Idaho Department of Fish and Game
HUNTER EDUCATION PROGRAM

Instructor Guide

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HUNTER EDUCATION

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PROGRAM

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Teaching Tips

PREPARATION

- Be organized and prepare lessons in advance.
- Have classroom set up and ready for students when they arrive.
- Use name tags or table tents to learn your students' names.
- Remember that you were once a first-time hunter who had a lot to learn.
- Model the behavior you want to see in your students.
- Have fun - students appreciate instructors who enjoy what they are teaching.

METHODS

- Feel free to modify lesson plans to fit your teaching style.
- Avoid long lectures or frequent videos. Instead utilize hands-on activities.
- Use questions to get your students thinking.
- Explain technical terms to help your students learn.
- Handle disruptive students quickly and fairly. If necessary, involve the parents.
- Stay on-topic and avoid telling "stories" unless they directly illustrate the point you are making.
- You are not expected to know everything. If a student asks a question for which you do not know the answer, tell them that you do not know, but will find the information for the next class and then do so.

PROPS

Props can be great teaching tools. For example, when you are discussing what to carry in a hunting pack, bring yours. Show your students the contents and explain why they are important. When discussing firearms, use the model firearm set provided by the Department to illustrate different types and actions. Have your students practice carries using the model firearms. Remember that personal firearms are not allowed in the hunter education classroom, no matter to whom they belong.

GUEST INSTRUCTORS

A guest instructor can be a good way to bring new energy into your class. They can help you cover a topic that you may not feel as knowledgeable about such as first aid or survival skills. Check in your community to see if you can find guest instructors.

It is important that a certified instructor be present at all times.

Many instructors feel most comfortable having a Conservation Officer attend class to discuss wildlife law and regulations. Your Volunteer Services Coordinator can help you arrange for an officer visit. In case an officer is unavailable, show the Hunting Ethics DVD as a substitute. This can also be shown prior to a conservation officer visit as an introduction to the topic of hunter ethics.

TEAM-TEACHING

Working with another instructor to present a class is a great way to teach and strongly encouraged. New instructors can learn tried and true techniques while experienced instructors can learn new ways of teaching. If you want to team-teach, find another instructor or instructors whose methods you admire and ask if you could work together. One of you will be the lead instructor for the class, while the others act as assistant instructors. Take time to sit down together to plan your class, dividing up the topics depending upon your strengths, weaknesses and interests. When your partner is teaching, be an active listener and add information when pertinent. Also, remember to provide each other with feedback regarding what went well and what could be improved. Instructor teams that have taught together for many years offer students the best of both instructors.

MEDIA

Media such as DVD's, and software programs are valuable teaching tools that enhance learning. However, it is easy to over-use in the classroom. To keep your students engaged, use it as an inter-active experience stopping at pertinent parts to discuss elements with your class or quiz them on what they have seen. See the approved Hunter Education Program media list on page 9.

Hunter Education
INSTRUCTOR-LED COURSE SYLLABUS

REQUIREMENTS FOR CERTIFICATION

1. Duration: At least 10 hours in length and should not exceed 18 hours plus field exercise.
2. Attendance: 100% class attendance unless extenuating circumstances occur (instructor discretion).
3. Written Examination: Students must receive an 80% or higher on the final written exam.

SUGGESTIONS

1. After welcoming your class, clearly define expectations such as certification requirements, attendance, class start/end times, breaks, etc.
2. Announce that those needing special assistance or accommodations during the course need to let you know by the end of the first class.
3. Homework: Read chapters and assign questions in the back of the *Today's Hunter* workbook that correlate with your lessons.

CLASS 1 (2 HOURS)

- Welcome & Student Paperwork
- Introduction to Hunter Education, Chapter 1 (history, purpose)
- Ten Commandments of Firearm Safety
- Know Your Firearm Equipment, Chapter 2 (parts of firearm, ammunition)

➤ Download: HE Tools
http://www.huntercourse.com/hetools/

➤ Activity: Mouse Trap Watch the Muzzle

CLASS 2 (2 HOURS)

- Basic Shooting Skills, Chapter 3 (shooting positions, firing techniques)
- Basic Hunting Skills, Chapter 4 (preparation, where to shoot, game care)

➤ Video: Shoot/Don't Shoot (15 minutes)

➤ Activity: Make Sure of Your Target

➤ Activity: Field Dressing with Chocolate

CLASS 3 (2 HOURS)

- Be a Safe Hunter, Chapter 6 (field carries, zones of fire)
- Preparation and Survival Skills, Chapter 8 (hunting plan, dangerous situations)

➤ Video: The Last Shot (15 minutes)

➤ Activity: Wilderness Backpack

➤ Activity: It's Chilly

CLASS 4 (2 HOURS)

- Be a Responsible & Ethical Hunter, Chapter 7 (landowner courtesy, common violations)

➤ Video: Law & Ethics (12 minutes) and/or invite Conservation Officer to class.

➤ Activity: Code of Ethics

➤ Activity: State of Idaho

CLASS 5 (2 HOURS)

- Wildlife Conservation, Chapter 9 (habitat, conservation, carrying capacity)
- Wildlife Identification

➤ Activity: Oh, Deer

CLASS 6 (2 HOURS)

- Review for Test
- Field Exercise Information
- Final Exam

CLASS 7 (2 HOURS), CHAPTER 5

For Hunter & Bowhunter Combination Courses

- How bowhunting differs from hunting
- Bowhunting equipment
- Bowhunting methods
- Safety
- Bow law

➤ Download: HE Tools
http://www.huntercourse.com/hetools/

➤ Activity: Shot Placement

Field Exercise

HUNTER EDUCATION FIELD EXERCISE

These mandatory exercises are taught at both the instructor-led course and at the independent study course Field Day.

MANDATORY EXERCISES:

- Shoot/don't shoot scenarios
- Shooting positions
- Field carries
- Operation of actions
- Safe loading and unloading
- Safely crossing obstacles
- Zones of fire
- Safe removal of firearms from a vehicle and/or a boat

OPTIONAL EXERCISES:

- Demonstrating hunter orange visibility
- Map & compass practice
- Safely approaching a downed animal
- Basic boating safety skills
- Gun cleaning
- Selecting the proper ammunition for the firearm

BOWHUNTER EDUCATION MANDATORY EXERCISES:

For Hunter & Bowhunter Combination course add these to the Hunter Education exercises.

- Distance estimation
- Blood trailing
- Tree stand safety

Field Day

HUNTER EDUCATION FIELD DAY

Students that have studied hunter education at home with a workbook or Internet course must attend a Field Day. The student will attend classroom instruction, take the written exam and demonstrate skills during the field exercise. If walk-in students are accepted, complete paperwork and collect $8 fee.

HUNTER EDUCATION ONLINE STUDENTS:

Must show a legible online course voucher (hard copy or electronic form). If an online student does not have a voucher they must call the online course company to retrieve it and call the IDFG office. The voucher is the only proof of course completion.

- **DURATION:** Approximately 2 hours.
- **CLASSROOM INSTRUCTION:** Idaho Law and Wildlife Identification.
- **FIELD EXERCISE:** Follow the Field Exercise as in the instructor-led course on page 7.

HUNTER EDUCATION WORKBOOK STUDENTS:

Will not have a voucher. Workbook students must bring workbook answer sheet to class.

THE BOWHUNTER EDUCATION ONLINE COURSE DOES NOT REQUIRE A FIELD DAY.

Media

PLEASE REQUEST FROM VOLUNTEER SERVICES COORDINATOR

ETHICS & RESPONSIBILITY

Beyond Fair Chase
(Orion production)

A good ethics video. Discusses the benefits of conservation, our hunting heritage and the past role of hunting, respect for wildlife and land, and accepting responsibility for ethical hunting. A teenager comments on the value of ethical hunting. (13 Minutes) (VHS or DVD)

Care / Share
(IDFG/ID Rangeland Commission production)

Focuses on Idaho landowner and guest relationships. Discusses hunting ethics regarding fences, trespass concerns, gate open/close courtesy; and other rangeland issues. Produced jointly by IDFG and the ID Rangeland Commission. Closed captioning available. (8 Minutes) (VHS or DVD)

Hunting Ethics
(IDFG production)

Two IDFG conservation officers discuss hunting ethics. This is designed to be used as a substitute when a conservation officer is not available to attend a hunter education class in-person. (12 minutes) (DVD)

The Hunter's Path
(Alan Madison production)

Illustrates choices in responsible hunting, hunter and landowner relations and public image. Provides a series of thought provoking dilemmas for discussion. Closed captioning available. (18 Minutes) (VHS or DVD)

The Measure of the Hunt
(Alan Madison production)

Presents four dilemma scenarios focused on hunting on posted property, disregard for game laws, over-eagerness to bag game, and the hunter's image to the non-hunting public. (29 Minutes) (VHS only)

HUNTER SAFETY

Firearms Safety and the Hunter
(Alan Madison production)

Through the use of scenarios, this video depicts the causes for most hunting accidents – victim mistaken for game, victim out-of-sight of shooter, shooting outside zone of fire, gun mishandling and poor judgment. (22 Minutes) (VHS or DVD)

Shattered Lives
(IDFG production)

Dramatically reviews the circumstances involved the 1999 tragic fatal hunting accident that involved 2 adult hunters in North Idaho. Includes emotional commentaries by shooter and victim's family. Closed captioning available. (15 Minutes) (VHS or DVD)

Shoot Don't Shoot
(Alan Madison production)

A safety training film, depicting ten realistic hunting situations leading to the moment when a shot can be fired. Interactive—viewers determine if it is a safe shot or not. The proper answer is then graphically demonstrated. Closed captioning available. (15 minutes) (VHS or DVD)

The Last Shot
(Alan Madison production)

Dramatically depicts a fatal shooting resulting from careless gun handling involving two teenage boys. Closed captioning available. (15 Minutes) (VHS or DVD)

Field Dressing Big Game
(Dan Walker production)

This instructional video clearly shows how to prepare an animal in the field, boned, skinned, to ready to take home and butcher. Three part video; field dressing, skinning & quartering and diseases and parasites. (2 minute reviews at the end of sections, 57 minutes) (DVD)

OUTDOOR SAFETY

Survival
(Alan Madison production)

Uses four separate scenarios of actual wilderness emergency case histories to teach survival techniques. Covers most common outdoor emergencies – hypothermia, weather related accidents, dehydration, disorientation, and panic. Closed captioning available. (22 Minutes) (VHS or DVD)

WILDLIFE MANAGEMENT, CONSERVATION AND IDENTIFICATION

Wolves in Idaho
(IDFG production)

Discusses background and history of wolves in Idaho, wolf identification and precautions to take when outdoors in wolf country. Produced by IDFG. Closed captioning available. (8 Minutes) (VHS or DVD)

Youth OHV—Hunting Safety
(IDFG and ID State Parks & Recreation production)

Make sure you are prepared, educated, and legal when you head to the trails with your off road vehicle. (8.5 minutes) (DVD)

Trapper Education Course Syllabus

COURSE OBJECTIVE:

In a minimum of 6 hours, students will learn trapping methods and rules, non-target avoidance techniques, the ethics and responsibilities of a trapper, species identification and the use of trapping as a tool in wildlife management.

Welcome & Housekeeping

Trapping History and Use in Wildlife Management (30 minutes)

Wildlife Identification (30 minutes)

Concepts:

- Wildlife Identification
- Fur quality remains only with proper care.

Equipment & Ethics (1 hour)

Concepts:

- Set types (foot hold, snare, body gripping)
- Trap locations
- Modifications for non-target avoidance from Best Management Practices (stops, pan tension, swivels, anchors, jaws, enclosed triggers)
- Beginning Trapper Recommendations (e.g. muskrat trapping, find a mentor, set what you can handle/check)

Sportsman Ethics (1 hour)

Concepts

- Respect: Other trappers, sportsman, non-trappers, landowners
- Image: No carcass dumping, inappropriate social media posts/photos
- Place traps away from high use areas
- Quick humane dispatch of animal, Best Management Practices
- Minimize disturbance on surrounding wildlife
- Checking traps less than 72 hours if possible

Rules (30 minutes)

Concepts:

- Seasons and tags
- Baits/lures/scents
- Reporting (citi tags)

Written Examination (30 minutes)

Field Exercise (2 hours)

Concepts

- Hands-on setting trap experience
- Culmination of lessons

Media Collections

TODAY'S HUNTER DVD (KALKOMEY PRODUCTION)

- Understanding ballistics
- Hunting from a ground blind
- Modern inline muzzle-loading safety
- Staying safe after the shot
- Clearing plugged barrels
- Safe firearm carries
- Safe fence crossing
- Unloading and loading firearms
- Transporting firearms safely
- Safe zones of fire
- Preparing to hunt from a tree stand
- Tree stand hunting safely
- Approached by a Conservation Officer
- Effectiveness of blaze orange

TODAY'S BOWHUNTER DVD (KALKOMEY PRODUCTION)

TRAPPER DVD'S

- Trapper Education Video Series
- Pelt Preparation
- Professional Fur Handling

HE TOOLS

Download software online at http://www.huntercourse.com/hetools/

An interactive set of visual aides that allow the instructor to demonstrate various concepts.

- Shotguns & action types
- Rifles & action types
- Handguns & action types
- Muzzle-loaders & lock types
- Ammunition
- Bowhunting
- Safety & handling
- Marksmanship
- Wildlife I.D. & management
- Ethics & responsibility
- Game care & cleaning
- Tree stand safety
- Firearm care & cleaning
- Outdoor preparedness

Mouse Trap

WATCH THE MUZZLE!

PURPOSE:

Demonstrate proper handling of a gun through the practice of passing a mouse trap from one person to another.

PROCESS:

1. Prior to class, purchase a mouse trap and paint the spring end red. Using heavy tape, mount the mouse trap to the end of a dowel or stick with the red end out to represent the muzzle of a gun.

2. Tell the students they will be handling the mouse trap on a stick as if it were a real gun.

3. Have students get in a horseshoe shape. Demonstrate the proper way to exchange the "gun." Hand the "gun" to the first person in line. Be sure they follow the proper technique for accepting a gun from another person.

   A. Person with gun shows that "gun" is unloaded. Person receiving "gun" acknowledges that it is unloaded.

   B. Person receiving "gun" puts hands on "gun" and says, "Got it."

   C. Person receiving "gun" takes "gun" with muzzle pointed in proper direction.

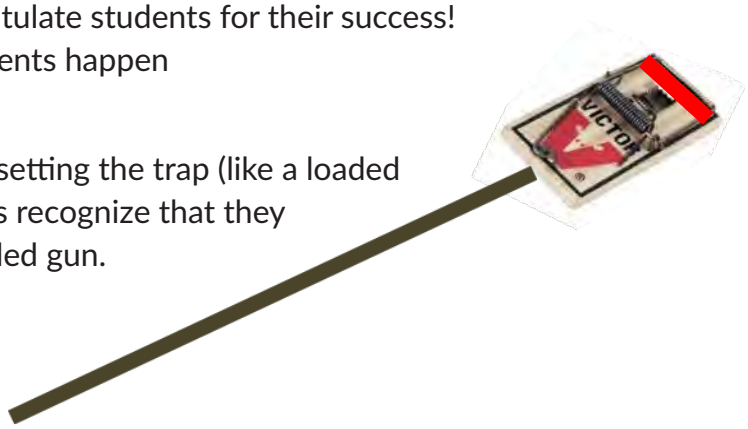
   D. Process starts again with next person.

4. Continue around the horseshoe with each person.

WRAP UP:

5.When finished, congratulate students for their success! Go over ways that accidents happen with gun exchanges.

*Modify this activity by setting the trap (like a loaded gun). See if the students recognize that they should not accept a loaded gun.



Make Sure of Your Target

SEE WHAT YOU REALLY SEE, NOT WHAT YOU WANT TO!

PURPOSE:

Use the following signs to help students determine if what they see is actually what is there. Note: the signs must look exactly as presented below (same spacing and layout, but not the red!). Masters are on pages 15 - 17.

PROCESS:

1. Use the posters on the following three pages to test accuracy.

2. Ask a student to read one of the signs aloud to the class. Ask another to read the same sign. Switch to the other two signs, each time asking several students to read the sign aloud.

3. If everyone misses the mistake, ask the class to look more carefully. Usually, someone will see the repeated word error when they take the time to concentrate.

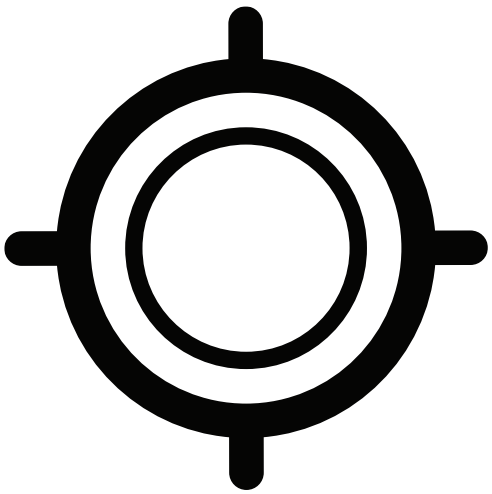
WRAP UP:

4. This provides a great opportunity to discuss the importance of positively identifying a target before shooting, and how our minds can fool us into thinking something is what it is not.

A bird in the the hand

Once in a a lifetime

Look before you you leap



A bird in the the hand

Once in a lifetime

Look before you you leap

Field Dressing with Chocolate

PURPOSE:

Students observe a demonstration of how to properly field dress a deer using a large Hershey bar and a few miniature chocolates.

PROCESS:

1. Purchase a large Hershey bar and a couple bags of Milky Ways (or other small pieces) and bring a large and small knife to class. Use the Hershey bar and minis to demonstrate how to field dress a deer.

2. Start by placing the Hershey bar face down. This is the way most deer die (on their belly). See example above. Your first job after downing a deer is to make sure it's dead. Do this by getting a long stick to poke the deer in the eye. If it doesn't move, it's dead. (Demonstrate)

3. Explain how to immediately tag your deer.

4. Put on rubber gloves before starting. Cut the deer open. Cut from inside out to keep from getting hair on the meat. Do this with a small knife. Be careful not to cut too deeply. Cut only through the hide, being careful not to puncture the stomach. Cut at rib cage down. Cut around the rear end. Then up to neck. Grab windpipe and arteries and other internal organs and cut, then pull it out. Either bury these items or leave them for other animals to eat. (Throw a few out to the students).

5. Cut off the tail, the legs at knees, and the head if you're not mounting it. (You could throw out some of these pieces to the students too!) Cut off musk gland from the rear legs if it is an antlered deer. Put it in a Ziploc bag. It will smell and you don't want to get that smell to get everywhere! Some people like to use it when they are bowhunting. Change knives. If you use the same knife, the musk gland will spoil any future meat you cut.

Note: Evidence of sex must be left naturally attached to the carcass or the largest portion of the meat if boned. The tail may be necessary to identify species.

Cut deer open

Cut off legs at the knee

6. Skin the deer. Make angled cuts in from the legs to the line you originally cut. Peel back the hide from the body of the deer to the legs. You'll want to get the hide off as quickly as you can, especially in warm weather. Getting the hide off cools the deer more quickly. Heat, bacteria and dirt spoil the meat.

Angled cut

Skinning the deer

7. Before you start cutting and handling the meat, put on a pair of clean gloves. Cut the deer into packable loads. It's best to do this in four pieces that you can easily handle when packing to your vehicle or back to camp. Move your tag from antlers to the first piece you're taking back to your vehicle. Remember to write a Proxy Statement if you have someone else transport your game.

Quartered meat

8. Once back home, you can butcher the meat into serving sizes.

WRAP UP:

9. Best part serving and eating! Cut candy bar into small pieces and choose a student to serve the other students.

10. Share chocolate with students and review the concepts shared. Add your own personal experiences and steps!

The instructions are tied with the DVD titled "Field Dressing Big Game"

Wilderness Backpack

SURVIVAL DEMONSTRATION

PURPOSE:

Share with students the importance of being prepared in all situations by discussing items that should be included in a survival backpack.

PROCESS:

1. Fill a backpack with the items on page 72 in “Today’s Hunter in Idaho.”

2. Go through the items in the backpack with your students. Engage in discussion about each item and give demonstration if applicable. Ask students why they should include certain items.

3. Discuss filling out the hunting plan sheet.

WRAP UP:

To evaluate, offer scenarios and see what they come up with for solutions.

Hunting Plan

Leave this completed form with a person who can notify the authorities in case you do not return as scheduled. A word of caution: In case you are delayed, and it is not an emergency, inform those with your hunting plan of your delay in order to avoid an unnecessary search!

Name of person completing form:_____**Phone:**_____

Names of others on hunt:	**Age:**	**Address:**	**Phone:**

List any medical conditions of hunting party members that might warrant special consideration, such as heart conditions, diabetes, asthma, or severe allergies.

Name	**Condition**

Trip Plans

Leaving from:_____

Going to:_____

Route details:_____

_____

_____

Departing on: (Date/Time) _____

Returning on: (Date/Time)_____

Alternate route if bad weather is encountered:_____

Radio: Yes/No Type:_____

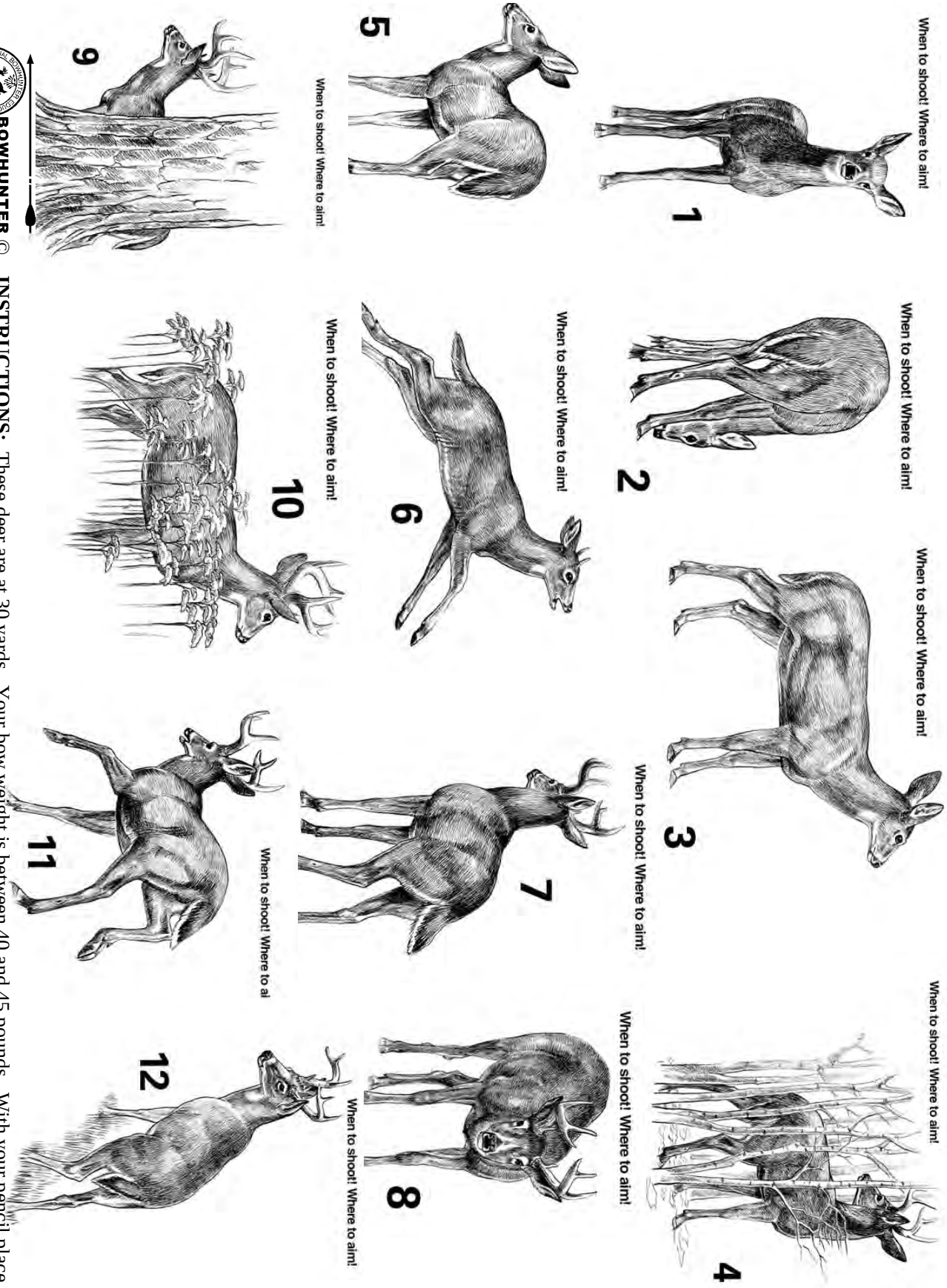
Description of automobile: Make: _____Color: _____

License #:_____

Where parked :_____

Shot Placement

MAKE A CLEAN HIT



INSTRUCTIONS: These deer are at 30 yards. Your bow weight is between 40 and 45 pounds. With your pencil place a dotted line where you think the vital are is located (lungs, liver, and heart). Mark an **X** where you would prefer to place your arrow. NATIONAL BOWHUNTER EDUCATION FOUNDATION ©

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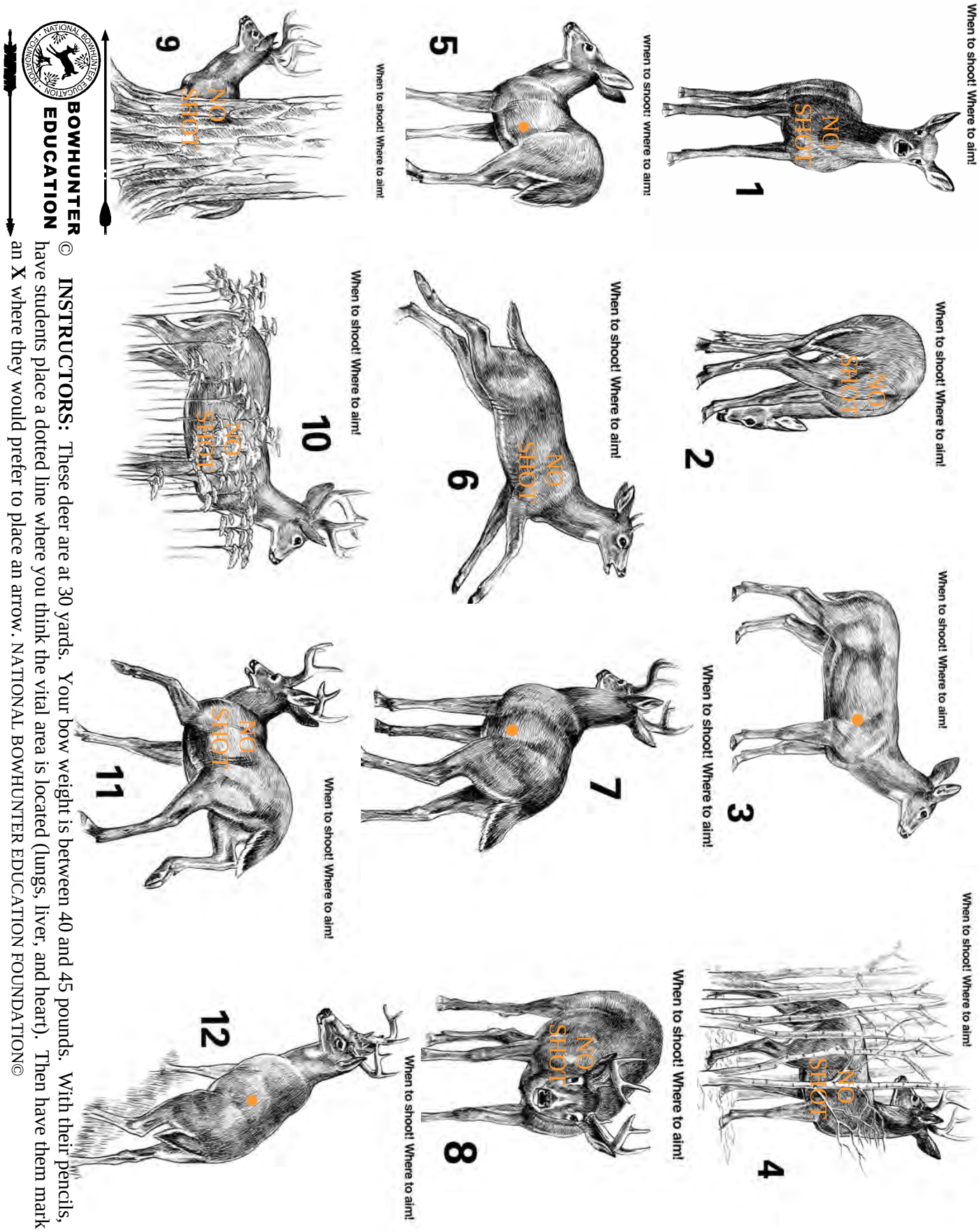
Shot Placement Key



© **INSTRUCTORS:** These deer are at 30 yards. Your bow weight is between 40 and 45 pounds. With their pencils, have students place a dotted line where you think the vital area is located (lungs, liver, and heart). Then have them mark an **X** where they would prefer to place an arrow. NATIONAL BOWHUNTER EDUCATION FOUNDATION©

It's Chilly

ICE COLD PENNY JAR ACTIVITY

PURPOSE:

Help students understand how cold can affect the body's ability to function properly.

PROCESS:

1. Gather the following equipment before class: a large clear container (such as gallon jar that's big enough to put hands in), ice water to fill the container half-way, a dozen pennies, and towel.

2. Put the pennies and ice water in the clear container in front of the class where everyone can see. Make sure the pennies are scattered across the bottom of the container and are not in a pile.

3. Ask for a volunteer to remove the pennies from the ice water. They must remove the pennies all at once, not one at a time. The student can remove their hand and any pennies they pick up at any time (i.e. when their hand gets too cold).

4. Ask the other students to watch their classmate's hand in the cold water. What happens to their ability to easily pick up pennies as their hand gets colder?

5. Have several students repeat the experiment, noting what happens to their ability to use their hand efficiently. You will probably have a lot of volunteers! Have the students dry their hands with the towel.

WRAP UP:

6. Discuss what happened and relate it back to what happens when a person gets hypothermic. How can students prevent hypothermia and what can they do to help someone who is becoming hypothermic?

Code of Ethics

MAKING GOOD CHOICES

PURPOSE:

To help students understand proper ethical choices when hunting.

PROCESS:

1. Aldo Leopold was a conservationist in the early 1900s. He was influential in the development of modern environmental ethics and in the movement for wilderness conservation. His ethics of nature and wildlife conservation had a profound impact on the environmental movement. He emphasized biodiversity and ecology and was a founder of the science of wildlife management. Using the quote below, guide a discussion about how ethics are formed and the different types (medical, teaching etc.). Give examples of hunters who probably didn't have good ethics.

2. Ethics deal with values relating to human conduct. Hunting has two kinds of laws. One that is written and enforced by an officer and one that is unwritten. The second is an ethical code of honor that guide the actions of a true sportsman. A few examples of hunter ethics are listed below. Also cross-reference with pages 65-67 in the *Today's Hunter in Idaho* manual.

- Ethical hunters know their shooting ability.
- They respect their quarry before and after the shot.
- An ethical hunter follows the "fair chase" policy.
- They never take more game than they can use.
- They try for a quick, clean kill.
- An ethical hunter makes every possible effort to avoid wounding a game animal.
- An ethical hunter's driving force is the thrill of the hunt, not how much can be shot.
- Ethical hunters clean game quickly and skillfully.

2. Have students create their own personal code of hunting ethics. List on a piece of paper 6 codes that they will honor when hunting. Optional: Use the following copy master to have them create a "Coat of Arms" to represent their ethics. In each box they will illustrate their code.

Ethical behavior is doing the right thing when no one else is watching - even when doing the wrong thing is legal.

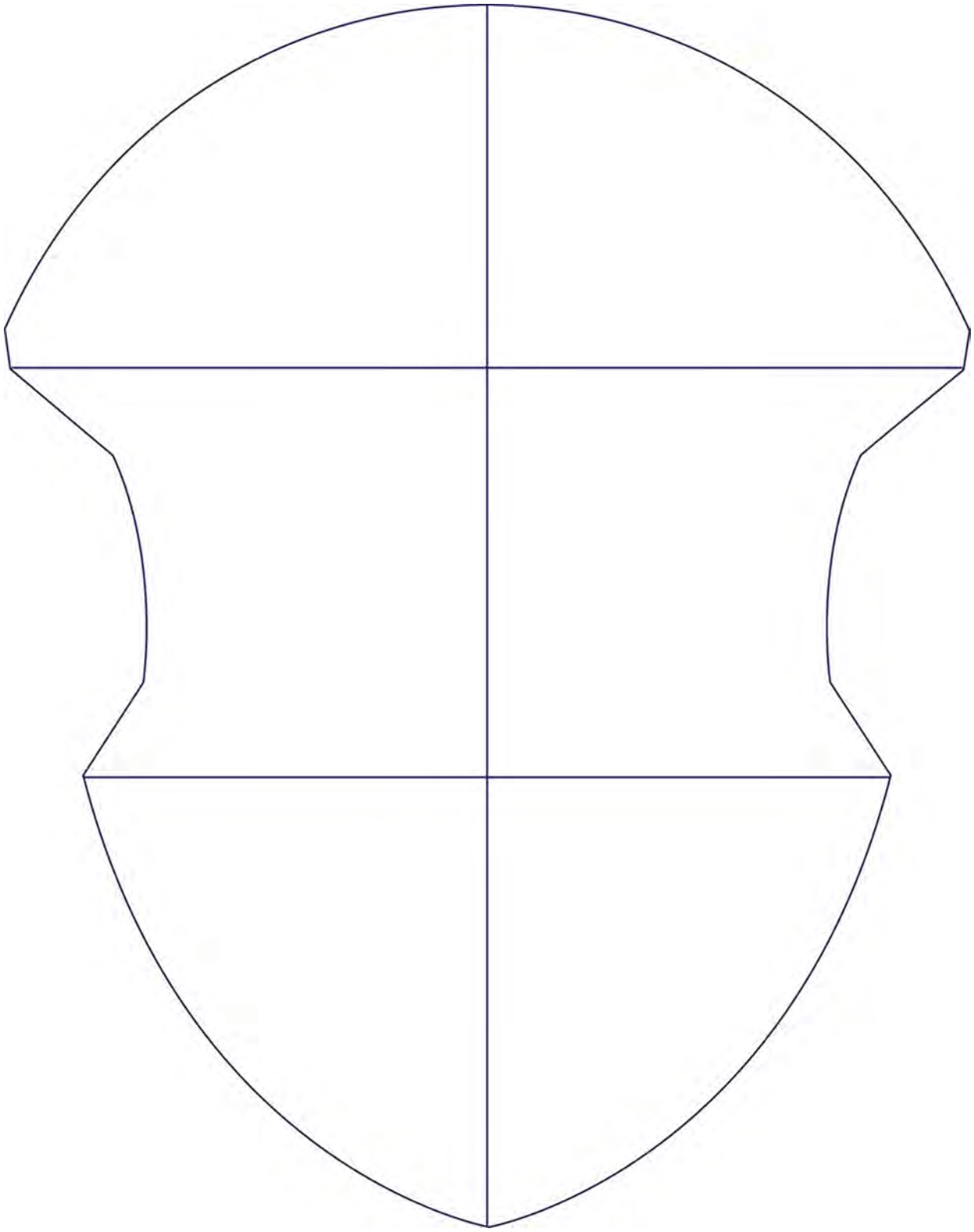
Aldo Leopold

WRAP UP:

3. Ask for volunteers to share the code of ethics that they created.

Code of Ethics

MY CODE OF HUNTING ETHICS



State of Idaho

LAND OWNERSHIP

PURPOSE:

Use stories and a visual demonstration to emphasize the importance of using good ethics to hunt on private land.

PROCESS:

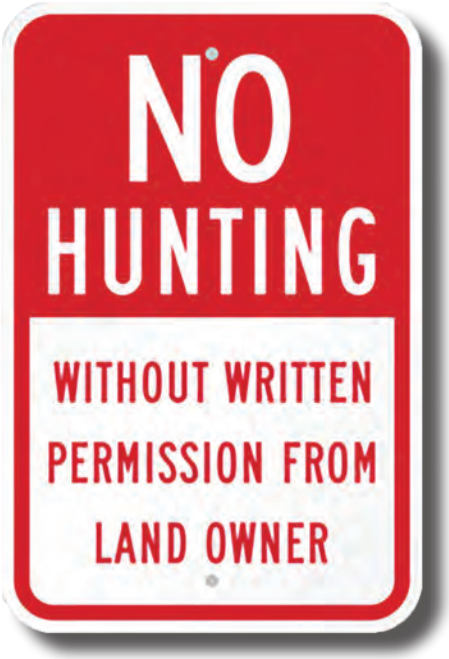
1. Divide the room into four quadrants. Put equal amounts of students (and guests) in each of the quadrants. Three of the quadrants represent private land ownership and the last quadrant is public land. Explain this is the land available for hunting. All land owners have given permission to allow hunting.

2. Pass out the cards on the following pages. One card per private land group. Tell students that the scenarios represent true-to–life incidents in Idaho. Have one student in each private land quadrant read the card. After each card is read, have that quadrant move to one side of the room representing land where hunting is now prohibited. When the only available land for hunting is the public land, begin wrap up.

WRAP UP:

4. Tell students that disrespectful hunters impact everyone. Tell students that if someone is kind enough to allow you to hunt or fish on their land that you need to show utmost respect for the landowner, their property, buildings, livestock, etc. Also it is a good idea to share your harvest, if they would like some. Or offer to help them build or repair fences or other maintenance that they need help with during the year. Showing your gratitude makes for repeat opportunities. At the very least, send a thank you note.

Remind them that even our public lands can have rule changes based on the behavior of our sportsmen. Encourage the students not to be the reason land is closed to hunting. We are fortunate to live in a state that has so much public land.



CARD ONE

I just moved here from another state and purchased a 100,000 acre ranch. The previous owner didn't have trespassing signs or fence posts marked and didn't care if people hunted and fished, so generation after generation had free range of the ground. But I want it all to myself. I came from a state that had so many people that I want peace and quiet, so I am kicking everyone off the land and posting it "No Trespassing".

Consequence: Explain that land owners have every right to close their property to access. Sportsmen are probably disappointed, but need to understand that private property is private.

CARD TWO

I was willing to grant people the ability to hunt and fish on my land, but some people came without letting me know they were coming. They shot too close to my house and too early in the morning, waking my family and me up on a Saturday. They also opened a gate on my property and didn't close it behind them so all of my cattle got out.

Consequence: Landowner kicks all those people off her land.

CARD THREE

I allowed these people to hunt and fish on my land. When I checked it later, I found a bunch of litter on the ground. Paper, beer cans and shotgun casings were everywhere. They must have been bored and didn't find much game, so they shot holes in the irrigation pipes that carry the water to our fields. I cannot trust any hunters, so I will no longer allow hunting on my property.

Consequence: Landowner kicks them off of her ground; never to let anyone else hunt there again.

Oh, Deer!

A HABITAT "RED-ROVER" GAME

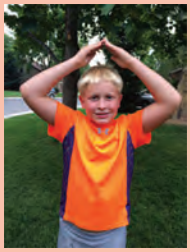
PURPOSE:

Learn about the components of habitat and carrying capacity through a movement activity where students become deer and components of habitat. Students see that fluctuations in populations can have a lot to do with the habitat that is available.

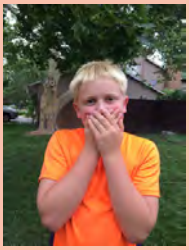
PROCESS:

1. Number the students off by 4's. Tell them they are going to become deer and components of habitat. To start with, ask the 1's to be "deer." Have them go to one side of the field. Record the number of deer. The rest of the students go to the other side of the field; they will be components of habitat.

2. Hand symbols will represent the components of habitat. See below. Space will be represented by the playing area.



SHELTER



WATER

FOOD

3. Have **deer and habitat** turn their backs to each other and choose one of the symbols above. After they make their symbols, have them turn and face each other. You say "Go Deer!" Deer run or walk (depending on group!) across the field to find their matching symbol. They then take that symbol back to the "deer side" with them. The person (habitat) they brought back with them becomes a deer. If the deer did not find a matching symbol, they die and become part of the habitat for the next round. Repeat this cycle 8 times. Count deer each time. Remember, they may change component choices each round, but not in the middle of a round.

WRAP UP:

4. Discuss with students the importance of quality habitat for deer and other animals. Ask students other ways deer populations may fluctuate.

5. This activity was adapted from Project WILD—contact Lori Adams (lori.adams@idfg.idaho.gov) for the complete activity.

“Pinking” your Class

LADIES’ COURSE

PURPOSE:

Create a safe, comfortable environment for women and girls to learn and share.

PROCESS:

1. Make sure to advertise as a female-only class. Double check that everyone who is signed up is in fact, female. Post that it is taught by female instructors.

2. Placement of chairs/desks should be in an open environment, possible u-shaped to create a comfortable welcoming feeling to facilitate sharing.

3. At the very start of class on the first night, instructors should tell their “WHY and HOW” stories. Then ask everyone else to share why they are attending and what they hope to gain.

4. Offer the class for 6 nights. Two and ½ hours per night. For best results limit number to 20 participants.

EXTRA-FUN IDEAS

- Add the color pink. Name tents, pink cupcakes for graduation...
- Have a class photo at the end.

Posting your Class & Sample Forms

POSTING YOUR CLASS

Provide posting information at least two weeks prior to meet the 10 day class supply deadline. Order extra supplies if you plan to accept walk-in students.

You will need the following information:

- Dates and times of the course.
- Location of the class (specific address).
- Maximum number of students.
- Field exercise date and times.
- Name of lead instructor.
- Address where to ship supplies (we cannot ship to PO Boxes).
- List any videos wanted and any additional supplies.
- Supplies are ordered by Volunteer Services Coordinator and shipped directly to instructor.

Regional Volunteer Services Coordinator Contacts:

- **Region 1** – Pete Gardner (208) 770-3762
  pete.gardner@idfg.idaho.gov
- **Region 2** – Bill Seybold (208) 799-5010
  william.seybold@idfg.idaho.gov
- **Region 3** – Kim Cox
  (208) 465-8465 x 1034320
  kimcox@idfg.idaho.gov
- **Region 3** – Jaime Creson (208) 327-7159
  jaime.creson@idfg.idaho.gov
- **Region 4** – TanaRae Alberti (208) 324-4359
  tanarae.alberti@idfg.idaho.gov
- **Region 5** – Tessa Atwood (208) 251-6510
  tessa.atwood@idfg.idaho.gov
- **Region 6** – James Brower (208) 535-8025
  james.brower@idfg.idaho.gov
- **Region 7** – Viki Harber (208) 756-2217
  viki.harber@idfg.idaho.gov

CLASS PAPERWORK

Paper work must be completed within 10 days after your class.

Submit Online:

- Class records.
- Class roster. Add grades, walk-in students and those registered after supplies were ordered.

Submit to Volunteer Coordinator:

- Student Information Forms (for any walk-in students or change of information).
- Parental Acknowledgment and Authorization for all students under age 18 on the back of student information form (for any walk-in students).
- Unused Certification Cards.
- Course fees paid by walk-in students. Checks should be made to IDFG (this includes anyone that is not pre-registered). Do not send cash. The state requires checks be turned in within 10 days.

Field Day Voucher

Issued on: May 10, 2012
Expires on: May 10, 2013

IHEA TWA H-E TOOLS IDAHO HUNTERcourse.com Educating Hunters Online

Field Day Voucher
is hereby granted to

FIRST LAST

in recognition of successful completion of the online portion
of your Hunter Education Requirement

***Bring this voucher and government issued ID to your field day.**

1	Know Your Rifles and Shotguns	100%	5	Know Your Muzzleloading Firearm	100%	9	Hunting Techniques and Game Care	100%
2	Know Your Handguns	80%	6	Know Your Archery Gear	100%	10	Treestand Safety	100%
3	Know Your Ammunition	100%	7	Hunting Safety	100%	11	Survival & First Aid	90%
4	Firearm Safety & Maintenance	100%	8	Shooting Skills & Marksmanship	100%	12	Wildlife Management & Hunting Ethics	100%

Hunter ID/Voucher#:
Name:
Date of Birth:
Eye Color:
Hair Color:

To book your field day, please visit the Idaho Fish & Game website http://fishandgame.idaho.gov/.
Select: Hunter/Bowhunter Education Registration (at bottom of homepage)
Select: View or Sign Up for Courses and Internet Course Field Days Here
Then follow the directions listed.

ANY MANIPULATION OF THIS DOCUMENT IS STRICTLY PROHIBITED - THIS IS NOT A HUNTER EDUCATION CERTIFICATE

Fresh Air Educators LEARN ONLINE - LIVE OUTDOORS

Student Information Form

COMPLETE THIS FORM FOR STUDENTS NOT PRES-REGISTERED AND CANNOT REGISTER ONLINE

STUDENT INFORMATION PLEASE PRINT CLEARLY (* required information)

* First Name: _____ MI: _____ * Last Name: _____ Suffix: _____

* Address: _____

* City: _____ * State: _____ * Zip: _____

* Phone: _____ * Date of Birth: _____ (month/day/year)

* Email: _____ * Gender: _____

* Emergency Contact Name: _____ * Phone: _____

PLEASE CIRCLE THE PRIMARY REASON YOU OR YOUR CHILD ARE TAKING THIS COURSE FROM THE LIST BELOW:

To legally buy a hunting license and go hunting

To learn something about firearms and safety

To learn to hunt safely

My parent made me take it

The possibility of hunting in the future

To learn something about wildlife and hunting

To be able to go shooting for recreation

To obtain your concealed weapons permit

Other

OPTIONAL INFORMATION (CIRCLE RESPONSE)

Ethnicity: American Indian Asian/Pacific Hispanic White African American (Black) Other

Disability/Impairment: None Visual Hearing Reading Mobility Other

Education: (highest grade attained): 3 4 5 6 7 8 9 10 11 12 GED
High School Grad College Student College Grad Other

CLASS INFORMATION (To be completed by instructor)

Student Certification No.: _____ Class ID: _____

Class Type: HE _____ BHE: _____ Bow: _____ Trapper: _____ Wolf Trapper: _____

Instructor-led: _____ Field Day Only: _____

Instructor: _____

Course Fee ($8) Paid by: Check _____ Check #_____ Cash _____

Parental Acknowledgment Form

Required for individuals less than 18 years of age to participate in Hunter Education courses.

Parental Acknowledgement and authorization to Hunter Education Program instructor.

I / We, hereby give permission for

_____

NAME OF STUDENT

To attend the Idaho Hunter Education Program Courses and Clinics. In consideration of the above-named student being permitted to attend this course and in consideration of the instruction and use of facilities provided by the instructors and

_____

(OTHER SPONSORING ORGANIZATIONS, IF ANY)

We hereby acknowledge that any claim of bodily injury or for damages arising as a result of, or in connection with the instruction or the use of these facilities by the above-named student or arising from the student's presence on or about the property or facilities of the Idaho Department of Fish and Game, said organization, their representatives or instructors shall be governed by the Idaho Tort Claims Act (Idaho Code Sec. 6-901, et. seq.). I / We also authorize certification of the student if all qualifications are met.

Dated this _____ day of _____, 20_____.

Parent or Guardian Signature _____

Student Grade Level _____

Printed Name _____
Parent or Guardian

Class Record Form

Instructor payment
# of pre-paid students_____ # of walk-in students_____
cash total collected $_____ check total collected $_____

TO BE COMPLETED BY LEAD INSTRUCTOR AND SIGNED BY ALL PARTICIPATING VOLUNTEER INSTRUCTORS. SUBMIT WITHIN 10 DAYS OF CLASS COMPLETION.

CLASS INFORMATION

Class ID No.: _____ Class Location: _____

Course Start Date: _____Course End Date: _____No. Students Certified: _____

Males Registered:_____ + Females Registered :_____ = Total Registered Students_____

Class Hours:_____ + Field Exercise Hours:_____ = Total Class Hours _____

CHECK CLASS TYPE

Instructor-led Hunter _____ Instructor-led Bowhunter _____

Instructor-led Hunter & Bowhunter Education _____

Field Day Hunter _____ Trapper Education _____

Did you conduct a live fire clinic? Yes No

Range Location_____Range Hours: _____ Range Attendance : _____

INSTRUCTOR TIME RECORD

Instructor Name (print) _____ Instructor Number_____

Instructor Type (lead, assistant, guest) _____

DATE	PREP HOURS	CLASS + FIELD HOURS	VOLUNTEER SIGNATURE
TOTAL			

INSTRUCTOR TIME RECORD

Instructor Name (print) _____ Instructor Number_____

Instructor Type (lead, assistant, guest) _____

DATE	PREP HOURS	CLASS + FIELD HOURS	VOLUNTEER SIGNATURE
TOTAL			

INSTRUCTOR TIME RECORD

Instructor Name (print) _____ Instructor Number_____

Instructor Type (lead, assistant, guest) _____

DATE	PREP HOURS	CLASS + FIELD HOURS	VOLUNTEER SIGNATURE
TOTAL			

Incomplete Certification Form

TO BE COMPLETED BY LEAD INSTRUCTOR IF A STUDENT FAILS A CLASS.

Today's Date:_____

_____has NOT satisfactorily completed the Hunter/Bowhunter Education course in which he/she was enrolled.

Instructor Name: _____**Class Location:** _____

Class Start Date:_____ **Class #:** _____

Reason(s) for Incomplete Certification:

_____Absent

_____Disruptive or unruly in class

_____ Attitude towards other students in the class

_____ Firearm safety

_____ Low score on written test (_____)

_____Other _____

Describe discussion with student and/or parent:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Personal Firearm/Bow Use Certification Form

Required for personal firearm/bow use at mentored hunts or range clinics.

I certify that the personal firearm/bow/crossbow I am using for this Idaho Department of Fish and Game mentored hunt or clinic is in good working order. I will use only commercially manufactured ammunition in my firearm (Reloaded ammunition is not allowed).

I understand that I am responsible for the safe condition of the firearm/bow/crossbow which I am providing and using, and I am responsible for knowing how to safely operate it. I accept any liability associated with the condition or operation of the firearm/bow/crossbow.

I also understand that the liability, if any, of the State of Idaho, Idaho Department of Fish and Game, and its officers, employees and volunteers, is governed and limited by the Idaho Tort Claims Act (Idaho Code Sections 6-901 through -929).

Signature: _____

Printed Name: _____

Today's Date: _____

Notes:

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