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**Hunter Safety Instructor
“Mini Manual”**

**Helpful Course Tips
Training Aids Information
&**

**Hands On Training Lesson Plans
DNR Publication LEH143
2016 Edition**

Developed by WDNR RSW Jeff Dauterman

This Manual belongs to: _____

Local Warden:	Phone:	Email:	Instructor #
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HUNTER SAFETY MINI MANUAL - TABLE OF CONTENTS

	Page
1. VOLUNTEER INSTRUCTOR CORNER WEBSITE	1-2
2. DNR CUSTOMER ID NUMBER	3
3. ORGANIZING A SAFETY COURSE CHECKLIST	4
4. STUDENT NAME TENT (Print and have students use during class)	6
5. TABK POSTER	8
6. HUNTER SAFETY ARTICLES (“I SHOT MY BEST FRIEND” & “THE EMPTY GUN”)	10-11
7. THE EDOC STYLE OF INSTRUCTION	12
8. GUIDELINES for the USE of VIDEO PRESENTATIONS	13
9. GUIDELINES for the USE of INTERACTIVE MEDIA	15-16
10. HANDS ON LESSON PLAN USE FOR HUNTER SAFETY COURSES	17
11. HUNTER SAFETY FIELD TEST – INSTRUCTOR COPY	18-21

LESSON PLANS

1. BASIC & EXTENDED COURSE AGENDA	23-28
2. Lesson Plan 1: TABK – FOUR RULES OF FIREARM SAFETY	29-30
3. Lesson Plan 2A: LOCATION & USE OF THE FIREARM SAFETY	31-32
4. Lesson Plan 2B: ACTIONS, SIGHTS & AMMUNITION	33-34
5. Lesson Plan 3: FIREARM CARRIES	35-36
6. Lesson Plan 4: SIGHT ALIGNMENT AND SHOOTING POSITIONS	37-38
7. Lesson Plan 5A: SAFE SHOOTING ZONES – INSIDE INSTRUCTION	39-40
8. Lesson Plan 5B: SAFE SHOOTING ZONES – OUTSIDE INSTRUCTION	41-42
9. Lesson Plan 6: FENCE AND OBSTACLE CROSSING	43-44
10. Lesson Plan 7: HUNTING FROM ELEVATED DEVICES	45-47
11. Lesson Plan 8: BLOOD TRAIL & DEER TAGGING EXERCISE BACK TAG (Print & Use as Training Aid) CARCASS TAGS (Print & Use as Training Aid)	49-54
12. Lesson Plan 9: ETHICS AND RESPONSIBILITY	57-58
13. Lesson Plan 10: FINDING PROPERTY & GETTING PERMISSION to HUNT	59-60
14. Lesson Plan 11: BASIC FIRST AID and SURVIVAL	61-62
15. Lesson Plan 12: ATV & SNOWMOBILE SAFETY FOR HUNTERS	63
15. BOW HUNTER SAFETY ADD-ON COURSE AGENDA	64-66
16. COMPASS COURSE LESSON PLAN - Available Separately	

VOLUNTEER INSTRUCTOR CORNER WEBSITE

GO TO: *dnr.wi.gov* TYPE *instructor corner* in SEARCH BOX then hit SEARCH

- FORMS FOR SAFETY COURSES
- INSTRUCTOR POLICY & PROCEDURE MANUAL
- LESSON PLANS
- INSTRUCTOR CER TRAINING OPTIONS
- NEWSLETTERS
- UPCOMING SAFETY COURSES WEBSITE
- PROGRAM REPORTS
- INCIDENT REPORTS
- INSTRUCTOR DISCOUNTS

RECREATION SAFETY INSTRUCTOR INTERFACE

Located at the Instructor Corner website

- SUBMIT COURSE REGISTRATION FORMS ONLINE
- SUBMIT COURSE ROSTER AND FEES ONLINE
- REGISTER FOR SPECIAL EVENTS/TRAINING
- SUBMIT NEWSLETTER ARTICLES/LETTERS

SAFETY PROGRAMS EMAIL ADDRESS

DNRLESafety@wisconsin.gov

Obtain WI DNR Customer ID Number 7AM to 10PM by calling the WI DNR Customer Service at 1-888-936-7463

For General Safety Program Needs/Supplies/Questions your first contact should be your Recreational Safety Warden. Refer to map on the next page for contact information.

WI DNR Recreational Safety Warden Administrative Areas

Northern Region - West
 Mark Little (715) 635-4112
 810 W Maple St
 Spooner WI 54801
 Mark.Little@wi.gov

Northern Region - East
 Jeff Dauterman (715) 623-4190 ext. 3109
 223 E Steinfest Rd
 Antigo WI 54409
 Jeffrey.Dauterman@wi.gov

Northeast Region - North
 Jeremy Cords (920) 662-5129
 2984 Shawano Ave
 Green Bay WI 54307-0448
 Jeremy.Cords@wi.gov

West Central Region - North
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 1300 W Clairemont Ave
 Eau Claire WI 54702
 RSW Asst. - Linda Xiong
 Linda.V.Xiong@wi.gov

Northeast Region - South
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 Kyle Drake (262) 574-2163
 141 NW Barstow St RM: 180
 Waukesha WI 53188
 Kyle.Drake@wi.gov

South Central Region - West
 Vacant - contact:
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 Catherina Nooyen (southern counties)

Southeast Region - South
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- Kyle Drake
- Heather Gottschalk
- Jason Roberts
- Mark Little
- Jeff Dauterman
- Jeremy Cords
- Vacant
- Vacant
- (Dodgeville)

rev. 2015



ATTENTION All Wisconsin Recreational Safety Students

New Requirement: All WI Recreational Safety Students are required to obtain a **WI DNR Customer ID Number** before the completion of any Recreational Safety Class and will also be required to provide that WI DNR Customer ID Number along with students personal information to the instructor. You can obtain a WI DNR Customer ID Number 7AM to 10PM by calling the WI DNR Customer Service at 1-888-936-7463 or you can visit a WI DNR Service Center during their regular scheduled hours. For WI DNR Service Center hours and locations go to dnr.wi.gov/org/caer/cs/ServiceCenter.

ONE CUSTOMER ID NUMBER FITS ALL SAFETY PROGRAMS!
IMPORTANT If the student had any address change from when the student first got their Customer ID number, their address must be updated in the license system or their certification card will be mailed to their old address. Address changes can be made at any license vendor, or call the WI DNR Customer Service at 1-888-936-7463

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Organizing a Safety Course - CHECKLIST

- Decide on date, time, location of the class, and who will be the Lead Instructor.
 - Contact all instructors to confirm availability.
 - Confirm date and time with location/facility owner/manager.
 - Confirm field day/drive opportunity location with owner/manager. (Optional)
 - Complete and mail the Course Registration card (Form #8500-130), **OR** register the course on-line, at least 4-6 weeks minimum prior to the first day of the course.
****VERY IMPORTANT NOTE: No Course Registration = No Insurance!!**
 - Be sure the name, telephone number and/or email address on the Course Registration card (Form 8500-130) is the one the public can contact to check availability and sign-up. (All supplies needed will be mailed within five weeks of your course.)
 - Place desired ads and/or hang posters to advertise upcoming class. (Optional)
 - Instructor meeting to arrange schedule of duties.
 - Obtain supplies other than those supplied by DNR. (Optional)
- DURING THE SAFETY COURSE**
- Have Students & Parents complete the Student Registration Forms accurately and legibly
 - Confirm the student has entered their DNR Customer ID number on the Student Registration Form. **IMPORTANT:** Confirm with student and parent that their address has not changed since they received their DNR Customer ID Number
 - Take Attendance at each class to ensure all students are checked in and accounted for; and have met the minimum hours required.
 - Students Complete Written Exam (Hunter Safety Written and Field Exam)
 - Instructor enters student exam score (by %) on Student Registration Form
 - Instructor checks student pass/fail and signs Student Registration Form

**ALL WRITTEN EXAMS ARE TO BE DESTROYED AFTER COURSE IS COMPLETED.
DO NOT RETURN EXAMS TO THE STUDENTS**

- Complete Safety Course Roster (form 8500-065, mailed with your supplies and has your course ID# on it), with ALL information requested.
 - Check off safety course type
 - Enter class start/end dates, Course Length, # of students, Fees collected/submitted
 - Check off shooting facilities (if applicable)
 - Total volunteer hours
 - Complete Lead Instructor information
 - All other instructors' name listed, their signatures and volunteer hours
 - Conservation Warden name and instructor number
 - All students names, addresses, birth dates, and DNR Customer ID Number (a separate list printed from your own computer is OK)
- Make a copy of the roster and keep with your personal course file along with receipts for course expenses.
- Mail the Course Roster, Student Registrations (form T2000) and check for student fees **within 5 business days from the last class date.**

****Note:** Do not hold up the roster for any reason, you can always send an amended roster at a later date.

For any questions please contact your local Recreational Safety Warden.

Student Name _____

fold here _____

Treat every firearm as if it were loaded.

Always point the muzzle in a safe direction.

Be sure of your target and what is beyond it.

-

Keeep your finger outside the trigger guard until you are ready to shoot.

- - - - -CUT HERE - - - - -

Student Name _____

fold here _____

Treat every firearm as if it were loaded.

Always point the muzzle in a safe direction.

Be sure of your target and what is beyond it.

-

Keeep your finger outside the trigger guard until you are ready to shoot.

TAB-K = RULES OF FIREARM SAFETY

T = TREAT EVERY FIREARM AS IF IT WAS LOADED.

**A = ALWAYS KEEP THE MUZZLE POINTED
IN A SAFE DIRECTION.**

**B = BE SURE OF YOUR TARGET; AND WHAT IS IN
FRONT OF, AND BEYOND THE TARGET.**

**K = KEEP YOUR FINGER OUTSIDE THE TRIGGER
GUARD UNTIL YOU ARE READY TO SHOOT.**

I SHOT MY BEST FRIEND

The story you are about to read is true. It is an example of how we see what our emotions want us to see, and in that peak emotional moment of excitement, make irreversible decisions, sometimes with tragic consequences.

It was a dark cloudy day. A day that warned of an oncoming storm. Jerry and I had been hunting deer all day, along with my dad and his older cousin. Jerry and I were both nineteen and had graduated from high school last spring. We grew up as neighbors on dairy farms, and had hunted together frequently since we were twelve.

The day was slipping past, and daylight seemed to be already fading away at three o'clock. Jerry had just hit a big buck. He said it was at least a ten pointer. And he had hit it good, right in the chest, he thought. We all talked it over and decided to try to track the buck. We still had about an hour or so of daylight, and if it snowed, tomorrow would be too late.

Jerry took the track on the light dusting of snow. The rest of us flanked him. I was on his right, uphill from the direction the track went. I saw Jerry following the track into thick brush across the valley from me. His body disappeared into the twilight and brush, but I saw his blond hair for a short time longer, then he was gone. I waited for awhile, then moved around some dense pines to get a better view of the hillside below and opposite my location.

Then I heard the wounded buck coming up a deep gully that angled toward the head of the valley. I knew it was the buck. It had to be, I could hear it in the leaves, walking a few steps, stopping, then walking again. It walked and stopped, walked and stopped, closer each step. Then I saw its antlers! They just cleared the top of the ditch, and disappeared as quickly as they appeared. I eased the safety off my 12 gauge pump, ready to put a slug into the big ten-pointer.

The buck was coming closer, only 40 yards away. My heart pounded so hard I could hear it in my ears. It seemed like I wasn't breathing. Then I saw antlers again, closer. The buck was coming up out of the gully, right in front of me! I strained to see clearly. I raised my slug gun, ready to drop him as soon as he appeared..

Suddenly he was there, rising abruptly from the deep dry wash, right in front of me! I pulled down on him, I fired, and he dropped. My mind raced with excitement. "I got him!" I said out loud, reassuring myself that it was really true. I ran to where I saw the buck drop, expecting to see the trophy of a lifetime. My trophy!

I looked down at the still form. I gasped. Something was wrong. What was that orange cloth doing on my buck? And those blue jeans? And the curly blonde hair? With the shock of a bolt of lightning, reality penetrated my mind and I cried out in anguish, "My God, I shot someone!"

I must have gone into shock. I vaguely remember a lot of yelling, sirens coming closer, an ambulance, some deputies and the game warden. Only fleeting sketches remain of all the warden's questions: Where was I standing? What had I seen? Which way had the buck been moving? How old was I? Did I take the state hunter safety course?

Then there was the tearful and torturous waiting at the hospital, and the agonizingly final, numbing statement from the doctor that Jerry had died. They had done their best, but he was gone. Dead! My best friend was dead! And I did it. It just *had* to be a nightmare. But it wasn't, and I live with burning regret and with gnawing feelings of helplessness. I wake up from restless sleep, wet with sweat and fraught with anguish.

How could I mistake my best friend, or any human being, for a deer? Did my mind go insane? Why did I see that buck? I *did* see it, and I can *still* visualize the antlers and white throat as the buck climbed out of that gully. I *saw* it!

But why? It *couldn't* have been there. How could I see what wasn't there? Was Jerry's rifle slung on his shoulder the buck's antlers? Was his long blond hair the white throat of the deer? Was I a victim of "buck fever?" Did I have hallucinations?

Or is it possible that the game warden was right when he said "over-anxiousness to bag a deer can cause a person to see a deer where none exists, and to do rash and unsafe things." He said I had failed to control my emotions, *and let my mind create what I wanted to see, and not what was actually there.*

All I know is that I shot my best friend. I thought he was a deer. I *knew* he was a buck. He *had* to be a buck. But he wasn't. Oh, God forgive me, he wasn't.

THE EMPTY GUN – A true story that every young hunter should read.

I was twelve when my sister Janet, eleven, wandered in front of the 20 gauge that I had shouldered. I was angry with her because of a kid's dispute hours earlier. I guess I wanted to hurt my sister, but only a little. "Pull the trigger", a mean thought came to mind. The shotgun was supposed to be empty. It wasn't, a live shell lay in the chamber. The sight of Janet's thin blonde hair in front of the barrel and the terror of the next instant still shakes me today. And I know better than most people that there is not such thing as an "empty gun".

My grandfather, my dad, in fact, nearly all the relation, are hunters who treat every gun with safety. As six years, I too was trained in gun safety, using an old barrel .22 caliber single-shot rifle. I clearly remember the gun safety of those outings. No room for jokes; no second chances; first mistakes could be fatal. "Never pull the trigger unless you are going to shoot to kill." Follow that rule, they said, and accidents won't happen. Dry shooting to hear the rifle hammer click was prohibited. And absolutely no pointing a gun at anyone.

So how did I wind up with such shame? I am not sure. Fatigue or human error? Maybe or maybe not. No excuse, however, could take away that terrible memory.

The events which led up to that night began with the late November deer hunting trip to the Iola area. While hunting, I botched a shot at a swamp buck with a rack that most hunters only see on magazine covers. The chance thrilled me; missing left me dejected. Long hours on post in the cold swamps and stalking through tamaracks sapped my strength. Tired and disappointed, I grew irritable, compounding a bad temper that sometimes took off on its own.

Despite my gloom, I thoroughly cleaned my shotgun at my grandfather's home that Sunday when deer season closed. No shells were in that weapon when I put it in the carrying case that afternoon. My grandfather's house had a long, narrow room where guns were kept when the house filled with people, which happened often during the deer season because the home became hunting headquarters for the relation.

I can only believe that one of the younger children during an unguarded moment crept into the gear room and toyed with my shotgun long enough to insert a shell into the chamber, but scurried away when a nosy adult entered the room.

After supper that Sunday, my shotgun was packed into the family car along with the rest of the gear and clothes. As we headed down old U.S. Highway 41 back toward our Milwaukee home, the cramped conditions in the car revived my ill mood. Soon I was quarreling in the back seat with my sister Janet. A rebuke from our parents in the front seat stopped the open argument, which, however, continued with stares and whispers.

Hours later, the family arrived home and immediately unpacked the car. After that was done, the guns were to be uncased because of the condensation that would form on the cold guns when they would be taken into the warm house. The condensation would have to be wiped off.

I was in the dining room when I removed my shotgun from its case. Janet was in the living room unpacking while the rest of the family for the moment had gone upstairs to put things away in bedrooms. Sad because I wouldn't hunt for another year, I shouldered my shotgun and dreamed of the buck that I missed, and which few of the other hunters believed I had seen. Janet, with whom I was still angry, didn't notice me in the far end of the darkened dining room as she cut through the room on her way to the kitchen. As she walked toward the kitchen she was in line with my shouldered shotgun. I wanted to squeeze the trigger to hear the sound of the click and – it hurts to admit it – to imagine the sound would somehow punish her. Pull the trigger, my mind said. I fingered the trigger. Simultaneously from the back of my mind came the warning. "Never pull the trigger unless you are going to shoot to kill."

I didn't want to hurt Janet. I swung the gun away and down. Feeling ashamed and stupid, I felt compelled to do something (no one had seen me.) I grabbed the bolt and pulled it back. A bright green shotgun shell slid back with the bolt. The terror of what almost happened shook me. My mind saw Janet's blonde hair moving past the end of the muzzle. I felt sick. I wanted to cry; to hide in a hole. Instead, I held steady. My dad entered the kitchen and I walked into that room and showed him the live shell, still in the open breech. He was alarmed, but he knew I was telling the truth: that I didn't know how the shell got into the gun. Until this writing, only a few people know of the incident. I agreed to write this with the hope it might convince a few people that guns are never empty. Never.

Using the EDOC Style of Instruction is recommended as part of the “multiple teaching styles” and “hands on” learning that is the best way for all the students to gain understanding and learning. Use the EDOC methods for any lesson that involves Safety, Responsibility and Ethics. There are many Lesson Plans developed to help the instructors with this EDOC Style of Instruction.

E.D.O.C.

- **E – EDUCATE** or tell students what you want them to know.
- **D – DEMONSTRATE** the proper skill so students know to right or preferred way of doing things.
- **O – OBSERVE** each student as they verbally explain and physically demonstrate what has been taught.
- **C – CONGRATULATE** every student as they perform the lesson properly.

USE of VIDEO Presentation/Training in the CLASSROOM

- **Re-enforce Safety Lessons**
- **Excellent for Ethics/Responsibility**
- **Enhance Hands On Lessons**
- **Use EDOC Format**
 - **Explain What's in Video**
 - **Use Video Segments**
- **Department/RSW Approved ONLY**

Video Presentation/Training requires as much of the instructor's time and attention as any other teaching aid. A Video should not just be shown with a "watch and learn" attitude. Rather the Video should be used to enhance classroom instruction, just like any other teaching aid. Very little information will be absorbed as a result of the instructor who shows a Video without any explanation or discussion with the students both prior to and after showing the Video.

Every Video should be previewed so the instructor is familiar with the content and can tell the class beforehand specific things to watch for. It is important to know how to set up and operate the audio/visual equipment without interruption or distraction to the class. Video(s) should be cued to the proper location prior to the class. This also allows the instructor to make certain that the audio/visual equipment is in good working order. Nothing is more disquieting than audio/visual equipment that breaks down in the middle of the class.

While the Video is being shown, the light level in the room should be just dark enough for the picture to be seen, but light enough so the instructor and class will still be in full view of one another. The sound level should be low enough for the instructor to be heard over the audio portion of the Video at appropriate places, but loud enough for all to hear.

In general, Video(s) should not be shown for more than 10 minutes at a time. Prior to showing the Video, the instructor should tell the students what lessons to watch for, (both good and bad examples). Many Videos have excessive information that does not enhance the particular lesson plan. In those cases the instructor needs to cue the Video to the specific area on the Video and then show only that portion that is directly related to the lesson. No more than four Video Presentations should be used in any safety program course.

Review the Video(s) immediately with a question and answer session. Class discussion can bring it all together and learning can take place.

All authorized Videos are issued by the Department. If/when the use of non-Department authorized Video/DVDs is desired, the instructors must get prior approval from their Regional Recreational Safety Warden.

DO NOT MAKE YOUR COURSE A VIDEO COURSE

GUIDELINES FOR THE USE OF INTERACTIVE MEDIA (HE Tools™)

The WI DNR has purchased a site license to copy and distribute HE Tools to Hunter Safety Instructors. The purpose of this document is to provide specific guidelines on the use of the HE Tools. HE Tools provides animated exercises and video demonstrations covering a wide range of hunting safety topics. Many of these tools will allow instructors to demonstrate concepts that students may struggle to understand. These visual tools greatly enhance the learning experience for Hunter Safety students. As with other multi media options such as Videos and Power Point programs, the HE Tools program can be used to assist instruction by **ENHANCING**:

- **Hands On Lesson Plans**
- **Mechanics of Firearms**
- **Sight Alignment**
- **Ethics/Responsibility**

There are so many helpful programs available in HE Tools that instructors will be challenged to keep the focus of the course on the need to know training. **The instructors will need to guard against turning the course into a HE Tools Hunter Safety course.** The following outline lists the various HE Tools programs that would enhance the Hunter Safety course instruction and the hands on lesson plans used to provide BASIC Hunter Safety Course instruction. It is recommended that instructors follow the Basic/Extended Hunter Safety Course Agenda to help determine what multimedia options are available to enhance course instruction.

Lesson Plan and HE Tool Recommendations

Topic - Know Your Firearm Equipment:

Lesson Plans to use for this area of instruction:

- Location and Use of the Firearm Safety
- Actions, Sights and Ammunition

HE Tools units that are useful to enhance the lesson plan instruction include:

- Firearm Basics
- Shotguns
- Rifles
- Ammunition

Topic - Basic Shooting Skills

Basic shooting skills are learned skills that take time to become proficient. The Hunter Safety course is NOT a marksmanship course. So, the goal for instruction is to teach the BASICS the students need, to hone their shooting expertise on their own.

Lesson Plans to Use for this area of instruction include:

- Sight Alignment and Shooting Positions

HE Tools units that are useful to enhance the lesson plan instruction include:

- Shotguns
 - a. Shotgun Range
 - b. Pointing a Shotgun
- Rifles
 - a. Sight Picture
 - b. Rifle Range
- Marksmanship and Shooting Fundamentals
 - a. Shooting Positions

Topic - Basic Hunting Skills

There is a lot of important, but “Nice-To-Know” information in this area of instruction. There are no lesson plans for this area of instruction. Use the Agenda for guidance.

Suggest using the HE Tools program to quickly demonstrate these topics as there are good visuals for both these topics in HE Tools.

HE Tools units that are useful to enhance the lesson plan instruction include:

- Marksmanship and Shooting Fundamentals
 - a) Vital Shots
- Game Care and Cleaning
 - a) Field Dressing

Topic - Be a Safe Hunter

This chapter is very important and most is on the Field Exam.

Lesson Plans to Use for this area of instruction include:

- TABK 4 Rules of Firearm Safety Lesson Plan
- Firearm Carries Lesson Plan
- Fence and Obstacle Crossing Lesson Plan
- Safe Zones of Fire – Inside Instruction Lesson Plan
- Safe Zone of Fire – Outside Instruction Lesson Plan
- Hunting from Elevated Devices Lesson Plan
- Blood Trailing and Deer Tagging Exercise Lesson Plan
- ATV and Snowmobile Safety for Hunters Lesson Plan

HE Tools units that are useful to enhance the lesson plan instruction include:

- Firearm Safety and Handling
 - a) All Topics
- Tree Stand Safety

Topic - Be a Responsible and Ethical Hunter

Lesson Plans to Use for this area of instruction include:

- Ethics and Responsibility Lesson Plan
- Plat Book and Getting Permission to Hunt Lesson Plan

HE Tools units that are useful to enhance the lesson plan instruction include:

- Ethics and Responsibility

Technical Requirements to operate HE Tools

- **PC/MAC:** Windows[®] 7, Vista, XP or Macintosh[®] OSX, 2 GB RAM (4 GB for Windows[®] 7, Vista or Mac[®] OSX, 350 MB Free hard Drive Space, X VGA Video Capability & 16-Bit Sound Card, CD-ROM Drive, Mouse, Keyboard and Speakers
- Large screen TV display or video projector.
- HE Tools are available through your RSW.

Hands On Lesson Plan Use for Hunter Safety Courses:

The practical Field Test-Instructor Copy ((Form 8500-83) (attached)) is the basic reference for the minimum EDOC- Hands On Lesson Plans offered in the Hunter Safety courses. Whether the hands on training is provided to the students in the class room or a training field day, **the first time your students actually perform the Field Test exercises SHOULD/MUST NOT happen during the actual Field Test.** The Field Test-Student Study Checklist (Form 8500-83A) should be given to the students at the beginning of the course so they can practice at home.

Additional EDOC-Hands On Lessons instruction is encouraged, but are not required. Time, number of instructors, class size, and facility size all need to be considered when offering more EDOC-Hands On Lessons. Time is of special importance to consider. Focus on the “Need” to know, rather than the “Nice” to know. Added topics should not make a basic course too lengthy. Most of the public prefer shorter, more basic courses. What topics to use the EDOC-Hands On Lessons should be rated on how the subject relates to Safety, Responsibility, and/or Ethics.

Additional EDOC-Hands On Lessons could include:

- Live Firing of firearms at range
- Mock Hunts – (Situations where most Accidental shootings occur)
 - Upland Birds
 - Deer Drives
 - Turkey Set Ups
- Tree Stand Use & Safety Topics
- Deer Blood Trailing and Tagging
- Range Estimation
- Basic Compass Use
- Muzzle Loaders
- Bow Hunting (Consider including Bow Hunter Safety certification)

There are a number of EDOC-Hands On Lesson Plans developed and approved by the Department that are available for your Hunter Safety course(s).

Use of those lesson plans will:

- Make Good Instructors - BETTER
- Your Hunter Safety course - Exceptional
- Improve student understanding and lesson retention
- This will lead to Safe, Ethical and Responsible Hunters

* Many of the lesson plans approved by the Department were developed by Instructors. If you develop a better or additional lesson plan it must be approved by your Recreational Safety Warden before using it in your course. This is so the Department can ensure a consistent course message, as well as share your good ideas with other instructor groups.

HE BASIC COURSE or EXTENDED COURSE AGENDA

Guidance on How to Conduct a Basic or an Extended Hunter Safety Course

Instructor Training Aids and References

- Lesson Plans, Student Manual, HE Tools, REES approved DVDs, and all the equipment required for teaching a Hunter Safety course
- The Basic Course Agenda was based on an Instructor group consisting of 3-5 instructors with 30 students to be able to provide high quality, hands on instruction with a reasonable amount of audio/visual reinforcement training in 12-14 hours.
- Fewer Instructors and/or more students will require more time to complete the course with the same level of quality training.

TIME PERIOD (APPROXIMATELY): Basic Course 12-14 Hours

Extended Course 16-19 Hours

TYPE OF LESSON

- E.D.O.C.**
- LECTURE**
- DISCUSSION**
- PRACTICAL**

OBJECTIVE(S)

- For each instructor group to have a general understanding on what topics to spend time on when giving a Basic Hunter Safety course versus a more involved and extended course.
- How to decide what type of course fits the needs of the instructor group and students.

LESSON OUTLINE

ITEMS NEEDED

EDUCATE: How to Decide “What to Teach?”

1. The number of pages and information devoted to any topic in the manual does not always reflect the importance of, or time devoted to, the topic.
Examples Include:
 - a. The 4 Rules of Firearm Safety is only mentioned in one place in the manual, but is the most important item to learn of the course.
 - b. Black Powder Firearms, Bow Hunting, Survival (beyond basic), First Aid (beyond basic), Wildlife Management and Wildlife Identification have pages of information, but are all “Nice-to-Know” items rather than “Need-to-Know” items.
 - c. A Basic Hunter Safety course typically eliminates most of the instruction time related to “Nice-to-Know” items.
2. A very good, but BASIC, Hunter Safety course, using hands on lesson training can be done in about 12 hours over 2-4 class days. The public generally prefer the short, basic courses to better meet their busy family/school schedules.
3. **Basic Course** - “Need-To-Know” Items and the use of Hands On Lesson Plans.
 - a. At a MINIMUM the Lesson Plans used will be the Field Exam exercises that the students are expected to perform as part of the course.
 - The **first** time the students perform these exercises **must not be** during the Field Exam.
 - b. Additional Lesson Plan use is encouraged, but instructors must take into account that additional course time would then be needed.
 - c. “Need-To-Know” items are the main topics that relate directly to HUNTER SAFETY, RESPONSIBILITY and ETHICS.
 - d. A Basic course generally will not include live fire of firearms. This is not a marksmanship course and about 50% of the Hunter Safety courses do not provide live fire of firearms.

4. **Extended Course** – Includes topics not related directly to Hunter Safety, Responsibility and Ethics and are considered “Nice-To-Know” items and will require extended course time.
 - “Nice-To-Know” Topics include:
 - a. Primitive Hunting (Black Powder and Bow Hunting)
 - b. Additional Survival and First Aid instruction beyond basic informational
 - c. Navigational methods beyond basic compass use. (GPS, Orienteering)
 - d. Wildlife Management and Wildlife Identification
 - e. Live Fire of Firearms. However this is a popular “Nice-To-Know” topic to add to Extend the Basic course.
 - “Nice-To-Know” Topics can be taught, but additional time must be added to the course. Depending on how detailed of instruction is given on the “Nice-To-Know” topics the Hunter Safety Course could easily exceed 20 hours if the instructors do not strike a good balance between “Need and/or Nice to Know” instruction.
 - It is okay to teach some “Nice-To-Know” topics, and not other “Nice-To-Know” topics to strike that good balance.
 - Never sacrifice “Need-To-Know” topics or time to make time for the “Nice-To-Know” topics. Always add time to the Basic course time.
5. Meeting the Needs. When making the decision on what type of course to conduct, either Basic or Extended, the instructor group must consider outside factors.
 - a. What best meets the needs and expectations of the Instructor Group?
 - Basic or Extended?
 - Number of Instructors?
 - Time/Schedule availability of the Instructors?
 - Expertise – Specialized or Basic?
 - b. What best meets the needs and expectations of the Students?
 - Basic or Extended?
 - Generally the students prefer short basic courses
 - c. What best meets the needs and expectations of the Facility being used?
 - Basic or Extended?
 - Is the facility available for an extended time period?
 - d. What best meets the needs and expectations of the Community?
 - Basic or Extended?
 - Generally the community prefers short basic courses offered at multiple times of the year

CONTINUED NEXT PAGE

BASIC COURSE AGENDA with EXTENDED COURSE ADVICE:

Chapter One: Introduction to Hunter Education:

1. Give general overview of what the students will learn in this course.
 - OPTION – “*Firearms Safety & The Hunter*” DVD
 - Gives good overview of course
2. Hunter Education Funding Sources
 - Hunting/Wildlife Organizations
 - Sportsmen Organizations
 - Firearm & Archery Manufacturers
 - Pittman Robertson Act
 - Wildlife Restoration Funding
 - State & Federal Agency Funding

DVD

Cover exam questions on funding sources.

Chapter Two: Know Your Firearm Equipment:

1. This chapter is very important and almost all is on the Field Exam. Cover the material in this chapter entirely and use all the suggested Lesson Plans to supplement the lessons in the manual.
2. Lesson Plans to use for Chapter Two:
 - TABK - The 4 Rules of Firearm Safety (Entire Lesson Plan)
 - Add “Firearm Safety in the Home” from Chapter Six
 - Location and Use of the Firearm Safety
 - Actions, Sights and Ammunition
3. NOTE: After teaching the lesson plan for TABK in this chapter, the 4 basic rules of firearm safety “TABK” should be quizzed to the students through the entire course.
4. The students are expected to know and understand the acronym TABK and be able to recite the rules.

There are several programs in the HE Tools program that will be useful with the chapter and lesson plan instruction

Chapter Three: Basic Shooting Skills

1. This chapter is an important chapter, but almost none is on the Field Exam. There are a lot of skill items in this chapter that really fall into the “Need-To-Know” category. However, these are learned skills that take time to become proficient. The Hunter Safety course is NOT a marksmanship course. So, the goal of this chapter is to teach the BASICS the students need, to hone their shooting expertise on their own.
2. Lesson Plans to Use in Chapter Three:
 - Sight Alignment and Shooting Positions
3. Rifle Firing and Shotgun Shooting Sections:
 - Cover sections in the manual
 - HE Tools has excellent training programs to enhance instruction
4. Handgun Shooting Section: Instruction for this section is discouraged.

There are several programs in the HE Tools program that will be useful with the chapter and lesson plan instruction

Chapter Four: Basic Hunting Skills

1. There is a lot of important, but “Nice-To-Know” information in this chapter. The material in the manual should be covered in its entirety. However, just the basic information should be explained, except as noted in Hunting Strategies.
2. Planning & Preparation Section: Teach the Basics in the manual.

CONTINUED NEXT PAGE

<p>3. Hunting Strategies Sections: Teach the Basics in the manual and emphasize the following points:</p> <ul style="list-style-type: none"> • Driving and Posting: <ul style="list-style-type: none"> ○ Plan Your Hunt and Hunt Your Plan ○ Very effective Hunting Method but also Most Dangerous ○ Good Communication and Discipline is Necessary ○ Never put getting game over safety!!! • Ground Blind and Elevated (Enclosed) Stands: <ul style="list-style-type: none"> ○ Danger of hiding from other Hunters. ○ Recommend Hunter Orange on all sides of the blind. ○ Hunter Orange visible for 360 degrees is required when hunting from ground blinds on State lands. (Cover law in Regulations) <p>4. The Vital Shots and Field Care of Game are also important topics to be covered a bit more thoroughly. But again, no need to train in any extreme detail. Suggest using the HE Tools program to quickly demonstrate these topics as there are good visuals for both these topics in HE Tools.</p>	<p>Deer Hunting Regulations</p> <p>HE Tools has good visual programs for these topics</p>
<p>Chapter Five: Primitive Hunting Equipment and Techniques</p>	
<p>1. This is definitely a “Nice-To-Know” chapter of topics. There are no exam questions from this chapter and therefore there is no real need to cover these topics as part of a Basic Hunter Safety course.</p> <p>2. If the instructor group wishes to teach this chapter additional time must be added to extend the total course hours.</p> <p>3. If Bow Hunting is important to the Instructor group an option to consider would be to conduct an Add-On Bow Hunter Safety course and teach bow hunting in the Add-On portion. Consult your RSW for information on Bow Hunter Instructor certification and the Add-On Course Agenda</p>	<p>Bow Hunter Add-On Course Agenda</p>
<p>Chapter Six: Be a Safe Hunter</p>	
<p>1. This chapter is very important and most is on the Field Exam. Cover the material in this chapter entirely and use all the suggested Lesson Plans to supplement the lessons in the manual.</p> <p>2. “Why Firearm Safety Is Important” may seem to be “out of place”. This section is part of the “TABK-Four Rules of Firearm Safety” lesson plan that is recommended to be taught in Chapter Two. It is recommended to add the “Firearm Safety in the Home” portion to the instruction in Chapter Two.</p> <p>3. “Safely Carrying Firearms in the Field”</p> <ul style="list-style-type: none"> • Firearm Carries Lesson Plan • Fence and Obstacle Crossing Lesson Plan <p>4. “Safely Loading and Unloading Firearms” instruction is part of the “Actions, Sights & Ammunition” and the “Fence and Obstacle Crossing” lesson plans mentioned and taught previously in the Agenda.</p> <p>5. “Safely Transporting Firearms”: There are no lesson plans for this training, but it is part of the Field Exam and hands on instruction must be conducted.</p> <p>6. “Safe Zone of Fire”</p> <ul style="list-style-type: none"> • Safe Zones of Fire – Inside Instruction Lesson Plan • Safe Zone of Fire – Outside Instruction Lesson Plan 	<p>HE Tools has good visual programs most of the topics in this chapter</p> <p>Lesson Plans</p> <p>Lesson Plans</p>
<p>CONTINUED NEXT PAGE</p>	

<p>7. "Other Safety Considerations": Self Control and Target Identification are taught in other portions of the course. There are no lesson plans for Alcohol and Drugs and the topic is not on the written or field exams. However, the students should be taught what is in the manual.</p> <p>8. "Hunting from Elevated Stands"</p> <ul style="list-style-type: none"> • Hunting from Elevated Devices Lesson Plan • Blood Trailing and Deer Tagging Exercise Lesson Plan <p>9. "Hunting With Boats": There are no lesson plans for Hunting With Boats and the topic is not on the written or field exams. However, the students should be taught what is in the manual.</p> <p>10. "Hunting With All-Terrain Vehicles":</p> <ul style="list-style-type: none"> • ATV and Snowmobile Safety for Hunters Lesson Plan 	<p>Lesson Plans</p> <p>Lesson Plan</p>
<p>Chapter Seven: Be a Responsible and Ethical Hunter</p>	
<p>1. The students should be instructed in all the material in the manual in this chapter. Use these Lesson Plans to enhance the training from this chapter.</p> <ul style="list-style-type: none"> • Ethics and Responsibility Lesson Plan • Plat Book and Getting Permission to Hunt Lesson Plan <p>2. Audio/Visual OPTIONS: - Both DVDs provide good lessons for discussion.</p> <ul style="list-style-type: none"> • "The Hunter's Path" DVD • "Shoot/Don't Shoot" DVD 	<p>Lesson Plans</p> <p>Suggested DVD's</p>
<p>Chapter Eight: Preparation and Survival Skills</p>	
<p>1. This is definitely an important but "Nice-To-Know" chapter of topics. The Basic course should be confined to <u>brief instruction</u> on basic preparation, basic compass use and basic survival/first aid. Any additional time and instruction on these topics will be reserved for an extended course.</p> <p>2. Instructors Need to consider the Goals of the Hunter Safety Course when making the decision on what to instruct in this chapter.</p> <ul style="list-style-type: none"> • Most of these topics are expertise related items that require a lot of time for the students to gain any real knowledge. • Most of these topics require at least 40 hours of training to become proficient in the skills. • Hunter Safety Instructors are not allowed to spend excessive course time to most of these topics. • There currently are only three exam questions from this chapter. One from the Planning & Preparation Section, one in regard to Hypothermia, and one in regard to stopping bleeding. So there is no need to spend a lot of time on the topics in this chapter. • If time is devoted to these topics it should be intended as basic and informational, and for the exam. Not as skill training. <p>3. Topic Instruction for this Chapter</p> <ul style="list-style-type: none"> • Instructors need to explain the importance of knowing Basic First Aid, CPR, Orienteering and Survival Skills. <u>The chances of needing or using one or more of these skills some time in their lives is fairly high. Most likely the need will come from an incident unrelated to hunting.</u> • Instructors need to encourage the students to take these courses when offered in the community. (School, Fire Departments, Technical Institutes, Boy & Girl Scouts, YMCA...etc) 	
<p>CONTINUED NEXT PAGE</p>	

<ul style="list-style-type: none"> • Instructors should provide training on the BASIC first aid and survival equipment the students should pack in a hunting pack. • Instructors should show the students a small sized First Aid and Survival Guide/Handbook designed to include in their hunting pack and keep at home and in vehicles. • OPTION: The “<i>Survival</i>” DVD gives a good overview of the importance of preparation for emergency situations and how panic and exposure are the main concerns to control. • Instructors should provide basic training on compass use. <ul style="list-style-type: none"> ○ Use the Compass Course Lesson Plan 	<p>Fanny Pack “Kit”</p> <p>“Survival” DVD</p> <p>Compass Course Lesson Plan</p>
<p>Chapter Nine: Wildlife Conservation</p>	
<ol style="list-style-type: none"> 1. This is another Chapter with many “Nice-To-Know” topics. However there are 2 exam questions from this chapter both from the Wildlife Conservation Section. 2. BASIC: Instructors should briefly go through the information in Wildlife Conservation Section. Stress the exam question topics. <ul style="list-style-type: none"> • After instruction show the “<i>Wildlife Management for Hunter Safety</i>” DVD. Again stress the exam question topics. • Use the Wildlife photos in the DVD as the Wildlife Identification training or as listed below. 3. EXTENDED: Wildlife Identification Section: There are no questions on the exams from this section. However, HE Tools has an excellent Wildlife Identification program that could be used for some fun learning. Do not spend too much time on this and use only native Wisconsin wildlife. The students will have a lot of fun with a quick informational quiz on Wildlife Identification. 	<p>Wildlife Mgmt for Hunter Safety DVD</p> <p>HE Tools</p>
<p>Course Instruction Completed</p>	
<ol style="list-style-type: none"> 1. OPTION: “<i>The Last Shot</i>” DVD provides a good reinforcement of the importance of all the hunting safety lessons learned during the course. 2. Do a basic review of course with students 3. Administer the Written and Field Exams as required. 4. Complete Student Registration forms and distribute Temporary Certificates 5. Complete Course Roster as required 6. Mail Course Roster, Student Registration Forms and Student Fees within 5 days of course completion. 	<p>“The Last Shot” DVD</p>
<p><u>CONGRATULATIONS:</u> By using this agenda your instructor group has provided superior basic Hunter Safety training to your students. The Department thanks all the instructors who give their time to keep Wisconsin Hunters Safe, Ethical and Responsible.</p>	

B = BE SURE OF YOUR TARGET AND WHAT IS BEFORE AND BEYOND YOUR TARGET

1. Bullets and pellets do not know what your target is.
2. Bullets and pellets just fly through the air until they hit something.
3. If there is anything before or beyond the target there is a good chance those things will be hit by the bullets and pellets.
4. The shooter is responsible for all bullets and pellets fired.

STUDENT PARTICIPATION - Ask Reasons Why the below may be Unsafe

- Swinging on running or flying game
- Game at crest of hills or in wide open areas
- Game at long distances

K = KEEP YOUR FINGERS OUTSIDE OF THE TRIGGER GUARD UNTIL READY TO SHOOT

1. The trigger fires the firearm. Your finger has no business being anywhere near the trigger until you intentionally want to shoot something.

STUDENT PARTICIPATION - Ask Reasons Why the below may be Unsafe

- Bored/Playing with trigger and/or safety
- Mechanical Safety failure
- Using trigger guard as handle or rope tying spot.

DISCUSSION: – Use Hunting Incident Briefs (Link at top of lesson plan)

1. Read examples of hunting incidents from report(s).
2. Have students discuss what Rules of Firearm Safety were broken
OR: Use the following SAMPLE HUNTING INCIDENT BRIEFS:
 1. Self Inflicted: Shooter was crossing ditch and slipped causing .22LR rifle to discharge striking shooter in the knee. TABK?
 2. 2 Person Same Party: Shooter and victim were hunting turkey but were unaware of the exact location of the other. Shooter shot at “turkey” which really was the red shirt collar of the victim who was 76 yards away. Victim was struck in the face with several pellets. TABK?
 3. 2 Person Not Same Party: Shooter and victim were hunting squirrels on the same private property open to hunting by FCL. Shooter saw movement on tree trunk and shot at “squirrel” with .22LR rifle but struck the victim in the thigh at 97 yards away. TABK?
 4. 2 Person Same Party: Shooter was “stander” and victim “driver” were both part of an 8 person deer drive on private property. Shooter shot 2 times with a .270 rifle at a running buck over 100 yards away and struck victim in the hip at a distance of 167 yards. TABK?

CONGRATULATE: The students for their attention and participation.

- Tell the students that they are expected to follow the TABK rules and procedures at all times during the entire course.
-

INSTRUCTORS: Quiz the students occasionally during each class and throughout the entire course so that the TABK rules are memorized and the students can recite each of the 4 TABK rules by the end of the course.

Hunting
Incident
Synopsis

Hunter Ed Lesson Plan 2A & 2B (Combine into 1 lesson session) Location of Safety and Safe Firearm Handling Exercise	
Instructor Training Aids and References <ul style="list-style-type: none"> • Firearms of all actions and varied safety locations. • Firearm with a "half cock" for safety • Student manual, this lesson plan, TIME PERIOD (APPROXIMATELY): 60-75 minutes both 2A & 2B	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) <ul style="list-style-type: none"> • Students will learn an easy method to locate the location of the safety on any firearm. • Students will learn the additional safety precautions needed when using a "half cock" safety. • Students will learn the safe procedure for handing a firearm to another person. 	
LESSON OUTLINE	ITEMS NEEDED
<u>EDUCATE:</u> <ul style="list-style-type: none"> • The purpose of this demonstration is to show how to use a safety, and an easy method to find the safety. • The location of the safety, on all firearms, can be done with the trigger finger or thumb of the shooting hand. • The location of the safety can actually be done without looking at the firearm. • The "Half Cock" safety will be discussed and demonstrated. • Stress that any mechanical safety on a firearm can, and sometimes does, fail; and <u>should not be</u> completely trusted to keep the firearm from discharging. • The <u>most reliable</u> safety <u>IS THE FIREARM HANDLER.</u> • The proper method to use when handing firearms to another person will be discussed and demonstrated. <u>DEMONSTRATE:</u> <u>Location of Safety on Firearms</u> <ul style="list-style-type: none"> • After opening the action and checking the chamber and magazine, the instructor will hold a firearm in the 2 hand ready position. • The instructor will show the location of the safety on the firearm by pointing to it with either the thumb or trigger finger of the shooting hand. • The instructor will then demonstrate (using either the thumb or trigger finger of the shooting hand) that the location of the safety on any firearm can be found in one of the following places on the firearm: <ul style="list-style-type: none"> ➤ Either inside of, in front of, or behind the trigger guard. ➤ On top of the tang. ➤ Along the top of the stock beside the bolt, or on the bolt shroud. ➤ The instructor will demonstrate how the instructor knows the firearm is in the "safe" or "fire" position by using the following information: <ol style="list-style-type: none"> 1) The safety position will show an "F" for Fire or "S" for Safe on most lever type safeties. 2) On cross bolt or button type safeties there SHOULD be a red mark showing on the safety when in the "fire" position. Sometimes there is no marking. 3) On cross bolt or button type safeties the "safe" position may be indicated, but typically there is no indication the firearm is in the "safe" position, other than there are no "fire" position indicators showing. • The instructor should conduct the same demonstration on other action types and safety locations if the firearms are available. 	Refer to manual and this Lesson Plan. Muzzle control a must Firearms with different safety locations

DEMONSTRATE: Firearms with "HALF COCK SAFETY"

- After opening the action and checking the chamber and magazine, the instructor will hold a firearm in the 2 hand ready position.
 - Firearm must have the "half cock" for a safety
- The instructor will demonstrate the location of the "safety" on the firearm by putting the hammer in the half-cocked position.
- The instructor will ask the students to name the safety.
 - **Answer** = Half Cocked Safety or Half Cocked Position.
- The instructor will then stress that the Half Cocked Safety/Position is not a safety, but simply an extra notch on the hammer.
 - **The other half of Half Cocked is Fully Cocked!**
- The only safety on a firearm with a Half Cock "Safety" **is the firearm handler!**

Firearms with half cock safety

DEMONSTRATE: Safe Procedure Used When Handing a Firearm to Another

- Two instructors are needed for this demonstration.
- Tell the students that the following procedure is used when handing a firearm to another person.
 1. After opening the action and checking the chamber and magazine, the instructor will hold a firearm in the 2 hand ready position with the action open.
 2. The instructor will hand the firearm to the other instructor, but wait until the receiving instructor says, "I HAVE IT", before releasing the firearm.
 3. Tell the students that during the course if the action is not open the receiving student will ask for the action to be opened before taking the firearm.
 4. Ask the students why communication must occur between firearm handlers.
 - A common response will be so the firearm is not dropped
 5. **PURPOSE** of this procedure is the students will **VERIFY CONTROL OF THE FIREARM**; and that the person receiving the firearm is **WILLING TO TAKE RESPONSIBILITY FOR THE FIREARM**.
- Again, stress that any mechanical safety on a firearm should not be trusted. The **most reliable safety IS ALWAYS THE FIREARM HANDLER.**
- **Stress the importance of using these safety lessons at all times when handling firearms, and not simply during "class time".**

Firearm

INFORM THE STUDENTS THAT THEY NEED TO FOLLOW THE TAB-K RULES AND THE ABOVE SAFE GUN HANDLING PRACTICE DURING THE ENTIRE COURSE.

TRANSITION TO LESSON PLAN 2B:

HE Lesson Plan 2A & 2B (Combine into 1 lesson)
ACTIONS, SIGHTS, AMMUNITION & LOADING

Instructor Training Aids and References

- At least 1 firearm of the 5 main action types bolt, break, semi-auto, pump/slide and lever
- At least 1 firearm with bead, open and telescopic sights.
- Aperture/Peep and Dot sights are optional
- A variety of dummy ammunition for both shotgun and rifle
- Student manual, this lesson plan

TYPE OF LESSON

- E.D.O.C.**
- LECTURE**
- DISCUSSION**
- PRACTICAL**

TIME PERIOD (APPROXIMATELY): 60-75 minutes (Both 2A & 2B)

OBJECTIVE(S)

For each student to:

- ✓ Understand the 3 main parts of a firearm: Barrel, Action and Stock.
- ✓ Understand and successfully operate the 5 common types of firearm actions.
- ✓ Demonstrate how to locate and work the safety on all firearms.
- ✓ Identify the basic types of sights. Bead, Open, Telescopic, Aperture/Peep, Dot
- ✓ Identify where to look for the Gauge/Caliber of any given firearm.
- ✓ Understand what types of magazines there are and what their firearm uses.
- ✓ Identify and select proper ammunition for any given firearm.
- ✓ Identify the range of the selected ammunition (12/20 gauge, .22LR, 30-30, 30-06)
- ✓ Demonstrate how to load the proper ammunition into the magazines/firearms.

LESSON OUTLINE

ITEMS NEEDED

EDUCATE:

- Each firearm is distinct in nature and you must familiarize yourself with the type of action, sights, ammunition and safety of every firearm before you start using it.
- Show the 3 main parts of a firearm: BARREL, STOCK, ACTION
 - ACTION: Loads, Unloads and fires the ammunition
- Familiarize the students with the 5 basic firearm actions and how it works
 BOLT LEVER BREAK PUMP/SLIDE SEMI-AUTOMATIC
- Show the location of the safety, and how it works.
- Familiarize the students with basic firearm sights.
 BEAD OPEN TELESCOPIC and if available APERTURE/PEEP DOT
- Show the basic types of magazine.
 TUBULAR BOX DETACHABLE BOX
- Familiarize the students with how to identify the make model and caliber/gauge of firearms using data stamp on the firearms
- Familiarize the students on how to identify the caliber of ammunition using the data stamp on the cartridge/shell and how to match the ammunition with the firearm.
- Shotgun Ammunition Components and Range
 - Shotgun Ammo: Shell Case, Primer, Gun Powder, Wad and Shot
 - Show 1 of each 12ga. and 20ga.
 - Point out size differences (20ga will fit into 12ga barrel)
 - Shell Case Color differences **NOT** universal
 - Range 300-600 yards

Briefly explain each step with one firearm.

Show all action types

Shotgun Shells 12 & 20 gauge

<ul style="list-style-type: none"> • Rifle Ammunition Components and Range <ul style="list-style-type: none"> ○ Rifle Ammo: Cartridge Case, Primer, Gun Powder and Bullet <ul style="list-style-type: none"> ▪ Show 1 of each .22LR, 30-30 and 30-06 ▪ Point out size/shape/primer differences ▪ Range 22LR over 1 mile ▪ Range 30-30 over 2 miles ▪ Range 30-06 over 3 miles • Stress the importance of proper matching of the ammunition to the firearm. • Loading of the firearms will be done during small group instruction. <p>BREAK INTO SMALL GROUPS for INSTRUCTION Based on firearm and instructor availability do one of the following:</p> <ol style="list-style-type: none"> 1. One action per instructor and rotate each group through the 5 actions <ul style="list-style-type: none"> • Preferred Option 2. Two or more actions per instructor and rotate groups through actions. <p><u>DEMONSTRATE:</u> An Instructor for each group will demonstrate where to find these items and how they work</p> <ol style="list-style-type: none"> 1. Show them the 3 main parts of a firearm: Barrel, Action, Stock 2. Show them each of the five action types and how the action operates. 3. How to locate the safety and how it operates 4. What type of sight on each firearm. 5. Location and the type of magazine (if any) 6. Where to find the make, model, caliber/gauge imprinted on the barrel 7. How to identify the caliber/gauge of ammunition and match to firearm. <ul style="list-style-type: none"> • Range of .22LR over 1 mile, 30-30 over 2 miles, 30-06 over 3 miles • Range of 12 & 20 ga shotgun = 300-600yds 8. How to load the magazine and work action to load the firearm. <p><u>OBSERVE:</u> Each student will perform the following steps:</p> <ul style="list-style-type: none"> • Coach students through steps as needed. <ol style="list-style-type: none"> 1. Instructor hands a firearm to a student using safe gun handling procedure. 2. Ask student(s) the 3 main parts of the firearm. 3. Ask student(s) the type and have them work the action. 4. Ask student(s) the location of the safety and how it operates. 5. Ask student(s) the type of sight on the firearm. 6. Ask student(s) the location and type of the magazine. 7. Ask student(s) the Gauge or Caliber of the firearm. 8. Ask student(s) to identify and select the proper ammunition for the firearm. 9. Ask student(s) to identify range of <u>all 5 basic ammunition types</u>. 10. Ask students(s) to load the magazine and work action to load the firearm. 11. Students pass the firearm to a student without a firearm, acknowledging that they have control of it. 12. Repeat above steps for each student. 13. Instructor accepts firearm from the last student <p>Rotate student groups for each firearm action type. C = Congratulate. Give praise after each student is successful with every new firearm. Congratulate the group when all are finished.</p>	<p>Rifle Cartridges .22 LR, 30-30, 30-06</p> <p>More detailed instruction will come in the Demonstration Section</p> <p>Firearm Actions Depending on number of groups.</p> <p>Have a mix of the various dummy ammo 12/20gauge .22LR, 30-30 and 30-06</p> <p>All students should have the opportunity to do this on all five action types</p>
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Hunter Ed Lesson Plan 3 FIREARM CARRIES	
Instructor Training Aids and References Student manual, this lesson plan, firearms and/or Laser Aims TIME PERIOD (APPROXIMATELY): 15 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) For each student to: <ul style="list-style-type: none"> ✓ Understand the purpose of the 4 Rules of Firearm Safety as it applies to firearm carries. ✓ Learn safe firearms carries and when to use them in multiple hunter situations. 	
LESSON OUTLINE	ITEMS NEEDED
<p><u>EDUCATE:</u> Firearm Carry selection is based primarily on:</p> <ul style="list-style-type: none"> • Muzzle Control • Location of Hunting Companions • Terrain. <p><u>DEMONSTRATE:</u> Instructors will demonstrate carries and tell the students the advantages and disadvantages for each of the firearm carry positions.</p> <ul style="list-style-type: none"> • Two Handed/Ready Carry <ul style="list-style-type: none"> ○ Always provides the best control of the firearm. • Cradle Carry <ul style="list-style-type: none"> ○ Comfortable ○ Very secure & reduces arm fatigue • Trail Carry <ul style="list-style-type: none"> ○ Leaves a hand free for balance ○ Don't use when someone is in front of you • Elbow Carry <ul style="list-style-type: none"> ○ Comfortable ○ Has the least muzzle control • Shoulder Carry <ul style="list-style-type: none"> ○ Good in high brush ○ Don't use if someone is behind you • Sling Carry is an easy carry for long treks through open country <ul style="list-style-type: none"> ○ Keep hand on sling when walking ○ Large buttons sewn on the shoulder of a jacket will help secure the sling from slipping. 	<p>Refer to manual.</p> <p>Muzzle control a must</p> <p>Each student should have a gun of some kind. Air Rifles, or wooden cutout works fine also.</p>

OBSERVE:

- Break into small student groups and have each student:
 - Show all 6 of the firearm carries.
- Students will team up in 3 or more hunter groups and:
 - Demonstrate the safe firearm carry each hunter must use
 - Walking single file
 - Hunting in a typical horizontal line.
 - Instructors correct as necessary
- Reinforce to the students that the Two Handed Carry is by far the safest.
- Muzzle “awareness” is a must no matter what firearm carry is used

Use firearms
Lazer Ed
guns, or
firearm
substitute

Watch muzzle
control

CONGRATULATE: Give praise throughout and also at the conclusion to the entire group

HE Lesson Plan 4 Sight Alignment & Shooting Positions	
Instructor Training Aids and References Laser Ed guns, Targets, Student manual, HE Tools, sight alignment illustrations, various types of sights, shooting sticks, this lesson plan TIME PERIOD (APPROXIMATELY): 30 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) For each student to: <ul style="list-style-type: none"> • Demonstrate safe handling of firearms during the entire course by using TAB – K methods • Learn proper sight alignment with open, aperture/peep, telescopic, and red dot sights. • Learn the standard shooting positions of standing, kneeling, sitting and prone 	
LESSON OUTLINE	ITEMS NEEDED
<u>EDUCATE</u> <ul style="list-style-type: none"> • Sight alignment is one of the most important parts for shooting accuracy. • Sights must be aligned exactly the same for each shot for consistent accuracy • Shooting position selection is based primarily on terrain and type of game being hunted. • Shooting positions vary on stability and stability equals accuracy. • Students need to practice sight alignment and all the shooting positions to improve accuracy. <u>DEMONSTRATE:</u> <ol style="list-style-type: none"> 1. Show the proper sight alignment for open, aperture/peep, telescopic, and red dot. <ol style="list-style-type: none"> a. Show correct and incorrect sight alignment b. Precise sight alignment is critical! 2. Using a Laser Ed gun, or other training aid, demonstrate correct and incorrect sight alignment on target 3. Using a Laser Ed gun, demonstrate the 4 shooting position while aiming at a target. Comment on how the laser point is most steady in the prone and least steady when standing. <p>Prone Position: Provides the best control, most stable = most accurate shooting</p> <ul style="list-style-type: none"> • Lie on a mat that is canted slightly (about 45 degrees) towards the target • Place both elbows on the mat making sure the elbow under the firearm is directly underneath the forearm. • Advise that the strong side leg should either be straight or cocked slightly • Rifle resting on the palm of the weak side hand • Cheek firmly against the stock <p>Sitting Position: Both elbows on both knees is comfortable and very steady:</p> <ul style="list-style-type: none"> • Sit on the mat canted slightly away from the target • Place both elbows on the inside of each knee respectively • Feet can be apart / or legs can be crossed. Right handed shooters have the left leg over the right and visa versa for left handed shooters • Rifle resting on the palm of the weak side hand • Cheek firmly against the stock 	HE Tools, student manual, illustrations, Laser Ed gun

<p>Kneeling Position: Leaves the shooting arm and elbow unsupported, making it less steady than prone or sitting:</p> <ul style="list-style-type: none"> • Strong side knee placed on the mat with body slightly canted away from the target • Weak side foot placed flat on the ground in front of body • Weak side elbow (flat part) placed slightly forward of the knee-cap • Strong side elbow positioned for balance • Rifle resting on the palm of the weak side hand • Cheek firmly against the stock <p>Standing Position: The least stable shooting position = least accurate shooting. Using shooting sticks can greatly increase the stability of this position.</p> <ul style="list-style-type: none"> • Body canted slightly away from the target • Feet about shoulder width apart • Weak side elbow underneath the forearm • Rifle resting on the palm of the weak side hand • Strong side elbow almost parallel with the ground • Buttstock firmly against the shoulder and slightly high in the shoulder pocket • Cheek firmly against the stock <p><u>OBSERVE:</u></p> <p>Have each student shoot the Laser Ed gun at a target(s) using the 4 shooting positions described above. An instructor will mentor each student in this lesson.</p> <ol style="list-style-type: none"> 1. Students will have the Actions Open, Safety On, Fingers outside the trigger guard when receiving a firearm. 2. Students will have the Actions Closed Safety On, Fingers outside the trigger guard until ready to shoot while participating in this sight alignment and shooting positions lesson. <ul style="list-style-type: none"> • Instructors watch for muzzle control. 3. The instructors will be coaching for proper shooting positions and that the instructors may need to touch the students to aid the student into that proper shooting position. <ul style="list-style-type: none"> • Instructors – Improper touching of students is not tolerated. • Instructors inform the student prior to touching if necessary to coach into proper shooting position. • Never be alone with a student! 4. Students will perform the 4 shooting positions using proper sight alignment. <ul style="list-style-type: none"> • Instructors coach for proper shooting positioning. • Instructors use students’ “shot” placement to coach for proper sight alignment. • Instructors will comment to the students on how the laser point is most steady in the prone position and least steady when standing. <p>Each student will open the action and put the safety on before passing the gun to the next student.</p> <p><u>CONGRATULATE:</u> Give praise throughout and also at the conclusion to the entire group. Reinforce to the group that while the standing position is commonly used for shooting a rifle, it is the least stable. As a shooter gets closer to the ground the more stable their shooting platform becomes.</p>	<p>Shooting Sticks</p> <p>Laser Ed guns Targets</p>
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HE Lesson Plan 5A Safe Shooting Zones – Indoor Lesson Plan	
Instructor Training Aids and References Laser Ed Guns, Laser Pointer, HE Tools, Student Manual, Hunting Incident Summary TIME PERIOD (APPROXIMATELY): 15- 30 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) <ul style="list-style-type: none"> • Students will learn the importance and need for a safe zone of fire. • Familiarize students with Safe Shooting Zones of Fire <ul style="list-style-type: none"> ○ Single and multiple Hunters ○ Use slow paced Laser simulated hunting situations. • Use this Inside Lesson Plan prior to the practical Outside Lesson Plan 	

LESSON OUTLINE	ITEMS NEEDED
<p><u>EDUCATE:</u></p> <p>Instructor will explain to the students what a “safe zone of fire” and why hunters need to strictly follow safe zone of fire rules.</p> <ol style="list-style-type: none"> 1. Pre-establishes safe shooting lanes 2. Gives “side boards” for muzzle control 3. All hunters must know where everyone is located. <ul style="list-style-type: none"> • Continual communication by Sound, Voice or Visual contacts 4. Plan your hunt and hunt your plan. 5. TABK Rule 3 – Be aware of your target and what is before and beyond. 6. Use anytime multiple hunters are hunting together. <ul style="list-style-type: none"> ○ Deer Drives ○ Pheasant, Grouse, Rabbit Hunting situations where everyone is in a line with each other. <p><u>DEMONSTRATE:</u></p> <p>Two or Three Instructors will demonstrate the safe shooting zones that apply to hunters in a line with each other. Similar to pheasant, grouse or rabbit hunting. OPTION: Choose 2 or more students to assist with the demonstration:</p> <ol style="list-style-type: none"> 1. Hunters should stand in a line several feet apart and facing the same wall. 2. All Hunters are given a firearm and show proper safe gun handling. Laser Ed firearms are preferred. Otherwise use firearms and/or air rifles. 3. Each Hunter is to use the laser ed gun to demonstrate their safe zone of fire. 4. Show overlap of safe zones of fire. 	<p>Refer to student manual to show safe zones of fire. HE Tools has a great illustration</p> <p>Discuss Hunting Incident Summary Examples</p> <p>Preferably 3 hunters to show 2 sides and center safe zones of fire.</p>

OBSERVE:

1. Groups of 3 or more students will perform the above steps which includes:
 - Actions Open, Safety On, Fingers outside the trigger guard when receiving a firearm.
 - Actions Closed Safety On, Fingers outside the trigger guard until ready to shoot while participating in simulated hunt.
2. Each group will then perform a simulated pheasant hunt. Instructors need to coach and/or correct the students as needed in this exercise.
 - Use laser pointer at a slow and steady pace to simulate the flight of pheasant on wall and ceiling.
 - “Fly” across, away and back through the students.
 - Students will cover the laser pointer “bird” using the laser aims. Laser Aims “On” while within their safe zone of fire. Off when not. If using firearms or air rifles then the firearms should be shouldered and students swing on laser dot while in their safe shooting zone, then return to the ready position when the laser dot is not in their safe shooting zone.
 - Students should demonstrate proper swing and stay within their safe zone of fire.
 - Students will be able to see **overlap of safe zones** of fire.
3. Each group will then perform a simulated rabbit hunt.
 - Use same procedure as pheasant, except all the simulation will be on the floor.
 - Same safe zone of fire rules apply.

Watch for muzzle control issues and correct as needed.

CONGRATULATE EACH GROUP ON COMPLETING THE TASK.

Reinforce to the students that it does not matter what the terrain is when you are hunting or whatever you may be hunting. Safe Zones of Fire always apply under any hunting situation. Reinforce the need for good communication and the establishing of an ethical and safe group leader to:

“Plan the Hunt and Hunt the Plan.”

Hunter Ed Lesson Plan 5B Safe Shooting Zones - Outside Instruction	
Instructor Training Aids and References Firearms of any type, frisbees and/or small and medium sized balls, student manual, Hunting Incident Summary, this lesson plan. Note: Due to the fast pace of this simulated hunt activity it is recommended and preferred that the Indoor Lesson Plan for Safe Shooting Zones to be conducted prior to the Outside Lesson Plan TIME PERIOD (APPROXIMATELY): 15 - 30 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) For each student to: <ul style="list-style-type: none"> • To familiarize the student that communication and shooting within your “safe zone of fire” is vital while hunting. • This requires planning your hunt and hunting your plan. • A responsible hunter is aware of their hunting companions location at all times. 	

LESSON OUTLINE	ITEMS NEEDED
<u>EDUCATE:</u> <ol style="list-style-type: none"> 1. Explain definition of a safe zone of fire: 2. Muzzle swing into another hunters’ zone is not allowed. 3. TABK rule 3 is explained how it applies to the safe zone of fire. 4. Use Hunting Incident Summaries for examples to lead discussion. 	Student Manual HE Tools program Incident Summary Firearms, air rifles or Laser Aims Frisbees Balls
<u>DEMONSTRATE:</u> <ol style="list-style-type: none"> 1. Instructors will demonstrate the safe zone of fire for each hunting position. 2. Instructors will explain to the students that this exercise is a simulated hunt (Pheasant and/or Rabbit) by throwing frisbees and balls. <ul style="list-style-type: none"> • Frisbees simulate pheasants. Instructors can use different colors to simulate roosters and hens. • Soft balls simulate rabbits • Volley balls or basket balls can be used to simulate dogs 3. Instructors will demonstrate how the students should: <ul style="list-style-type: none"> • Decide on a group leader • Plan the Hunt and establish each hunters’ Safe Zone of Fire. • Decide on how to keep track of each other: Visual and/or Sound • Hunt the Plan using good communication when necessary. 	

OBSERVE:

1. Groups of 3 or more students will perform the above steps.
 - Actions Open, Safety On, Fingers outside the trigger guard when receiving a firearm
 - Actions Closed Safety On, Fingers outside the trigger guard until ready to shoot while participating in simulated hunt
 - Decide on a group leader
 - Plan the Hunt
 - Establish each hunters Safe Zone of Fire.
 - Decide on how to keep track of each other: Visual and/or Sound.
 - Hunt the Plan using good communication when necessary.
2. During the simulated hunt; Instructors/students/parents will throw Frisbees and balls across, away and back through the path of the students participating in the simulated hunt.
3. Hunting Students will swing on the game while the game is within their established safe zone of fire.
 - Students will use safe firearm handling techniques at all times
 - Students will use the Two Hand Ready carry when not swinging on game.
4. Instructor(s) will follow and mentor each hunting group so that corrections and encouragement can be made immediately during the hunt.

• **WATCH FOR MUZZLE CONTROL**

CAUTION: This is a very fast paced exercise and some students may become confused and not participate well. THIS IS OKAY. Do not let the students get discouraged. Let them know that they will get better with practice.

INSTRUCTOR OPTION: It is helpful to end the simulated hunt at a fence and then transition to the Fence & Obstacle Crossing Lesson Plan.

CONGRATULATE EACH GROUP ON COMPLETING THE HUNT

Reinforce to the students that it does not matter what the terrain is when you are hunting or whatever you may be hunting. Safe Zones of Fire always apply under any hunting situation. Reinforce the need for good communication and the establishing of an ethical and safe group leader to:

“Plan the Hunt and Hunt the Plan.”

Watch for muzzle control, good communication, ie HEN, ROOSTER, STAY IN LINE, WAIT

HE Lesson Plan 6
Fence and Obstacle Crossing

Instructor Training Aids and References

1. Portable Fence (IHEA design or WDNR approved)
2. Real fence if you have access to one. NOT barbed wire.
3. Firearm(s)
4. Dummy Ammunition

TIME PERIOD (APPROXIMATELY): 20 minutes

TYPE OF LESSON

- E.D.O.C.**
- LECTURE**
- DISCUSSION**
- PRACTICAL**

OBJECTIVE(S)

- To teach students a safe method for crossing a fence/obstacle while hunting alone
- To teach students a safe method for crossing a fence/obstacle while hunting with others
- To teach students safe loading and unloading while hunting with others
- To teach a safe procedure when meeting someone or law enforcement while hunting

LESSON OUTLINE

ITEMS NEEDED

EDUCATE:

There are numerous situations where hunters come upon obstacles in the field. Rough terrain and fences are the two most common situations. Hunters don't always hunt alone; therefore it is important to know how to deal with these situations in either case. A conscious awareness of safety must be maintained at all times.

DEMONSTRATE:

Single Hunter Crossing a Fence

1. Unload your firearm.
2. Place your firearm under the fence with the muzzle pointing away.
 - Place it at least one fence post away from where you are crossing.
 - Use a cap or jacket to lay the muzzle on to avoid barrel obstructions
3. Cross under, over, or through the fence depending on its type and landowner preference.
4. Retrieve your firearm.
5. Check barrel for obstructions.
6. Reload your firearm.
7. Verify that the safety is in the safe position on the firearm.

Lesson Plan
Firearms
Dummy
Ammo
Fence

Courtesy to
Landowner to
not stretch
wire

Two or more Hunters Crossing a Fence & Back to Back Loading/Unloading

1. Unload Firearms by demonstrating the back to back unloading.
2. First hunter holding both firearms in safe muzzle up manner. **OR**
3. First hunter puts firearms safely to the side and assists second hunter by holding fence wires apart/down
4. Second hunter crosses fence using techniques done in single crossing.
5. First hunter hands second hunter both firearms over the fence using safe handling techniques.
6. First hunter then crosses fence using techniques in single crossing. **OR**
7. Second hunter puts firearms safely to the side and assists first hunter by holding fence wires apart/down
8. Reload Firearms by demonstrating the back to back loading.
9. Verify that the safety is in the safe position on all firearms.

OBSERVE:

1. The students perform the above steps as a single hunter.
2. The students perform the above steps as 2 or more hunter group
 - Use back to back loading and unloading
3. Coach the students whenever necessary

*******ADDITIONAL INSTRUCTION TO NOTE:*******

1. **Instructors should inform the students that on rough terrain or another barrier such as a steep hill side, thick brush, or stream, where the fence crossing techniques cannot be used that the student should unload their firearms and carefully cross the terrain or barrier.**
2. **Instructors should inform the students to use this procedure when meeting someone during the hunt.**
 - a. **When approaching or being approached by another person; maintain control of your muzzle in a safe direction throughout the contact. It is recommended to also open the action and unload your firearm.**
 - b. **When approached by law enforcement; maintain control of your muzzle in a safe direction and wait for instruction from law enforcement.**

CONGRATULATE: Give praise throughout and also at the conclusion to the entire group

Watch for muzzle control

HE Lesson Plan 7

Hunting From Elevated Devices - Tree-Stands and Tree-Stand Safety

Instructor Training Aids and References

Commercial tree stand (Ladder, Hang On and/or Climbing) **Stands shall not to exceed 7feet from seat to ground.**

Portable Tree (WDNR approved) or suitable live tree, Climbing Devices, Safety/Life Lines, Vest type Safety Harnesses, Firearm/Bow/Crossbow, Haul Line, Dummy Ammunition

TIME PERIOD (APPROXIMATELY): 30 - 60 minutes

TYPE OF LESSON

- E.D.O.C.**
- LECTURE**
- DISCUSSION**
- PRACTICAL**

OBJECTIVE(S)

- The advantages/disadvantages and dangers associated with all types of elevated stands
- The value of fall restraint systems
- and to properly set the fall restraint systems.
- Making a firearm/bow/crossbow safe while entering/exiting an elevated stand.
- Always use a haul line to raise and lower firearms/bows/crossbows and other equipment.

LESSON OUTLINE

ITEMS NEEDED

EDUCATE: There are numerous types of tree-stands and elevated devices from which to hunt from. All have their own advantages and disadvantages.

TREE STAND TYPES

1. Ladder Stand:

- CON - Bulky and Heavy
- CON - Limited to certain heights
- CON - Difficult to put up
- PRO - Offers a good platform from which to shoot
- PRO - Works on most suitable trees

2. Climbing Stand:

- CON - Practical only on straight limbless trees
- PRO - Light weight and easy to use
- PRO - Offer their own climbing system = No steps or ladders needed

3. Hang-On Stand:

- CON - Can be difficult to secure to tree
- CON - Require climbing equipment
- CON - Safe once installed, but small seat/platform
- PRO - Useable on most suitable trees
- PRO - Light weight and very portable

4. Tri-Pod Stand:

- CON - Bulky and Heavy
- CON - Need to use vehicle to carry to hunting site
- PRO - Useful where no/inadequate trees are present

5. Home-Made Stand (varieties of the list above)

- CON - Require a high degree of maintenance
- CON - Typically will permanently damage trees = Illegal on public land
- PRO - Usually less expensive
- PRO - Can be made to your specifications

Tree-Stand Guide

Examples of each type of tree stand if you have them

Use of screws or nails to attach to tree is illegal on public lands

<p>6. Pop Up Blinds – Show and inform Only</p> <ul style="list-style-type: none"> • CON - Typically camouflaged, should use orange during gun season <ul style="list-style-type: none"> ○ Blaze orange required on State property during gun deer season. • CON - Typically less safe shots (less backstops) than tree stands • PRO - Light Weight and easy to carry • PRO - No danger of falling out of tree 	<p>Pop Up Blind</p>
<p>CLIMBING DEVICES – Discuss Advantages and Disadvantages of each type</p> <ul style="list-style-type: none"> • Climbing sticks of various types and systems to secure to trees • Ladder Sections • Screw In and Strap on Steps <ul style="list-style-type: none"> a. Screw In damage trees and are illegal on most public property b. Metal steps tend to be brittle and slippery in cold weather 	<p>Examples of Climbing Devices</p>
<p>FALL RESTRAINT SYSTEMS – Discuss Advantages and Disadvantages STATISTICS SHOW 1 of 3 HUNTERS WHO USE TREE STANDS WILL FALL. MANY ARE SERIOUSLY INJURED AND EVEN KILLED.</p>	
<p>Most Falls Occur While Climbing Into and Out Of TREE STANDS. <u>DON'T BE ONE OF THOSE HUNTERS.</u></p>	
<p>1. ALWAYS use a Fall Restraint Harness of some kind</p> <ul style="list-style-type: none"> • Full Body Harness • Vest Harness <ul style="list-style-type: none"> a. Climbing Safety Strap (Lineman’s Strap) b. Suspension Relief Foot Loop Strap (If equipped) • Safety/Life Lines (ground to stand/stand to ground protection) <ul style="list-style-type: none"> a. “New” safety technique for tree stand safety borrowed from mountain/rock climbing practices. b. Protects from falls while climbing up to and down from the tree stand. 	<p>Examples of Fall Restraint Harnesses and Systems</p> <p>Lifeline products</p>
<p>GENERAL TREE STAND SAFTEY</p>	
<p>1. Always follow the tree stand manufacturer recommendations for stand assembly and placement/use on trees or similar structure.</p> <p>2. Always use a Safety/Life Line while Climbing in and out of the stand.</p> <ul style="list-style-type: none"> • Provides ground to stand & stand to ground protection. <p>3. Always use 3 points of contact when climbing into or out of the stand.</p> <ul style="list-style-type: none"> • 2 hands 1 foot or 2 feet 1 hand. • Discuss Reasons for 3 points of Contact <ul style="list-style-type: none"> ○ Steps/Rungs Slippery or Break ○ 1 of 3 Hunters who use stands fall out of the stands ○ Most falls occur climbing in to or out of a stand. 	<p>Tree Stand Safety Guide</p>
<p>4. Always use a Haul Line for ALL of your equipment.</p> <p>5. Always unload your firearm/bow/crossbow when raising or lowering it.</p> <ul style="list-style-type: none"> • Unload crossbows by removing the bolt. Crossbow will likely need to remain cocked when climbing into or out of a stand. • Unload muzzleloaders by removing the primer, percussion cap or powder from the pan. 	<p>Haul Line Types</p>

DEMONSTRATE: Instructors will have a ladder stand top ready and set up with Vest Type Safety Harness, haul line(s), Safety/Life Line, and choice of firearm/bow/crossbow, dummy ammo, blunt arrows/bolts, Instructors will then perform the following steps for the demonstration:

1. Unload your firearm/bow/crossbow and attach it to your haul line
 - When possible position the haul line so firearm/bow/crossbow are suspended in air and not laying on the ground
 - Generally cannot do this when using climbing tree stands
 - Firearm/Bow/Crossbow should be pointed down, horizontal, or in a case
 - Also use haul line(s) for backpacks and/or other bulky equipment
2. Put on Vest Type Safety Harness over hunting clothes
 - Demonstrate proper fit
 - Demonstrate Lineman’s strap (if part of harness)
 - Demonstrate suspension relief foot loop strap (if part of harness)
3. Attach safety strap from Vest Type safety harness to the Safety/Life Line
 - Demonstrate how prusik knot functions
 - Often useful to have a second prusik knot on the Safety/Life Line
 - a) Clip equipment to loop
 - b) Foot loop in case of fall
 - Be sure to tie off Safety/Life Line to bottom of tree or stand so that prusik knot(s) will slide up and down the Safety/Life Line.
4. Using 3 points of contact climb into your tree-stand
 - 2 hands 1 foot or 2 feet 1 hand
5. Once in the stand immediately attach your safety harness to tree strap
 - Some newer harnesses have 2 straps so the hunter doesn’t need to unclip from the prusik knot to attach to tree strap
 - **A Properly Set Tree Strap to Safety Harness Connection:**
 - Will allow only 3-4 inches of slack from the seated position
 - Will prevent a fall due to a momentary loss of balance
 - Will stop a fall in a few inches so the hunter can return to the stand
6. Haul your firearm, bow and equipment up into the stand using a haul line(s)
7. Load the firearm or nock an arrow/bolt
8. To climb down, reverse the order above

*****ASK STUDENTS IF THEY HAVE ANY QUESTIONS*****

- - - - - **INTERNET FIELD DAY STOPS HERE** - - - - -

OBSERVE: Observe the student perform the above demonstration procedure

1. Students Perform the 8 steps of the demonstration
2. Each student is to SAY each action before performing

CONGRATULATE: Give praise throughout and at the conclusion to the group.

INSTRUCTORS NOTE:

1. Tree Stand Seat must not be more than 7 feet off the ground
2. Watch for MUZZLE CONTROL
3. Coach students whenever necessary for proper procedure.
4. Bow Hunter Safety courses should include a demonstration of the proper installation and safe use of the common types of stands. (Ladder, Hang On, Climbing and Pop Up Blinds)

Read 1 – 8 from the lesson plan

Hunter Safety courses: If time allows have some or all of the students perform the 8 steps.

Bow Hunter Safety courses all students should perform all 8 steps

<ul style="list-style-type: none"> • The students should go to the location where the deer was hit. This should be about 25 yards (Bow Hunter Safety) or 50 yards (Hunter Safety) away from the shooting location or tree stand. <ul style="list-style-type: none"> ▪ Look for blood, hair, and bone signs that the deer was hit and mark with tape or toilet paper ▪ If there is a blood trail follow the blood trail. • If there is no sign where the deer was hit, the students should go to the last location that the deer was seen. <ul style="list-style-type: none"> ▪ Using identifying landmark and/or compass bearing from stand. ▪ Look for blood, hair, and bone signs that the deer was hit and mark with tape or toilet paper ▪ There should be blood for the students to find • Students should follow a fairly easy to find blood trail for about 50 yards to find the deer decoy or anatomy deer. <ul style="list-style-type: none"> ▪ There should be blood for the students to find on grass, leaves, branches...etc. ▪ Each blood sign should be marked by students with tape or toilet paper. ▪ At the last blood sign location the students should be able to look ahead of them and observe the deer decoy. • Instructors show the students how to approach downed deer <ul style="list-style-type: none"> ▪ Approach from behind the head, and watch for the rise and fall of the chest to indicate the deer is alive ▪ Deer die with eyes wide open (poke with stick) 	<p>Fake Blood</p> <p>Tape or Toilet Paper</p>
<p>3. The Tagging Process</p> <ul style="list-style-type: none"> • Instructor now tells the group that the deer must now be properly tagged. <ul style="list-style-type: none"> ▪ Direct Student Shooter to get out carcass tag ▪ Instructor will demonstrate how to properly validate carcass tag by using a knife with tag on a tree, stump or the deer. ▪ Student Shooter will tag antler or ear using a string or zip tie ▪ Tell students the deer must be tagged before gutting or moving • Instructor tells group that a blaze orange jacket could be placed on a branch or brush nearby for safety reasons. 	<p>Fake Carcass Tag</p> <p>Knife</p> <p>Zip Tie or String</p>
<p>4. The Tagging Rules</p> <ul style="list-style-type: none"> • Instructor explains to the students that if they hunt with a group during the gun deer season that practices “group bagging” of deer, the responsibility of the deer being tagged properly belongs to the shooter of the deer. • This does <u>not</u> apply to bow hunting as archers are responsible for shooting and tagging their own animal and <u>group deer hunting is not allowed.</u> 	<p>Orange Jacket</p> <p>Deer Hunting Regulations</p>
<p><u>CONGRATULATE:</u> Give praise throughout and at the conclusion to the group.</p>	

HE Lesson Plan 8

Blood Trail/Deer Tagging Exercise – Additional Information

Instructor Training Aids and References:

- Ingredients/Recipes for Fake Blood
- Tips for laying out a blood trail

OBJECTIVE(S)

- Enable the instructors to lay out a realistic looking blood trail
- To enhance the students experience with the training received in the Blood Trailing and Tagging exercise lesson plan.

Fake Blood Recipes: Use whichever one that the instructor prefers

1. 8 oz. of Glycerin, 2 oz of Water and 0.75 oz of Red Food Coloring

Fake Blood Characteristics

- Has a shiny consistency
- Holds color well as it dries
- Holds up better in wet conditions
- Most expensive to make

2. Whole Milk or Half & Half Cream and Red Food Coloring.

Fake Blood Characteristics

- Mix to desired color
- Blood has a high protein and fat content similar to blood
- Readily available ingredients
- Can be lightened or darkened to simulate arterial or venous blood
- Can be made frothy to simulate a lung hit
- Has realistic color when dry
- Does not hold up well in wet conditions

3. Karo Syrup and Red Food Coloring

Fake Blood Characteristics

- Mix to desired color
- May need to add water to thin mixture
- Shiny consistency
- Holds color well
- Readily available ingredients
- Holds up well in wet conditions

Tips for laying out a blood trail:

1. Put mixture in plastic squeeze bottle.
2. Walk along path with bottle and squeeze out drops or spurts of blood
3. Create blood trail on ground, brush, leave, tree branches...etc
4. Blood on both sides of trail to simulate a pass through shot.
5. Blood on one side of trail to simulate a non pass through shot.
6. To simulate a lung hit the blood can be put in a spray bottle and misted
7. The use of deer hair at the spot of the initial "hit" can add to realism
8. Different types of hair can be used to simulate area of hit on deer.
9. For Hunter Safety lay out a blood trail that is fairly easy to follow.
10. For Bow Hunter Safety lay out a more difficult blood trail.

- INSTRUCTORS: FOLLOW BELOW DIRECTIONS AND USE IN TAGGING LESSON PLAN**
- 1. PRINT THIS PAGE ON COLORED PAPER, FILL IN CURRENT YEAR, CUT TO BACK TAG SIZE**
 - 2. DO SAME WITH CARCASS TAGS and the UNIT NUMBER FOR THE ANTLERLESS TAG.**
 - 3. HAVE STUDENTS CHOOSE and VALIDATE THE CORRECT TAG.**

Agent: 000000 Terminal: 00000000 Issued: Current Season Tran #: 0000000000	Wisconsin DNR License and Back Tag Gun Deer-Resident	Valid only for license year <div style="font-size: 48pt; text-align: center;">201_</div>	Street Address City, State, Zip DL#: WI A1234567891011 Cert#: 234567	Ht: 5'11 Wt: 190 Hair: Brown Eyes: Brown DOB: 01/01/2000 Gender: M or F
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00000000

Hunter Safety Student
Cust #: 123-456-789

Expires March 31

Signature: _____

Gun Buck Deer Carcass Tag

Valid Statewide

See Deer Management Unit Map in
Deer Regulation Book

Slit Month/Date/Time (AM/PM) of kill
and attach to Ear (or Antler)

Hunter Safety Student
WI Cust # 123-456-789

Tran # 123456789 **201** _____
Expires: March 31

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

PM AM 31 30 29 28 27 26 25 24 23 22 21 20

Archery Buck Deer Carcass Tag

Valid Statewide

See Deer Management Unit Map in
Deer Regulation Book

Slit Month/Date/Time (AM/PM) of kill
and attach to Ear (or Antler)

Hunter Safety Student
WI Cust # 123-456-789

Tran # 123456789 **201** _____
Expires: March 31

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

PM AM 31 30 29 28 27 26 25 24 23 22 21 20

Antlerless Deer Carcass Tag

Valid only in the
following unit _____

See Deer Management Unit Map in
Deer Regulation Book

Slit Month/Date/Time (AM/PM) of kill
and attach to Ear (or Antler)

Hunter Safety Student
WI Cust # 123-456-789

Tran # 123456789 **201** _____
Expires: March 31

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

PM AM 31 30 29 28 27 26 25 24 23 22 21 20

Antlerless Deer Carcass Tag

Valid only in the
Following unit(s):

Herd Control and EAB
See Deer Management Unit Map in
Deer Regulation Book

Slit Month/Date/Time (AM/PM) of kill
and attach to Ear (or Antler)

Hunter Safety Student
WI Cust # 123-456-789

Tran # 123456789 **201** _____
Expires: March 31

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

PM AM 31 30 29 28 27 26 25 24 23 22 21 20

HE Lesson Plan 9 ETHICS and RESPONSIBILITY	
Instructor Training Aids and References Flip chart, chalk board, overhead or power point projector TIME PERIOD (APPROXIMATELY): 30 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input checked="" type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL
OBJECTIVE(S) <ul style="list-style-type: none"> To help students be responsible and present a good public image through legal, ethical hunting practices and behaviors. Students will learn a 5 Step Check List to help them determine if an activity is Ethical and Responsible 	
LESSON OUTLINE	ITEMS NEEDED
<p><u>EDUCATE:</u></p> <p>Brain Storming</p> <ol style="list-style-type: none"> Instructor divides the class into smaller groups of 5 to 10 each. Instructor writes or shows a list of the following words to the class: COMPETITOR SAFE ENVIRONMENTALIST NEAT RESPONSIBLE LAW ABIDING PREPARED WOODSMAN UNDERSTANDING KNOWS GAME LAWS.....HAS INTEGRITY QUICK SHOT.....EXPERIENCED RESPECTED ETHICAL MARKSMAN WELL KNOWN CAPABLE FRIENDLY Each group is to discuss these words and choose only 5 that they feel represent a responsible hunter. Give 10 minutes for this discussion and assist groups when necessary. Each group is to provide their list of words. Instructors should facilitate discussion when there are disagreements. <ul style="list-style-type: none"> Remember , there is no wrong answer <p>Bringing it Together – 5 Steps</p> <p>Instructor explains that there is an easy way for hunters to gauge their behavior. Using your hand let each finger represent a standard. In all of your actions ask these questions represented by an individual finger:</p> <ol style="list-style-type: none"> Is it SAFE? Is it LEGAL? Is it SPORTING Is it RESPECTFUL? Does it PROJECT a POSITIVE IMAGE? <p>If the answer to all 5 questions is YES then what you are doing is ETHICAL and RESPONSIBLE.</p>	

Dilemma Questions:

Instructors read the following dilemma questions and ask the Students to apply the 5 Steps for determining Ethical and Responsible activities.

SAFE LEGAL ETHICAL RESPONSIBLE PROJECTS a POSITIVE IMAGE

1. Shooting over a ridge.
2. Shooting beyond your effective range and/or ability. Bow or Gun
 - Example shooting at a running deer
3. Entering private property without the landowner's permission to recover game that has crossed a fence.
4. Stop hunting to help someone drag a deer out of the woods
5. Searching a few minutes for an animal you thought you hit and then saying, "Oh well! I must have missed it", and go back hunting.
- 6 Shooting at a chipmunk, sparrow or tree to practice your shots.
7. Bragging about hitting a deer, but losing it.
8. Carrying a trophy deer on top of a vehicle for many days so that everyone can see what you shot.
9. Point out unsafe firearm handling practices to members of your hunting group and say you will not tolerate unsafe behaviors.
10. Assume hunting hours close only when it "gets dark".
11. Intimidate or threaten other hunters who come near "Your" traditional area to hunt on public lands.
12. You have a 150 yard shot at a nice buck, but a few minutes ago you saw a couple hunters moving slowly about 200 yards directly down range from the shot you have at the deer. You can't see the other hunters anymore. What do you do? (Encourage discussion by tossing in other variables into the dilemma)

CONGRATULATE the students for paying attention and participating in the discussion.

HE Lesson Plan 10 Finding Property to Hunt & Getting Permission to Hunt Private Property		
Instructor Training Aids and References This lesson plan, Thank You Cards, County Plat Book, DNR and County Forestry websites TIME PERIOD (APPROXIMATELY): 30 minutes	TYPE OF LESSON <input checked="" type="checkbox"/> E.D.O.C. <input type="checkbox"/> LECTURE <input checked="" type="checkbox"/> DISCUSSION <input type="checkbox"/> PRACTICAL	
OBJECTIVE(S) For each student to: <ul style="list-style-type: none"> ✓ Learn the use of plat books/websites/apps for locating property open to hunting. ✓ Understand that there are landowners who will allow them to hunt private property. ✓ Learn, and feel comfortable with, a proper method to approach landowners. ✓ Learn a proper method to maintain relationships with landowners. 		
LESSON OUTLINE	ITEMS NEEDED	
<u>EDUCATE:</u> <ol style="list-style-type: none"> 1. Not having a place to hunt is one of the top reasons people do not hunt. <ul style="list-style-type: none"> • All lands are owned either privately or publicly • It is illegal to trespass – Stay off lands unless you have permission. • Ask students what land is open to hunting <ul style="list-style-type: none"> ○ Their own family/friends private property ○ Public property – Federal, State, County, Township ○ Private Lands Open due to <ul style="list-style-type: none"> ▪ Forest Crop Law (FCL) ▪ Managed Forest Law –Open (MFL-O) ○ Other Private Lands ONLY with permission to hunt <ul style="list-style-type: none"> ▪ Most property is in this category 2. How do we find the areas open to hunting? <ul style="list-style-type: none"> • County Plat Books <ol style="list-style-type: none"> a. Available at County Clerk Office for purchase b. Available at some local libraries • County GIS Property Tax websites • County Forestry websites for MFL and FCL locations • DNR websites & smart phone apps: <ol style="list-style-type: none"> a. http://dnr.wi.gov/topic/ForestLandowners/openToPublic.html b. http://dnr.wi.gov/mobileapps/ 3. How do we get permission to hunt the private property? <ul style="list-style-type: none"> • Ask in a polite and proper manner 		Plat Book(s) Provide local websites
<u>DEMONSTRATE or DESCRIBE/EXPLAIN:</u> <ol style="list-style-type: none"> 1. What Information is available in the Plat Book and Websites/Apps <ul style="list-style-type: none"> • Shows Property Lines and Ownership • Public Lands Open to the public are often color coded • Private Lands marked with an FCL or MFL-O are usually open for public hunting purposes. <ul style="list-style-type: none"> ○ Be sure confirm with the County Forest/Land Office ○ MFL-C are closed to hunting without permission 		

2. DEMONSTRATE PROPER METHOD FOR ASKING PERMISSION

- Use 2 Instructors with this demonstration.
- Use a plat book/website/app to determine the land owner
- If possible go well ahead of time to ask the landowner for permission.
 - The same day is not recommended but works sometimes
- Introduce yourself tell them what game you are interested in hunting and ask permission to hunt the landowner's property.
 - Name and where you are from.
 - What game you want to hunt
 - When you want to hunt.
 - Permission would only be for those present
 - Never bring anyone else to the property without first getting permission from the property owner
- If the landowner says NO, then thank them for their time and leave.
- If asking to hunt deer the usual answer is NO, but don't be discouraged.
 - Often the landowner may allow other types of hunting
 - Often a good impression with small game hunting may eventually lead to include deer hunting.
- If the landowner says YES, then you have permission to hunt.
 - Give the landowner the Thanks for Permission To Hunt Card
- Be a responsible guest hunter so you are invited back.
 - Stick to where you have permission to hunt
 - Pick up any litter you see even if it is not yours
 - Leave fences and gates as you found them.
 - Stop when leaving to let the landowner know how you did
 - Offer the landowner some of the game.
 - Provide the landowner a small gift of appreciation
 - Offer to help the landowner with some work

Thank You for
Permission to
Hunt Card

OBSERVE:

1. Break students into small groups and go through the asking permission steps as outlined above.
 - Keep the lesson simple/focused and quickly move through the exercise in a positive manner.
 - Doing this in a "Skit Format" works well and adds realism.
 - Have the students take turns so that each gets some experience.
2. **OPTIONAL:** Break the students into small groups and go through some Plat Book/Website/App locations for public and private property identification practice.

CONGRATULATE: Give praise throughout and also at the conclusion to the entire group

DISCUSSION ITEMS:

- There are many more first aid and survival items available.
 - Don't get overly supplied with every gadget
- Important to keep pack and items limited so can easily carry all the time.
 - Too large/heavy of a pack will discourage usage.
- Proper preparation & equipment can limit panic.
 - A key factor in survival situations.
 - "Survival" video shows how panic becomes a major survival factor.
- Proper preparation can keep bad situations from becoming an emergency.
- Importance of letting others know your plans, location and return time.
 - Another key factor in survival situations.
- Remind students to take these courses when available.
- Ask students if they have had experiences with using first aid/survival skills.
- **MOST IMPORTANT** is to always carry this first aid & survival pack whenever recreating in semi remote areas.

"Survival"
DVD

TEACHING THIS CHAPTER:

After covering the above portion of this lesson plan:

- Use Course Agenda and this lesson plan to help guide what to teach.
- **BRIEFLY** go through the material in the student manual.
- Cover the material that is on the exam.
- Remember First Aid, CPR and Survival Skills take quite a bit of time and training to become proficient. There is not time for this level of training in the DNR Safety Programs.

C = CONGRATULATE: The students for their attention and participation.

FIRST AID/SURVIVAL PACK CONTENTS

Allen Nomad 3 Pocket Fanny Pack Compass Knife
First Aid, Survival and CPR Home and Field Pocket Guide
Adventure Medical Kit Frontier Water Filter System Water Bottle
Magnesium Fire Starter LED Mini Flashlight 25' Cord Cable Ties
Survival Whistle/Match Box/Compass Combo Survival Blanket
Rain Poncho 10' Duct Tape Insect Repellent Stick Wet Wipes

HE Lesson Plan 12

ATV & Snowmobiling Laws for Hunters

Instructor Training Aids and References

ATV, Snowmobile and Hunting Regulations, This lesson plan

TYPE OF LESSON

- E.D.O.C.
 LECTURE
 DISCUSSION
 DEMONSTRATION

TIME PERIOD (APPROXIMATELY): 10 minutes**OBJECTIVE(S)**

For students to understand the basic laws for ATV and Snowmobile use while hunting.

LESSON OUTLINE**ITEMS NEEDED****EDUCATE:**

1. ATVs & Snowmobiles are commonly used by hunters
 - Ask students who uses ATVs or Snowmobiles in their hunting group?
 - How are the ATVs or Snowmobiles used?
 - Get to and from hunting area
 - Carry hunting gear and supplies
 - Carry game out
 - Deer Hunting
 - Coyote Hunting
2. ATV & Snowmobile laws apply to hunters as well.
 - Cannot operate on roadway unless a ROUTE
 - ATVs cannot operate in ditch or right of way
 - Cannot operate on public property except designated and signed trails
 - Cannot operate off trail to drag game out
 - Cannot operate off trail to take hunting equipment in
 - Cannot operate off trail to get to hunting area and/or stand
 - Gates, berms, rocks...etc across logging roads mean STAY OUT
 - Cannot operate on private property without permission of property owner
 - Gates, berms, rocks...etc across logging roads mean STAY OUT
3. Hunting laws apply to ATV and Snowmobiles
 - Long Firearms (rifles, shotguns, muzzleloaders) must be unloaded
 - Depending on age and/or CCW permit Hand Guns may be loaded.
 - Bows cannot have an arrow nocked
 - Cannot shoot from or use as shooting rest.
4. Responsible Hunting INCLUDES responsible vehicle operation.
 - Nobody wants their hunt ruined by irresponsible vehicle use.
 - Loud machines
 - Operating off trail or trespassing where should not be.

These are just general laws. Any questions check the regulations or ask the question at the Warden presentation

ATV
Snowmobile
and
Hunting
Regulations

Subject: Wisconsin Bow Hunter Safety Add-On Certification Course*

*Taught as an addition to a traditional Hunter Safety Course

Instructor Training Aids and References:

Today's Bow Hunter Student Safety Manual

HE Tools NBEF Anatomy & Shot Placement Guide Anatomy Deer

Easton Arrow Tuning and Maintenance Guide Rubber Band Frame

Bow Tuning and Kinetic Energy DVD

Bow Hunting A Timeless Tradition video

Actual Equipment: Bows, Arrows, Accessories, Clothing...etc.

*Review Time/Items Suggested Column on Right side of Page.

Time: A minimum of 5 hours required for the Bow Hunter Safety Add-On course. Refer to Course Objectives, Requirements and Agenda

Type of Lesson

EDOC

Lecture

Discussion

Practical

Bow Hunter Safety Add-On Course Objectives:

Wisconsin has adopted the National Bow Hunter Education Foundation's (NBEF) International Bow Hunter Education Program which is accepted worldwide. Although Wisconsin's Bow Hunter education program is voluntary and a Bow Hunter Education certificate is not currently required to bow hunt in Wisconsin. The Wisconsin Bow Hunter Education course is NBEF approved and graduates receive a certificate that is accepted in all states and provinces where bow certification is required.

The Department offers a NBEF approved Bow Hunter Safety Add-On Course to allow the instructors to provide the public with a streamlined mechanism for Bow Hunter Education certification as an addition to the traditional Hunter Safety Course and certification. **However, the Bow Hunter Safety Add-On course is an optional course for the students. The students cannot be required to take the Bow Hunter Add-On course.** To maintain NBEF certification standards to conduct the Bow Hunter Safety Add-On Course the instructors must follow all the Bow Hunter Safety Add-On Course Requirements and the Bow Hunter Safety 5 Hour Add-On Course Agenda listed below.

Bow Hunter Safety Add-On Course Requirements

- Minimum length is 5 hours immediately following the traditional Hunter Safety Course.
- Must be registered as a separate Bow Hunter Safety course using a separate Safety Course Registration form, and listed in the notes section of the Safety Course Registration Form as an Add-On Bow Hunter Safety Course, with a registered traditional Hunter Safety Course. **This process forms the Hunter Safety and Bow Hunter Safety Add-On Course "Set".**
- Must be conducted by a certified Bow Hunter Education Instructor(s).
- Must be taught as a separate course.
- Must use a separate Course Roster, Student Registration Forms and Remittance Forms.
- Must collect a separate course fee of \$10 per student.
- Must administer the separate Bow Hunter Safety Exam as required.
- Must cover Bow Hunter Safety topics not covered in the traditional Hunter Safety course. These include all the topics on the Bow Hunter Safety Add-On Course Agenda.
- Students must attend 100% of the Bow Hunter Safety Add-On Course Agenda.
- Students WITH prior Hunter Safety certification are allowed to take only the Bow Hunter Safety Add-On for safety certification.
- Students WITHOUT prior Hunter Safety certification ARE NOT allowed to take only the Bow Hunter Safety Add-On course for safety certification.
- If there are any questions on the students eligibility for the Bow Hunter Safety Add-On Course the Instructor must contact their local RSW for clarification.
- The RSWs may adjust the Bow Hunter Safety Add-On Course requirements based on individual circumstances.

Bow Hunter Safety Add-On Course Agenda	Time/Items
<p>Chapter 1 Introduction to Bow Hunting</p> <ul style="list-style-type: none"> A The Development of Modern Bow Hunting B Challenges of Hunting with a Bow and Arrow C Facts about Bow Hunting D Chapter 1 Quiz 	<p>Approximately 15 Minutes Student Manual</p>
<p>Chapter 3 Safe and Responsible Bow Hunting</p> <ul style="list-style-type: none"> A Archery & Bow Hunting Safety <ul style="list-style-type: none"> • Archery Safety • Bow Hunting Safety 	<p>Approximately 15 Minutes Student Manual</p>
<p>Chapter 4 Know Your Bow and Arrow</p> <ul style="list-style-type: none"> A The Bow <ul style="list-style-type: none"> • Three Common Bow Types • Draw Length and Weight B The Arrow <ul style="list-style-type: none"> • Shaft • Fletching • Nock • Arrow Points • Broadheads <ul style="list-style-type: none"> ○ Testing Broadhead Sharpness C Matching Arrows With Your Bow <ul style="list-style-type: none"> • Spine and “Archers Paradox” <ul style="list-style-type: none"> ○ Bow Tuning & Kinetic Energy DVD • Shaft Length and Labeling D Accessories <ul style="list-style-type: none"> • Essential Items • Optional Items <p>Chapter 4 Quiz</p>	<p>Approximately 60 Minutes Student Manual HE Tools Draw Length Bow Types of Bows Types of Shafts Types of Fletching Types of Points and Broadheads Rubberband Frame Easton Arrow Tuning Guide Bow Tuning DVD</p> <p>Types of Accessories</p>
<p>Chapter 5 Preparation Before the Hunt</p> <ul style="list-style-type: none"> A The Well Dressed Bow Hunter <ul style="list-style-type: none"> • Camouflage • Low Noise • Proper Fit B Basic Steps for Shooting a Bow <ul style="list-style-type: none"> • Steps for Bow Shooting • Tuning Your Bow • Bow Shooting Errors • Basic Target Practice • Advanced Practice for the Hunt • Judging Distances • Distance Judging Methods C Preparing to Hunt Your Quarry <ul style="list-style-type: none"> • Study Your Quarry • Scout the Hunting Area D Chapter 5 Quiz 	<p>Approximately 90 minutes Student Manual Types of Clothing</p> <p>Bow Tuning DVD Easton Arrow Tuning Guide</p>

<p>Chapter 6 Methods of Bow Hunting</p> <p>A Still Hunting, Stalking and Glassing</p> <ul style="list-style-type: none"> • Advantages • Disadvantages <p>B Ground Blinds</p> <ul style="list-style-type: none"> • Advantages • Disadvantages <p>C Elevated Stands</p> <ul style="list-style-type: none"> • Advantages • Disadvantages • Types <p>D Scents and Lures</p> <ul style="list-style-type: none"> • Cover Scents • Attractants • White Tail Deer Tips <p>E Game Calls</p> <p>F Bow Fishing</p> <p>G Chapter 6 Quiz</p>	<p>Approximately 40 minutes, if tree stand safety was covered in Hunter Safety course Student Manual Types of Stands and Blinds</p> <p>Types of Scents and Lures</p> <p>Types of Decoys</p> <p>Types of Calls Fishing Arrows</p>
<p>Chapter 7 Shot Placement & Recovery Techniques</p> <p>A Shot Impact: How Arrows and Bullets Differ</p> <ul style="list-style-type: none"> • How a Broadhead Causes Death <ul style="list-style-type: none"> ○ Testing Broadhead Sharpness exercise <p>B Shot Placement</p> <ul style="list-style-type: none"> • Chest Cavity – The Main Vital Area • Abdominal Cavity • Shots Outside the Main Body Cavities • Spine Shots <p>C Shot Strategy</p> <ul style="list-style-type: none"> • Visualize and Practice Your Strategy • Choose the Proper Shot Angle • Consider Your Location <p>D Setting Up the Perfect Shot</p> <ul style="list-style-type: none"> • List from Student Manual • Picking the Right Moment to Shoot • Why Shots Go Wrong <p>E Big Game Recovery</p> <ul style="list-style-type: none"> • The Second Hunt • Attention to Clues • When to Begin Recovery • Trailing Game • Blood Sign • Lost Sign <p>F Chapter 7 Quiz</p>	<p>Approximately 40 minutes, if blood trailing exercise was covered in Hunter Safety course Student Manual NBEF Guide Anatomy Deer HE Tools Rubberband Frame</p> <p>Student Manual HE Tools</p> <p>Student Manual</p>
<p>EXAM – Administered per Policy & Procedure Manual</p>	<p>Approximately 50 minutes</p>

**THANK YOU FOR YOUR
EFFORTS TO KEEP
HUNTERS AND HUNTING
SAFE AND GETTING
SAFER!!**



TAB-K = RULES OF FIREARM SAFETY

**T = TREAT EVERY FIREARM
AS IF IT WAS LOADED.**

**A = ALWAYS POINT THE
MUZZLE IN A SAFE
DIRECTION.**

**B = BE SURE OF YOUR
TARGET; AND WHAT IS IN
FRONT OF, AND BEYOND THE
TARGET.**

**K = KEEP YOUR FINGER
OUTSIDE THE TRIGGER
GUARD UNTIL YOU ARE
READY TO SHOOT.**

