who may have equipment to loan to instructors depending on scheduled dates.

2. Live-fire activities (See Appendix H)

- a. Rifle
 - i. .22 caliber rifle (min. 10 rounds of ammunition)
 - ii. .177 pellet rifle
- b. Shotgun
 - i. 20 gauge – youth and women (min. 10 rounds of ammunition)
 - ii. 12 gauge – men (min. 10 rounds of ammunition)
- c. Simulation
 - i. *Lasershot*®
 - ii. Airsoft
- d. Ear and eye Protection – Instructors need to acquire ear and eye protection (one per student) using their \$10 out-of-pocket per-student fees or by working with their REGIONAL STAFF SPECIALISTS or with TPWD HEADQUARTERS staff (scheduled appointments only with Hunter Education Coordinator or Administrative Assistant).
- e. Ammunition – TPWD provides 10 rounds of .22 cal. LR, .177 pellets and shotgun ammunition (20/12 gauge) per student – SEE REGIONAL STAFF SPECIALIST or pick up at TPWD HEADQUARTERS (scheduled appointments only with Hunter Education Coordinator or Administrative Assistant). AMMUNITION must be SECURED in an equipment area with access only to instructors who CONTROL distribution during the actual exercises. It is best to have one instructor assigned to the equipment station with access controlled by fence or limited access tape.
- f. Targets - Instructors need to acquire .22 targets in their supply orders (one per student) and clay birds/other types of rifle/air gun targets using their \$10 out-of-pocket per-student fees or as available by working with their REGIONAL STAFF SPECIALISTS or with TPWD HEADQUARTERS staff (scheduled appointments only with Hunter Education Coordinator or Administrative Assistant).
- g. Trap Machines/Target Boards/Target Spinners – Instructors using shotgun trap machines must be trained in their use and now allow anyone, especially students, to operate machines without a safety briefing and training on their use. Target backstops must be those approved for safe range use (Follow NRA Range Specifications/Rules).

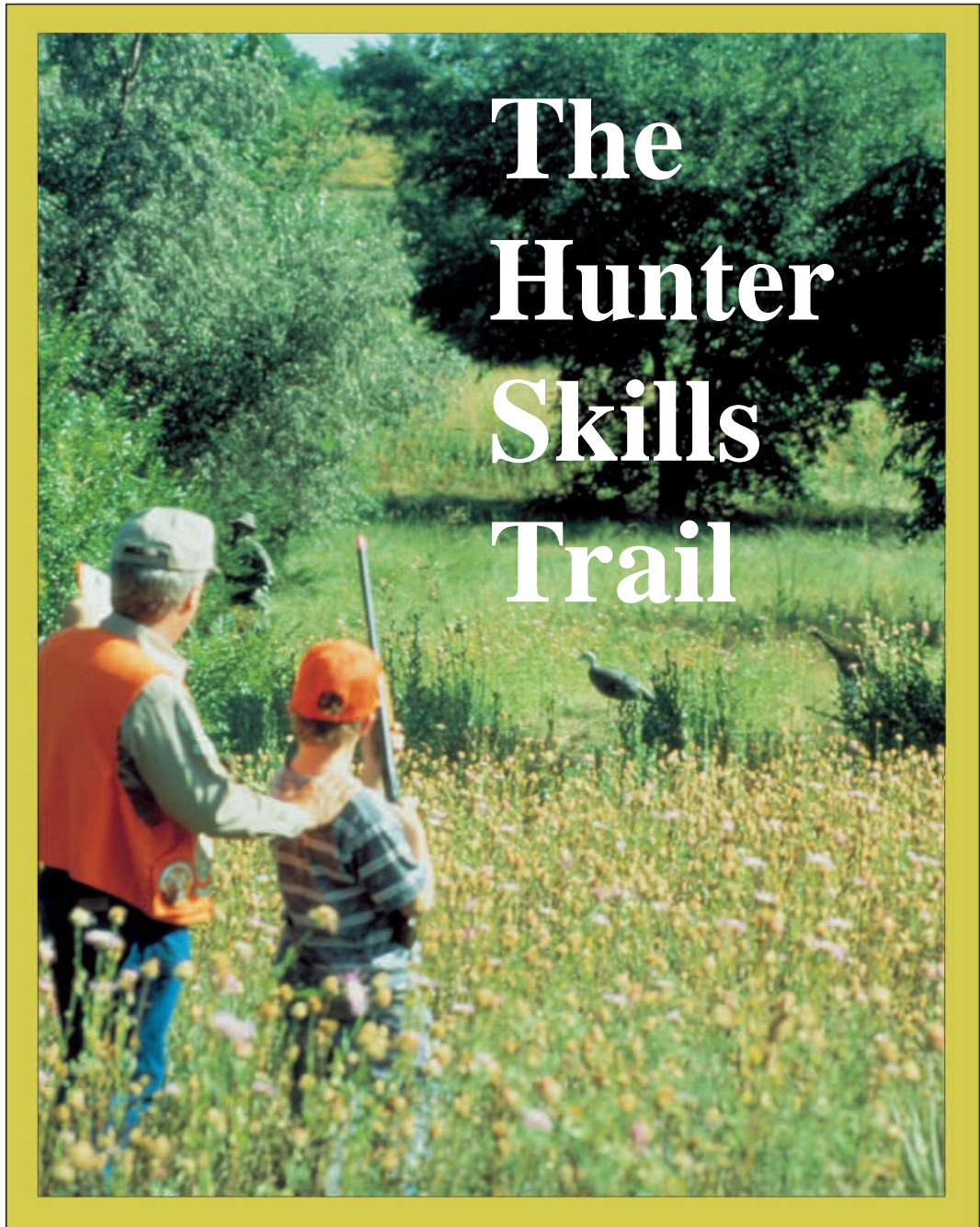
3. Hunter Ethics Activity (See Appendix I)

4. Hunter Education FINAL REVIEW & EXAM

Appendix G.

The Hunter Skills Trail

Tamara Trail, Larry Hysmith and Denise Harmel-Garza



Hunter education, especially hunting and firearms safety, is an important process. Hands-on teaching techniques usually are most effective. The hunter skills trail is hands-on hunter education for both adults and young people.

This publication describes the hunter skills trail experience and suggests ways to plan, equip, set up and conduct a hunter skills trail. However, it does not include all possible ideas and variations for developing such a program. The content and set up of the trail are limited only by the instructor's imagination.

Objectives

The hunter skills trail may be the first "hunting trip" for beginning hunters. It gives novices a chance to practice muzzle control, loading and unloading guns, field carries, and other basic skills. The skills trail allows students of all abilities to experience a variety of hunting situations, not just ones with which they are familiar. The objective is to motivate students to make safe, legal, ethical decisions in actual hunting situations. Instructors may evaluate, encourage and correct student behavior instantly through effective field exercises and tests. These exercises let students practice what they have learned in the classroom. The hunter skills trail teaches students to think about their own actions and the actions of others.

Methods

The hunter skills trail is a sequence of scenarios set up to simulate a real hunting experience. Individuals or small groups are directed through the trail and asked to react to these scenarios. The instructor evaluates students' reactions to the scenarios, either immediately or at the trail's end. In a small group, immediate discussion works best. When individuals are taken down the trail for testing or competition, discussion of the scenarios works best at the end of the trail.

Participants are often put in "shoot or don't shoot" situations. They must rely on their knowledge and skills to answer three questions: 1) Is the situation/shot safe? 2) Is the situation/shot legal? 3) Is the situation/shot responsible or ethical? Participants must respond to the scenario by "shooting" or declining to "shoot."

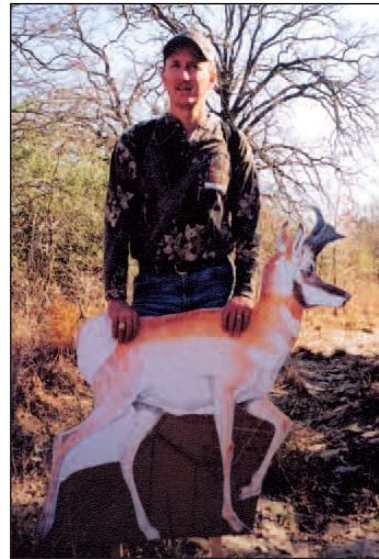
Other scenarios involve safe or responsible actions while in the field (e.g., tree stand safety, boat safety, obstacle crossing, littering, etc.). Examples of scenarios begin on page 5.

Materials and Equipment

The items listed below are only suggestions. A successful hunter skills trail is constructed with creativity and imagination, so the lack of some items should not mean excluding a scenario. The materials needed will vary with the specific site, the needs of the students, and the instructor's objectives.

Decoys: Decoys can be actual hunting decoys or archery targets. Although decoys enhance the authenticity of a scenario, they are large, cumbersome and expensive. Some alternatives are life size paper targets glued to plywood or cardboard, or tacked to hay bales. An inexpensive set of life size targets can be ordered from the N. R. A. (see references). Cardboard targets also are available through retail stores. Soft decoys work well for turkey and dove scenarios.

Firearms: Operational firearms can be used, but only if no live ammunition is available. Guns can be simulated with broom handles, yard sticks, or stakes cut to gun length with muzzle ends painted orange. Guns also can be cut out of plywood or other materials. Inoperable firearms with the firing



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pins removed and holes bored in the sides of the chambers are as effective as operational guns. Local gun dealers or others may donate old firearms and a gunsmith can remove the firing pins. Actual firearms, whether operational or dummy, provide a more authentic experience of firearm handling in the field. Participants should be instructed to assume they have the proper firearm for each scenario (i.e., shotgun, light rifle, large bore rifle) regardless of what they are carrying.

Deer stand: A stand can be simulated with a stepladder. If a real stand is used it is best not to set it at full height, but to leave it low for safety and control and to allow everyone to see and hear the discussion. Existing stands also can be used. Check them first (just as you should before hunting) for damage, weak points, wasps and other animals.

Camouflage: Camouflage clothing can be put on mannequins or hung on a clothes hanger in a tree. Camouflage pieces do not have to match. Large pieces of camouflage cloth can be used as demonstration blinds.

Mannequins: Retail stores often can provide old mannequins, but they may be bulky and heavy. Lightweight mannequins can be made with chicken wire or camouflage clothing stuffed with newspaper or hay. Clothes also can be hung in trees and brush. Using live “mannequins” can be very dramatic when they respond to the student hunters’ actions.

Vehicle: An actual vehicle can be used, or one can be simulated with chairs.

Fence: Take precautions if an existing fence is used, especially barbed wire. Using existing fence is discouraged when there is the possibility of damaging the fence or injuring a student. Create a fence crossing with two t-posts, stakes, existing trees, smooth wire, rope, or flagging tape. Even a broomstick across chairs works well.

Dummy Ammunition: Dummy ammunition looks and feels like live ammunition, but lacks powder and primer. It can be obtained from the state hunter education staff and possibly from hunter education area chiefs.

This adds to the realism of firearm handling because students can choose the proper ammunition for the gun and practice handling and loading it properly.

Hunter orange vests and caps: These items are used to identify hunters and to illustrate laws and safety practices related to the use of hunter orange.

“No Trespassing” and/or “No Hunting without Permission” sign/Purple Paint

Wildlife identification materials: Shed antlers, tanned hides, feathers from game birds, tracks and other materials can be used to teach wildlife identification.

Clay pigeon thrower: Use this to simulate flushing quail or dove.

Binoculars: These are part of a responsible hunter’s equipment. Use them instead of a rifle scope to identify game.

Asking local landowners and businesses to donate items is a great way to get them involved and keep them informed of local hunter education events. Do not be afraid to ask for help. Your excitement and enthusiasm are contagious.

Procedures

Site Selection

Site selection is a very important consideration when setting up a skills trail. Although a large pasture with plenty of wooded cover more closely resembles an actual hunting experience, a successful hunter skills trail can be set up in a vacant lot, city park, state park, on school grounds, and even in a parking lot. Students can be informed that certain man-made features (some buildings, vehicles, etc.) are not to be considered in the scenarios. Remember that creativity is essential for the success of this activity. Using natural features of the topography and vegetation enhances the experience. The site should be large enough so that each scenario is hidden from adjacent scenarios. This prevents confusion, retains the element of surprise, and maintains student attention on the current situation.



Planning and Set-up

Planning is essential if each scenario on the skills trail is to effectively simulate a hunting situation. Remember, the student must decide if a scenario is safe, legal and ethical. Scenarios should be planned so that there are several possible choices related to laws, firearm safety, and ethical decisions. Ideas for scenarios and the set-up required for each are discussed in the next section. Be sure to allow yourself plenty of time to set up properly and to rehearse each station. It is a good idea to walk through the site and identify possible areas for each scenario before setting up. This will ensure that the best use is made of the landscape (roads and fences, topography, natural draws, vegetation, etc.).

Safety Precautions

Just as in a hunter education classroom, live ammunition is NOT allowed on the skills trail. Dummy ammunition is available to instructors through the Texas Parks and Wildlife Education Division (see resource section).

Review firearm safety before beginning the skills trail exercise. This is a perfect time to review the 10 Commandments of Shooting Safety (see resources).

Have a risk management plan. Keep a first aid kit, insect repellent, sun screen, and other helpful items on hand. Make sure water is available, especially on hot days, as well as restrooms and shaded areas.

Foul Weather Options

If the weather is bad there are several ways to simulate hunting scenarios in the classroom.

“Trigger films” are videos that depict hunting situations and that solicit a “shoot or don’t shoot” response from the students. With these video simulations, each situation can be “debriefed” or evaluated just as on the actual skills trail.

Indoor props and obstacles can simulate outdoor experiences. Tie ropes between chairs or a frame to create a fence crossing. Practice field carries using chairs as obstacles, or tape the floor to indicate narrow areas on a game trail. Use a stepladder to represent a tree stand, and a harness and haul line to demonstrate stand safety. Camouflage/hunter orange demonstrations also can be just as effective indoors.

A discussion of ethical dilemmas is a valuable part of the training.

Wildlife identification and habitats can be taught using animal parts (skulls, hides, molds of tracks, etc.) and posters or photos for identification. Have the students view photos of different types of habitat and rank them for various game species (see resource section for 4-H Wildlife Habitat Evaluation).

Playing hunter education trivia is a good way to review what has been taught. Divide the students into teams and ask them questions about firearm safety, laws and regulations, wildlife conservation, etc.

Evaluation

Students can be evaluated during discussions following each situation, by actually scoring their responses (see evaluation and scoring form in the resources section), or with a mixture of both. In a typical hunter education class, discussion is often best. In the hunter education home study testing procedure, the instructor keeps track of student responses to situations and also leads discussion. In competitions, such as the Youth Hunter Education Challenge (YHEC), each student is scored individually.

Possible Scenarios

Vehicle

Use a real or simulated vehicle to demonstrate storage of firearms and ammunition while traveling and safe removal of firearms. Have a variety of gun cases available and discuss their uses. Firearms can be put in the cab or bed of a truck or in the trunk or back seat of a car. This is a good time to discuss gun racks and traveling with unloaded rather than loaded guns. Use current hunting incident reports (see resources) to emphasize the need for vehicle safety. Demonstrate placing firearms in the vehicle both correctly and haphazardly to encourage discussion of correct procedures.

Landowner Relations/Hunting Regulations

To set the stage, inform students that they have a lease with a landowner. Discuss the fact that the landowner may have restrictions, such as “does only” and hunting only in designated areas. Tell students to assume it is the proper season for any legal game animal encountered, such as dove, spring turkey or deer. This is a good time to discuss a hunter’s responsibility to landowners and the resource, and to emphasize the importance of following hunting laws and regulations.



Obstacles

Obstacles are any objects that must be crossed and that can cause an unsafe situation. The general rule is to always unload a firearm before crossing an obstacle. When possible and necessary, unloaded firearms can be handed to hunting partners while one crosses an obstacle. Some examples of obstacles are fences, brush, logs, rocks, gullies and water (creeks, etc.). Obstacles can be created with props as described on pages 4 and 5. Simulate water with a blue tarp secured to the ground with rocks or stakes.

Deer Stand

Using any type of stand or blind requires certain safety precautions. Entering and exiting stands should be done without the firearm or bow in hand. Instead, the firearm or bow should be unloaded or un-nocked and tied to a haul line to raise and lower it into or from an elevated stand. The stand itself, whether elevated or on the ground, should be checked for wear or deterioration and unwanted tenants (wasps, birds, raccoons, etc.) before the first hunt. Regular checks should be made during the season and repairs made if needed. The hunter’s field of view should be unobstructed to ensure a good shot. When multiple blinds are set up, various zones of fire must be considered. Tower blinds or tree stands should have safety harnesses or restraining straps to keep the hunter from falling. Always secure the opposite end of the safety harness above the head of the hunter. The instructor can use existing stands for demonstrations. Portable tree stands work well and can be set up at the lowest level to lessen the risk of student injury. Set up a stand that has a few problems and ask students if they would use it. Discuss each problem and solution.



Zones of Fire

Mark zones of fire with orange flagging tape or orange spray paint on the ground. A hidden clay target thrower can be used to test zones of fire, swinging on game, and reaction time. Setting this up requires special equipment and extra assistance. Clay targets can be thrown across the path a short distance in front of the hunters.

This brings up the opportunity to discuss communication between hunting partners, especially when they are out of each other’s sight.

Narrow Trail

Use this scenario to force hunters to walk single file rather than side by side. Entering this area, they must think about muzzle control and the type of carry necessary to maintain control of the firearm. Use existing trails or simulate a narrow trail with wooden stakes and orange flagging or rope. In order to see how the students react, don't give prior explanation.



Turkey and Camouflage



Before this scenario, tell the students it is spring turkey hunting season. They should then know that it is legal to shoot only toms. Set up turkey decoys in such a way that only one (a male) is a clear shot. Put another male in a group of hens to create a "don't shoot" situation. Behind the lone male that is in the clear, place a camouflaged "hunter," preferably backed to a large tree as a real turkey hunter would be. The camouflaged hunter could be a mannequin, a live person, or a set of camouflage clothing hung on the tree. Using a live person adds to the effectiveness of this scenario. Discuss wildlife identification, special hunting safety rules (e.g., hunting in full camouflage, special turkey hunting safety), what to do when another hunter approaches, specific hunting tactics and laws.

Road Hunting

There are several ways to set up this scenario, but the idea is to place a decoy beside a "public" road (specified by the instructor) so that the shot is not legal, safe or ethical. You can place the decoy at a curve in a road and make the students think about people driving around a blind curve. This scenario also helps students think about what is in front of their target as well as behind their target.

Unidentified Target

A white-tailed deer decoy (a "grazing" deer target works best) with its head in the brush challenges the student to think about laws and regulations as well as landowner management objectives. The instructor may inform the students that hunting is allowed for does only or bucks only. The purpose of this station is to make the students sure of their targets. Most students will recognize that the deer is a white-tailed deer, but will not know whether it is male or female. Both does and bucks may be legal in the county where they are hunting; however, if the landowner wants them to hunt only bucks, then the shot is no longer ethical because it may jeopardize good hunter-landowner relations. This emphasizes that proper identification of game is essential for making a safe, legal and ethical shot.

Horizons

Place a decoy on a skyline or horizon. This shot is not safe, especially if the students do not know what is on the other side of the hill. If the light is fading, identifying the species and sex of the target also can be difficult.

Water Safety

This scenario is for practicing getting into and out of a boat with firearms. The boat does not necessarily have to be in the water. A boat set on inflated inner tubes or old tires provides surprising realism. If the boat is in the water, make sure that it is stabilized at both ends so that it does not tip or capsize. A flat bottom or "john" boat in the water can be secured by tying off each end to give the students the true tipsy feeling of stepping in a boat while keeping the students and equipment safe. Safety equipment such as personal flotation devices should be used. Guns should be unloaded and safe muzzle direction maintained. This is a good station for discussing drowning, hypothermia, and other safety courses such as boater education.

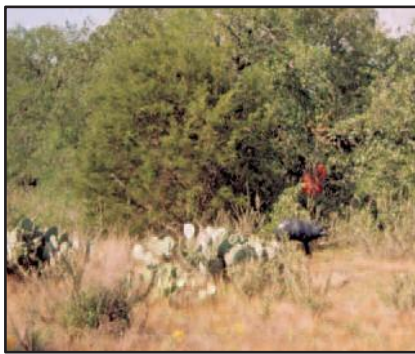


In the Line of Fire

Place a target between parties of hunters to demonstrate the importance of not shooting at movement and of identifying what is in front of and behind your target. This situation reinforces the concept of “planning your hunt, and hunting your plan.” It also shows the importance of wearing hunter orange and keeping in touch with other hunters on your property or hunting lease.

“No Trespassing”/“No Hunting” Sign/Purple Paint Markings

These signs and/or purple paint markings can be added to any scenario to challenge students to think about property boundaries and the responsibilities associated with hunting on private property, such as lease agreements, establishing contact with neighboring landowners, etc.



Beyond the Target

This scenario stresses the importance of knowing what is beyond your target and the effectiveness of hunter orange in a situation where more than one hunter may be in an area. Place a large decoy about fifty yards from the point at which the hunters will come into view of the animal. Place a mannequin dressed in camouflage and hunter orange (vest and/or cap) in some brush beyond the target. If a mannequin is not available, simply place the clothing in the brush. This is also a good time for instructors to discuss what should be done if one is on the other side of the target as a hunter approaches and the hunter is unaware of your presence.

Building/Vehicle beyond Target

The point of this scenario is, again, proper identification of the target and knowing what is beyond the target. This may also be a good time to discuss firearm selection (i.e., shotgun vs. rifle), the hunter’s image in the public eye, and the importance of ethical behavior.

Game Warden/Conservation Officer

Make sure students know what to do if they encounter a game warden while hunting. Have the local game warden come out and “check” the hunters on the skills trail. At the first sight of a warden, a hunter should unload his/her firearm and politely greet the warden. The hunting license, hunter education card, photo identification, and applicable permits should be carried by the hunter at all times. These should be presented to the game warden in a polite and respectful way.

Litter

Place a soft drink can or paper sack along the trail to teach students about our responsibility to be good stewards of the land, and to leave it in better shape than we found it. Landowners have a better view of hunters who do not leave trash behind. It is a good idea to pick up and remove any litter you find, even if it isn’t yours.



Good Shot

Set up a decoy (target) where students can get a good shot that is safe, legal and ethical. Again, have students correctly identify the target, judge the distance, and be sure of what is in front of and beyond the target. Having “good shots” interspersed throughout the course encourages participation and builds confidence.

Vital Zones and Blood Trailing

After the student has made a good shot, use this scenario to talk about what happens after the shot. Vital zones can be discussed, as well as blood trailing and care of big game after harvest. To simulate blood, mix *Karo*® syrup and several drops of red food coloring. Put it in a small bottle with a spout for laying out the blood trail (a transparent dishwashing detergent bottle works best). Adding less food coloring and shaking the mixture until it becomes frothy and pink can simulate lung blood. Have the students follow the “blood trail” to a “bedded down deer” under a tree or bush. Discuss tagging, field dressing and the three things that cause meat to spoil (heat, moisture and dirt). When following the simulated “blood” trail, stay off to the side so as not to disturb any of the sign.



Doves in Tree

Dove decoys arranged in a tree can stimulate discussion. Is it legal to shoot them? Is it ethical? Student responses will vary. There is NO wrong answer. It is legal, and for some, ethical (e.g., a youngster’s first hunt). Let the student decide, then honor the decision. It might make a difference in his or her future participation in hunting.

Extensions

Orienteering Course

Basic orienteering activities can be used in conjunction with the hunter skills trail. For example, students might locate bearings from one blind to another and back to camp; this is a simple triangle course. Keep these activities short and simple, but encourage practice for proficiency.



Survival and First Aid

Techniques and principles of survival and first aid can be incorporated into the hunter skills trail at appropriate locations, and definitely should be included as part of planning the hunt. Topics might include building a shelter and solar still, using pressure points to stop bleeding, identifying poisonous plants, and dealing with wild animals.

Hunting Regulations

This topic is a must in any hunter education course, and it can easily be covered on the hunter skills trail. If a game warden is a team member or a resource person for the skills trail, he or she could teach about regulations. Topics should include seasons, bag limits, proper tagging, hunting hours, legal methods, game retrieval, trespassing, and hunter orange.

Wildlife Identification

Of course, each target encountered must be properly identified. However, students can be given more opportunities to learn wildlife identification if tracks (either natural or staged), skulls, skins, feathers, nests, roost trees, rubs, scrapes, droppings, etc. are used also. This also helps students learn the habits of animals.

Habitat Management and Conservation

Use the skills trail site to discuss possible habitat management techniques. In some areas there may be recent burns or brush clearing, special food plantings, feeders, and other management practices in place. Use these to illustrate basic wildlife management techniques. Habitat evaluation techniques also could be used to help students determine whether the site would support wildlife, and if so, which types. Useful habitat evaluation techniques can be found in the 4-H Wildlife Habitat Evaluation Project Manual (see resources).



Resources

N.R.A.

Life size game targets -
to order: 1-800-336-7402
www.nrahq.org/store
(Training materials)

Texas Parks and

Wildlife 4200 Smith
School Road Austin
Texas, 78744

1-800-972-1112, option 6, 1

www.tpwd.texas.gov

- Dummy ammunition
- Youth Hunter Education Challenge (YHEC) information and contacts
- videos
- hunting incident reports
- other education resources and training materials

4-H Wildlife Habitat Evaluation Manual

To order: Dr. Will Cohen
Texas Agricultural Extension Service
Rt. 2, Box 589
Corpus Christi, Texas 78406
(512) 265-9203

Hunter Skills Trail
Student Evaluation and Scoring Form

Student name:

Score:

SKILL
competent

1 = least competent/5 = most

Muzzle control	1	2	3	4	5
Firearm carry positions	1	2	3	4	5
Shooting positions	1	2	3	4	5
Unloaded firearm passing or receiving	1	2	3	4	5
Distance judging	1	2	3	4	5
Shoot/don't shoot decision & reaction time	1	2	3	4	5
Crossing obstacles	1	2	3	4	5

KNOWLEDGE

Zone-of-fire	1	2	3	4	5
Enter/exit					
vehicle	1	2	3	4	5
stand/blind	1	2	3	4	5
boat	1	2	3	4	5
Horizon/beyond target	1	2	3	4	5
In line-of-fire	1	2	3	4	5
Swinging on game	1	2	3	4	5
Proper identification of target	1	2	3	4	5
Regulations	1	2	3	4	5

ATTITUDE

Shooter participation/cooperation	1	2	3	4	5
Conduct as an observer	1	2	3	4	5
Ethics/conservation	1	2	3	4	5
Landowner/game warden relations	1	2	3	4	5



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Appendix H.

LIVE FIRE EXERCISES

- a. **Introduction:** The U.S. Army introduced the safety fan at shooting ranges. The safety fan defines the greatest distance a specific projectile will travel downrange. The safety fan is a guideline for ranges to address the worst - case scenario concerning bullet containment. Functionally, an outdoor rifle or pistol range's safety fan must be defined as projectile containment to the actual property owned or controlled by the range facility. The combined effect of range enhancements, management and shooter education can allow safe use of smaller parcels of land.

In designing a range, an engineer or range designer uses risk analysis to analyze the proposed facility. In the discussion of risk analysis, certain terms or definitions must be understood:

- **Hazard Event:** A hazard event results from energy in motion. Any time a firearm is discharged, energy goes into motion. When an object goes into motion, there is potential for a consequence such as personal injury and/or property damage.
- **Zero Consequence:** Zero consequence occurs when energy goes into motion without consequence. In order to achieve zero consequence, energy in motion needs to be controlled.
- **High Risk:** High risk is encountered when the energy in motion is not controlled and results in a condition other than zero consequence. A high risk period is the time during which a high risk situation exists.

Control of energy in motion can be achieved through education, training, the application of safe gun handling practices, and the enforcement of basic gun safety rules.

The primary rules of gun safety are:

- Always keep the gun pointed in a safe direction.
- Always keep your finger off the trigger until ready to shoot.
- Always keep the gun unloaded until ready to use.
- Know your target, what is front and what lies beyond.

Another form of control utilized in risk assessment involves the **Four E's**:

- **E**valuate exactly what shooting activities, what firearms, what targets, and what distance you engage those targets on a particular range.
- **E**ngineer determines whether the range is engineered or designed to safely accommodate the type of shooting activities conducted.
- **E**ducate closely examine the education or training of range supervisors and range users. An effective education and training program documents and implements what to do and how to do it with emphasis on the key points that relate to range safety, range use and range procedures.
- **E**nforcement of well-developed range rules and regulations. When assessing risk from the enforcement standpoint, recognize that a failure to control the angle of the muzzle toward an effective and efficient backstop, the premature placing of the finger on the trigger until ready to shoot, loading the gun before it needs to be loaded, and not knowing the target or what is beyond are major factors to be considered.

Each of the FOUR E's has an equal and effective role in controlling energy in motion and in determining the likelihood of achieving zero consequences.

- b. **Range Enhancements**

Various range enhancements have proven to be significantly effective in limiting bullet containment to the confines of a specific property boundary. The following techniques for limiting projectiles to range property will prove useful:

- Backstops: height is dependent on use, site and education and training programs put into place by the facility; usually between 3 ft. to over 60 ft. high. The majority of outdoor range backstops are made of earth and compacted on a 1-1 slope for projectile containment.
- Side berms and Sidewalls: Normally used when separation of ranges is necessary as an additional safety feature in containing projectiles, and to accommodate concurrent shooting events on adjacent ranges. An example would be a high power rifle range adjacent to a pistol range. The backstops for these ranges may be located at different distances from the firing line, and range users may wish to conduct different events at the same time. A side berm or sidewall will provide safe access to the target area on one range when the other range is firing. Normal height is 8 ft.
- Baffles: Barriers to contain bullets and/or to reduce, redirect or suppress sound waves; placed either overhead, alongside or at ground level to restrict or interrupt errant or off-the-target shots.
- Target Placement: One of the easiest ways to control projectiles is to locate the target so projectiles hit the target and proceed directly to the backstop. Proper placement of the targets near the backstop is the best way to set up a range. Targets should be posted on target backer boards being careful not to place targets on wooden structural members designed to hold the target backer board in place. This ensures longer life of the supports and cuts down on range maintenance costs. The target backer boards are replaced as needed.
- Mountains or Rolling Hills: In certain areas of the country, ranges can be located in areas where there are high mountains or rolling hills that effectively mitigate the need for or height of backstops, side berms and other range features.
- Sloping Floor of the Range: When building a new range or enhancing an old one, consider grading the slope of the floor of the range from 1 to 3 percent down toward the backstop. This technique helps eliminate drainage problems as well as aiding in the containment of errant projectiles.
- Additional Range Enhancements: An additional range enhancement is any kind of barrier, man-made or natural, that will stop projectiles from leaving the range. This can be as simple as shooting through an 18” diameter concrete tube, 20 feet long, on a 100-yard range. If properly designed and installed, this enhancement is not only used for projectile containment, but helps reduce noise problems.

c. **Conclusion**

The applicable principles and design concepts regarding shooting range safety fans for a rifle or pistol range must be described, functionally, as the property owned or controlled by the host facility in which bullets must be contained. Utilization of risk analysis procedures, enforcement of basic gun safety rules and judicious application of range enhancement techniques will collectively ensure the greatest level of safety possible on an outdoor rifle or pistol range.

CONDUCTING A LIVE FIRING ACTIVITY

- a. **Controlled Area:** Establish five controlled areas of a shooting range and show how these areas perform specific functions to maintain safe and efficient operation.
- 1) Firing Line Area
 - A highly controlled area where actual live-firing of firearms is occurring.
 - Restricted to the students actually shooting, coaches and range officers.
 - No entry or exit without permission of chief range officer.
 - Chief range officer must not leave without relief.
 - Barricade may be used to help control movement through single entry or exit.
 - No eating, drinking or smoking in this area.
 - All movements and actions conducted “By Command Only”.
 - Inexperienced shooters must be accompanied by an experienced shooter
 - 2) Equipment Storage Area
 - A controlled and secure area where firearms, ammunition and other “critical”
 - Items are stored until ready to be used.
 - Must be manned and/or observed at all times.
 - Strict and limited access.
 - All items contained within this area should be inventoried.
 - Check-in/check-out procedure could be utilized as a safety check (tagging procedure).

- 3) Shooters “Ready” Area
- Waiting area for next group of students to go on the firing line.
 - Near firing line area, but not so close to distract activities.
 - Staffed to provide supervision and briefing of waiting students.
 - Activities in this area include the following:
 - Safety and procedures briefing
 - Special training
 - Demonstrations and familiarization
 - Records update and maintenance

- 4) Firearms Cleaning Area
- A controlled area where firearms are cleaned
 - All firearms safety rules apply
 - No live ammunition in this area
 - Area must be supervised when students are present
 - Secured materials in Equipment Storage Area when not in use
 - Use cleaning of firearms as a learning and evaluation tool

- 5) Spectator Area
- A safe and secure area for spectators to view the activities on the range.
 - Located to provide good observation, but not distract from the activities.
 - This area’s boundaries must be clearly marked.
 - Staffed to assist and answer questions.
 - Seating may wish to be provided as well as other comforts.
 - Absolutely no firearms or ammunition allowed in this area.

b. **Range Policies/Procedures:** Identify the recommended policies and procedures that apply to firearms and range activities, administration and records, and instructors and staff when conducting live-firing activities.

- 1) Firearms and Range Activities
- Do not allow students to bring their own firearms or ammunition.
 - Make sure all staff and students know the general and specific rules that apply to the activities.
 - Insure all staff and students know the nomenclature and correct use of available equipment.
 - Students receive and load ammunition one round at a time.
 - Students shoot for safety, not score.
 - One firearm per shooting point.
 - All firearms must be pre-checked for safety and accuracy.
 - Firearms Safety Check
 - Good overall appearance (cleanliness)
 - No loose or missing parts
 - Mechanical safety operating properly
 - Action smooth – no binding
 - Size and caliber fit shooter
 - Bore clear of obstructions
 - Trigger pull adequate
 - Live-firing test for function
 - Live-firing test for accuracy

- 2) Administration and Records
- Keep a roster of all personnel that were in each particular activity.
 - Record of all firearms used.
 - Record each described course of fire or student activity (targets, distance, etc.)

- 3) Instructors and Staff
- Use staff that demonstrate patience and understanding and are capable of student performance analysis.
 - Review procedures before starting.

- Stand next to shooters, not behind them.
 - Watch shooters at all times, paying special attention to safety precautions.
 - Have a “dry run” with empty guns if students get confused.
 - Talk shooters through procedures and correct any mistakes immediately.
- c. **Range Safety Rules:** The following list includes some general safety rules for range operations. Go over these rules with the students and point out any additional rules your particular range may have.
- Always point the muzzle in a safe direction or down range.
 - Keep your finger off the trigger until ready to shoot.
 - Always keep actions open and firearms unloaded until told to do otherwise.
 - Only proper size ammunition for firearms being used should be available.
 - Entry and exit on shooting alley will be only upon command of chief range officer.
 - Shooters will only fire at their designated target.
 - Shooters must wear ear and eye protection when on the firing line.
 - No one should be near or handling firearms when personnel are down range.
 - Only firearms and targets authorized by the chief range officer will be used.
 - Alcohol and drugs, or persons under their influence, will not be allowed in the firing line area.
 - Obey all additional rules as established by particular range or situation.
- d. **Range Commands:** Identify the basic range commands and explain proper actions shooters should take.
- The shooters must be told four important pieces of information before firing their first round:
 - What to do
 - How to do it
 - When to do it
 - If there is a time limit
 - Keep commands simple and be sure commands are heard by all shooters.
 - All commands are given by the Chief Range Officer or appointed representative, except cease fire.
 - Insist on immediate response to range commands.
 - The basic range commands are:
 - Is the line ready?
 - Ready on the left; ready on the right.
 - Load and lock (#) rounds.
 - Commence firing.
 - Cease firing.
 - Make sure all bolts are open.
 - Retrieve targets.
 - Other type of range commands may be utilized in the interest of safety.
 - Make sure everyone is familiar with the range commands and their required actions.
- e. **Mechanical Problems:** Actions to take when mechanical problems arise during firing
- Have the student immediately raise his or her hand while taking care to keep the muzzle pointed down range.
 - Emphasize to the student that they are not to move out of position.
 - Wait a minimum of 30-60 seconds before opening the action after having a misfire or similar problem.
 - If necessary, call a “cease fire” until the situation is corrected.
 - Make sure everyone can recognize a “squib load” which is any load, which does not propel the bullet through the muzzle.

Appendix I.

Teaching Hunter Ethics

Teaching Strategies for Motivating Others to Act Ethically and Responsibly

1. **OPEN, FACILITATED DISCUSSIONS** – The art of using “open-ended questions” such as “How do you feel about...?” “What do you think about...?” “What are ways hunters can act unsafely? -illegally? -unethically?” “What are Ethics?” “What are some actions by hunters that demonstrate responsibility towards self? -other Hunters? -non-hunters? -landowners? -the resource?” Guiding such discussions towards their obvious conclusion by the group instead of the dictate of the instructor, is a powerful way to involve students in critical thinking and their role in becoming a responsible hunter and steward of conservation and the outdoors.
2. **BRAINSTORMING, PROCESSING & FEEDBACK** - Brainstorming can involve every student and is similar to open discussion. A good way to start is to set guidelines, ask a basic question such as “What ways can hunters portray a bad image for hunting and conservation? The students brainstorm for 5 minutes, you assign several students catch the gist of their ideas and write them down on sticky notes, and have several other students run them up and place them randomly on a board/easel. Then you give the students the opportunity to organize their ideas by categories such as who each of the actions MOST offends? Landowners? Others? The Resource? Non-hunters? Then you can go into feedback/facilitated mode of coming to the conclusion that there are better ways to represent hunting and hunters.
3. **DILEMMA METHOD** – Posing “What would you do?” dilemma, “What if?” situations and “Shoot/Don’t Shoot” scenarios are effective ways to stimulate discussions of common experiences hunters face on typical hunts. Every hunter continually faces, safe, legal and ethical choices within every outdoor experience and it is how he/she responds to those situations and makes the right decisions as to how responsible they are and how accountable they are for their actions as a hunter. A good dilemma question gives the student a chance to make the most correct choice possible among a few choices given them by the instructor. Assumptions are typically made and added circumstances given –but an instructor should try to force students to make the best choice, then discuss the scenario even further with the group. Discussing ways to be proactive so as not to be put in a dilemma is the ultimate outcome of this method of “teaching ethics” (*Ethics are caught –not taught!*)
4. **“TRIGGER VIDEOS”** - Films/videos such as “Shoot/Don’t Shoot” and “The Hunter’s Path” by Madison Productions are classic “*trigger films*” that depict the wrong actions/behaviors followed by a pause for instructor-led discussion, followed typically by the right or more appropriate actions that should or could have been taken by the hunters. Several states have made their own, and in today’s world of *GoPro*® and phone video technology, it would not take much to make your own trigger video to discuss in hunter education. As with dilemma method, each trigger sequence is a ‘typical’ unsafe, illegal or irresponsible action portrayed by a hunter, followed by the correct action that should be portrayed.