

**California Department of Fish and Wildlife**

**HUNTER EDUCATION INSTRUCTOR**



**POLICY AND PROCEDURES**

<https://www.wildlife.ca.gov/Hunter-Education>

**HUNTER EDUCATION PROGRAM**  
Department of Fish and Wildlife  
PO BOX 980215  
West Sacramento, California 95798-9939  
916-653-1235  
Huntereducation@wildlife.ca.gov  
www.wildlife.ca.gov

**Headquarters (Sacramento)**

<b>Captain Shawn Olague</b>	<b>Shawn.Olague@wildlife.ca.gov</b>
<b>State Administrator.....</b>	<b>(209) 827-0895</b>
<b>Fam Saeteurn</b>	<b>Fam.Saeteurn@wildlife.ca.gov</b>
<b>Administrative Support.....</b>	<b>(916) 902-9068</b>
<b>Vacant</b>	<b>Vacant</b>
<b>Administrative Support.....</b>	<b>(916) 653-1235</b>

**District Coordinators**

<b>Lieutenant Liz Gregory</b>	<b>Liz.Gregory@wildlife.ca.gov</b>
<b>Northern District.....</b>	<b>(209) 274-9923</b>
<b>Lieutenant Greg Grinton</b>	<b>Gregory.Grinton@wildlife.ca.gov</b>
<b>Central District.....</b>	<b>(925) 626-3557</b>
<b>Lieutenant Ryan Cordero</b>	<b>Ryan.Cordero@wildlife.ca.gov</b>
<b>Southern District.....</b>	<b>(310) 365-0002</b>
<b>Lieutenant Erick Elliott</b>	<b>Erick.Elliott@wildlife.ca.gov</b>
<b>Advanced Hunter Education.....</b>	<b>(530) 233-0658</b>

**Warehouse (West Sacramento)**

<b>Bill Overstreet</b>	<b>William.Overstreet@wildlife.ca.gov</b>
<b>Class Materials Coordinator</b>	
<b>Supply Order Form:</b>	<b><a href="https://wildlife.ca.gov/Hunter-Education/Instructor-Resources">https://wildlife.ca.gov/Hunter-Education/Instructor-Resources</a></b>

# Hunter Education Program Districts

For staff contact information visit <https://www.wildlife.ca.gov/Explore/Organization/HE>



# Table of Contents

<b><u>Title</u></b>	<b><u>Page</u></b>
<b>Introduction</b>	1
➤ History of California Hunter Education Program	1
➤ Laws and Regulations Pertaining to the Hunter Education Program	3
➤ Volunteer Contributions to the Hunter Education Program	8
➤ Funding for the Hunter Education Program	8
➤ Hunter Education Staff and Organization	9
➤ Publications Issued by the Hunter Education Program	9
<b>Instructor Policies and Procedures</b>	11
➤ Certification of Instructors	11
➤ Instructor Applicant Study Materials	12
➤ Code of Conduct for Instructors	12
➤ HEI Arrest and Citation Notification	12
➤ Restricted Topics for Instructors	13
➤ Uniforms for Instructors	13
➤ Annual Instructor Conferences	14
➤ Team Teaching	14
➤ Instructor Evaluations	14
➤ Revocation of Instructor Certification	15
➤ Maintaining Instructor Active Status	15
➤ HEI Recruitment and Retention Incentive Program	15
➤ HEI Fund-Raising Tag Drawing (Open Zone Deer Tag)	15
➤ Instructor Awards	16
➤ Instructor of the Year Award	16
<b>Hunter Education Class Requirements</b>	18
➤ Accessibility of Program	18
➤ Student Age Requirements	18
➤ Class Scheduling	18
➤ Class Fees	18
➤ Required Budget	19
➤ Class Paperwork	19
➤ Class Size	20
➤ Ammunition in the Classroom	20
➤ Student Consent Form	20
➤ Required Class Topics	21
➤ Required Class Hours	21
➤ Examinations	21
➤ Shooting Range Requirements	23



➤ Pass/Fail Criteria	23
➤ Certificates of Completion	24
➤ Duplicate Certificates	24
➤ Hunter Education Equivalency Exam	24
➤ Out-of-State Certificates and Licenses	25
➤ Non-Resident Hunters	25
➤ Fish and Wildlife Web Site	25

Appendix A – Service Awards

Appendix B – Hunter Education Instructor Recruitment and Retention Incentive Program

Appendix C – Advanced Hunter Education Program

## **Introduction**

This guide contains the policies and procedures governing the California Hunter Education Program. Instructors must become familiar with these policies and procedures and carefully adhere to them. Keep this guide handy, as it should be your first source of information and provide you with direction whenever there are questions about the program. If you need information not contained in the guide, contact your District Coordinator. Whenever policies and procedures are changed or added, new insert pages will be mailed to instructors. It is extremely important that instructors keep the Policy and Procedures guide up-to-date, so promptly discard the old pages and replace them with the new ones. *Failure to comply with Policy and Procedures may result in an instructor's certification being withdrawn.*

### **History of California's Hunter Education Program**

The California Department of Fish & Game has sponsored a Hunter Safety Program since the passage of the "Davis – Abshire Hunter Safety Training Law" in 1953. The new legislation became effective on January 1, 1954. The sponsors of the legislation were Assemblywoman Pauline Davis of Portola, and Senator F. Presley Abshire of Geyserville.

Inspector Les Lahr of the California Department of Fish & Game; Lawrence E. Koehler, Alameda Adult School; and Colonel E. F. Stone, United States Army, retired, and the representative of the National Rifle Association of America (NRA), were the three men who made the Hunter Safety Program a reality. They laid the groundwork, developed the first instructor manual and helped train the first volunteer instructors in the program. We are very proud to have one of the oldest state sponsored programs in the United States, and especially proud of the accomplishments of these men.

The California Legislature enacted the law in 1953, requiring all persons under the age of 16 years, who had not been previously licensed to hunt in California, to show evidence of their ability to handle firearms safely before they could purchase their first hunting license. The Department of Fish & Game was assigned the responsibility of providing the necessary training to enable junior hunters to meet the requirements of the law. Since the provisions of the new law did not provide funds or personnel for accomplishing its objectives, it was necessary to obtain the service of volunteer instructors authorized by the Department of Fish & Game and serving under the direction of the law enforcement officers (Game Wardens) of the Department. In those early days, volunteers were certified by the National Rifle Association as instructors. Instructors had to be 21 years of age, authorized by the California Department of Fish & Game and certified by the National Rifle Association of America. They had to complete a written examination with a satisfactory grade and agree to conduct Hunter Safety Training Courses as required by law and the rules and regulations of the Department. Volunteer instructors were encouraged to work with youth organizations such as the California Cadet Corps, 4-H Clubs, Farm Bureau, the Boy Scouts and others.

The first Hunter Safety course was designed to provide knowledge to junior hunters that could help prevent accidents.

It had three aims:

1. To find out what kind of training a student had received and to stimulate them to further self-development as a marksman and sportsman.
2. To present a well-coordinated picture of the fundamentals that a good shot and good hunter must always remember.
3. To pass along to adults the techniques of safe hunting practices, marksmanship and proper field conduct through the junior hunters that took the course.

The basic subjects contained in that first course included knowledge of guns, proper gun handling, fundamentals of marksmanship, proper field conduct and safe hunting methods; all centered on the theme of individual responsibility. The course could be conducted indoors, but instruction out-of-doors had the advantage of more natural surroundings. A regular shooting range was preferred for firing, although properly placed portable or temporary backstops could be used. In all cases firing had to be done under safe conditions. The minimum length of the first course was 4 hours. Whenever circumstances permitted, the time could be extended beyond the minimum.

During the first year more than 17,000 students were trained. Of that group, only 3 were known to have been involved in a hunting accident, none of which were fatal. Of the some 23,000 junior hunters previously licensed, 43 were involved in hunting accidents, of which 6 were fatal.

In 1965, the Legislature modified the law to include any person less than 18 years of age. In 1970 the "Hunter Safety Training Law" was extended to all persons who had not formerly held a California resident hunting license. Then, in 1986, the Legislature once again modified the law by allowing the certification of individuals who passed a comprehensive hunter education equivalency exam. The certificate, which is given upon passing this examination, allows the person to purchase a California hunting license. The California equivalency certificates may not be accepted as evidence of hunter education in some states.

## **Laws and Regulations Pertaining to the California Hunter Education Program**

### **1. California Fish and Game Code-Section 3049, Legislative intent, declarations and findings:**

It is the intent of the Legislature in enacting this article to ensure the health and safety of its citizens engaged in activities requiring the use of hunting implements.

The Legislature finds and declares that individuals who engage in hunting should possess an adequate understanding of hunter safety practices, principles of conservation, and sportsmanship.

It is also the intent of the Legislature that persons so engaged be mindful of their responsibilities to others, toward wildlife, and toward their natural environment. The department shall take all steps necessary to carry out the provisions of this article.

### **2. California Fish and Game Code-Section 3050, Hunting License Requirements**

(a) No hunting license may be issued to any person unless he or she presents to the person authorized to issue that license any of the following:

(1) Evidence that he or she has held a hunting license issued by this state in a prior year.

(2) Evidence that he or she holds a current hunting license, or a hunting license issued in either of the two previous hunting years by another state or province.

(3) A certificate of completion of a course in hunter education, principles of conservation, and sportsmanship, as provided in this article. A hunter education instruction validation stamp shall be permanently affixed to certificates of completion that have been issued before January 1, 2008.

(4) A certificate of successful completion of a hunter education course in another state or province.

(5) Evidence of completion of a course in hunter education, principles of conservation, and sportsmanship, which the commission may, by regulation, require.

(b) The evidence required in subdivision (a) shall be forwarded to the department.

(c) Subdivision (a) does not apply to any person purchasing a hunting license under paragraph (5) of subdivision (a) of Section 3031. However, that license shall not qualify as evidence required in subdivision (a) of this section.

### **3. California Fish and Game Code-Section 3051, Hunter Education Course**

(a) The department shall provide for a course of instruction in hunter education, principles of conservation, and sportsmanship, and for this purpose may cooperate with any reputable association or organization having as one of its objectives the promotion of hunter safety, principles of conservation, and sportsmanship.

(b) The department may designate as a hunter education instructor any person found by it to be competent to give instruction in the courses required in this article.

(c) A hunter education instructor shall issue a certificate of completion as provided by the department to a person who completes a course of instruction in hunter safety, principles of conservation, and sportsmanship.

(d) The department shall prescribe a minimum level of skill and knowledge to be required of all hunter education instructors, and may limit the number of students per instructor in all required classes.

(e) The department may revoke the certificate of an instructor when, in the opinion of the department, it is in the best interest of the state to do so.

(f) In order to recruit and retain hunter education instructors, the department shall offer special hunting opportunities to qualified hunter education instructors by providing a limited number of existing tags and other hunting opportunities. The department may provide these tags and hunting opportunities through any of the following methods:

- (1) The private lands management program described in Article 5 (commencing with Section 3400) of Chapter 2.
- (2) The Shared Habitat Alliance for Recreational Enhancement (SHARE) program described in Article 3 (commencing with Section 1570) of Chapter 5 of Division 2.
- (3) Entering into cooperative agreements with federal, state, and local agencies that hold title to, or administer, lands or waters.
- (4) Entering into cooperative agreements with landowners or tenants seeking depredation permits for game mammals as described in Section 4188.
- (5) Authorizing a maximum of 15 tags from the annual tag quota, as determined by the department.
- (g) The department shall determine eligibility criteria for hunter education instructors seeking the hunting opportunities offered pursuant to subdivision (f). The department shall offer hunting opportunities to eligible hunter education instructors only by random drawing.
- (h) The department may adopt regulations to implement this section.

**4. California Fish and Game Code-Section 3052, Course Fees**

A person receiving instruction from a hunter education instructor shall not be charged a fee for the service provided by the instructor, but may be charged a fee to cover the costs incurred by the instructor in teaching the class. A record of these costs shall be kept for inspection by the department. Costs may include, but are not limited to, range fees, ammunition, and transportation of students.

**5. California Fish and Game Code-Section 3053, Duplicate Certificate**

In the case of loss or destruction of a certificate, a duplicate certificate may be issued by the instructor who issued the original certificate, or, by an instructor of the sponsoring organization having adequate records to establish successful completion of the prescribed course, or by the department if verified by adequate records to establish successful completion of the prescribed course. An administrative fee of three dollars (\$3) shall be charged for the issuance of a duplicate certificate, for the hunting license year commencing on July 1, 1990, and, for the following years as adjusted pursuant to Section 713.

**6. California Fish and Game Code-Section 3054, Information for Instructors**

The department shall furnish information on hunter safety, principles of conservation, and sportsmanship which shall be distributed free of charge to persons designated as hunter safety instructors for instructional purposes.

**7. California Fish and Game Code-Section 1053.5 Hunting License Applicants - Requirements**

Applicants for hunting licenses shall first satisfactorily complete a hunter education equivalency examination and obtain a certificate of equivalency as provided by regulations adopted by the commission, or show proof of completion of a hunter education training course, or show a previous year's hunting license.

**8. California Code of Regulation, Title 14, Section 708.6, Tag Validation, Countersigning and Transporting Requirements:**

Hunter Education Instructors are authorized to validate or countersign deer and elk tags. No person may validate or countersign his/her own deer tag or tag. See California Code of Regulation, Title 14, Section 708.6 for more details or ask you District Coordinator.

**9. California Code of Regulation, Title-14, Section 709, Hunter Education Instructor Incentive Program**

(a) Under the Hunter Education Instructor Incentive Program (“Incentive Program”), the department shall award incentives including, but not limited to, big game tags provided voluntarily by licensed Private Lands Management areas, Cooperative Elk or Deer Hunting areas, or other tags or hunts designated by the department, other hunting opportunities, and firearms, to eligible department-certified Hunter Education Instructors. The incentives shall be awarded annually in a random drawing according to the following rules.

**(b) Eligibility Criteria**

(1) Only certified instructors who meet the following eligibility criteria may participate in Incentive Program drawings.

(2) To be eligible to participate in a drawing, instructors must have been in active status for a minimum of three (3) consecutive years, inclusive of the year prior to the drawing. Instructors will earn an additional drawing entry for every ten (10) years of active service.

(3) To maintain active status, an instructor shall complete in-service training requirements, teach or assist in teaching at least one course per calendar year, and submit an annual income and expense record. The instructor must meet these requirements by December 31st of any given year to be considered eligible for an Incentive Program drawing offered the following year.

(4) Instructors with revoked or suspended Hunter Education Instructor certification are ineligible to participate in Incentive Program drawings.

(5) Paid staff within the department's Hunter Education Program are ineligible to participate in Incentive Program drawings.

(6) Instructors who are drawn and accept a tag or hunt shall not be eligible to participate in the next five annual Incentive Program drawings.

**(c) Incentive Program Drawing Procedures**

(1) Each eligible instructor listed in the department's Hunter Education Instructor database shall be assigned a random number in the drawing for each year's pool of donated or department-designated tags or hunts. This drawing will commence in the second week of July each year and proceed until all available tags or hunts are issued. Alternate instructors may be drawn to ensure that all tags or hunts are claimed.

(2) Among the instructors that are drawn, the instructor that is drawn first shall select a tag or hunt from the available tags or hunts, and further selections shall proceed based upon the order in which instructors were drawn.

(3) If any instructor fails to accept or select an available tag or hunt within three (3) days of being notified by phone, the instructor's selection rights will be forfeited and the next instructor in order will be contacted.

(4) If an instructor who accepted a tag or hunt later declines the opportunity and notifies the department, prior to the opening day of the relevant season, that they

- will not participate in the selected hunt, alternate instructors shall be contacted in the order they were drawn and offered the opportunity to accept the tag or hunt.
- (5) Instructors who accept a tag are required to pay the applicable tag fee set forth in the Fish and Game Code or these regulations.
- (6) Accumulated preference points from general big game drawings shall not be considered or applied in any Hunter Education Instructor Incentive Program drawings.

**10. California Code of Regulation, Title-14, Section 709.1 Hunter Education Instructor Incentive Program Big Game Tag**

(a) Following the effective date of this regulation, the department shall award the following big game license tag(s) using a random drawing system to eligible department-certified Hunter Education Instructors:

- (1) Open zone deer, as described in title 14, CCR, section 360.
- (2) Any additional big game license tags described in title 14, CCR, sections 360, 361, 363, and 364.

(b) Eligibility Criteria

- (1) Only certified instructors who meet the following eligibility criteria may participate in Incentive Program drawings.
- (2) To be eligible to participate in a drawing, instructors must have been in active status for a minimum of three (3) consecutive years, inclusive of the year prior to the drawing.
- (3) To maintain active status, an instructor shall complete in-service training requirements, teach or assist in teaching at least one course per calendar year, and submit an annual income and expense record. The instructor must meet these requirements by December 31st of any given year to be considered eligible for an Incentive Program drawing offered the following year.
- (4) Instructors with revoked or suspended Hunter Education Instructor certification are ineligible to participate in Incentive Program drawings.
- (5) Paid staff within the department's Hunter Education Program are ineligible to participate in Incentive Program drawings.
- (6) Instructors who are drawn and accept a tag or hunt shall not be eligible to participate in the next five annual Incentive Program drawings.

(c) General Conditions

- (1) To enter a drawing for a Hunter Education Instructor big game tag described in subsection (a), an eligible instructor shall pay the nonrefundable application fee for a fund-raising tag random drawing entry form as specified in title 14, CCR, section 702 on or before June 2nd each year.
- (2) Tags will only be issued to instructors with valid annual California hunting licenses.
- (3) Hunter Education Instructors may apply for up to three fund-raising tag random drawings per license year.
- (4) No applicant shall earn a preference point through this application process.

- (5) Accumulated preference points from general big game drawings shall not be considered or applied in any Hunter Education Instructor Incentive Program drawings.
- (6) Hunter Education Instructor Incentive Program big game tags are non-transferrable.
- (7) Successful applicants and a list of alternates for each big game tag will be determined by random drawing within 10 business days following the application deadline date. If the drawing is delayed due to circumstances beyond the department's control, the department shall conduct the drawing at the earliest date possible.
- (8) Unsuccessful applicants shall not be notified.
- (9) Successful applicants shall claim their tags at the License and Revenue Branch, 1740 N. Market Blvd., Sacramento, CA 95834 by 5:00 p.m. on July 15 each year. If the deadline to claim the tags falls on a weekend or holiday, applicants can claim the tags until 5:00 p.m. on the first state business day following the deadline. Unclaimed tags shall be awarded to alternates in the order drawn.

**11. California Code of Regulations, Title-14, Section 710, Hunter Education Training Equivalency**

- (a) The Department may evaluate the quality and coverage of hunter education courses offered by other countries, their political subdivision, or by the Armed Forces of the United States. Upon satisfactory evidence that a course fully meets or exceeds the requirements of the California hunter safety course, the department may issue to graduates of such courses a California Certificate of Equivalency. (NOTE: See Section 3050(a) of the Fish and Game Code regarding hunter safety certificates from other states.)
- (b) The department shall prepare a comprehensive hunter education equivalency examination, to be administered to qualified applicants. Pass/fail criteria will be established by the department. Qualification to take the equivalency examination must include affirmation that the applicant has not previously taken and failed the examination. Applicants who successfully pass the equivalency examination will be issued a hunter education certificate of equivalency.



## **Volunteer Contribution to the Hunter Education Program**

Prior to passage of the “Hunter Safety Training Law”, the National Rifle Association’s firearms safety program was the only program available for prospective hunters on a statewide basis. Many of the volunteer instructors who taught the National Rifle Association program were the first to become instructors for the California Hunter Safety Program.

Of the 6,000 instructors that started with the program in 1954, twelve were still active and honored as “charter member instructors” during the Fish and Game Commission meeting in February 1990. The names of all twelve instructors were inscribed on a plaque which is displayed in Sacramento. Jointly these instructors had given over 300 years of voluntary service to teach first time hunters the basics of firearms safety, principles of conservation and sportsmanship.

Volunteer instructors provide about 2,000 classes and teach approximately 30,000 students each year. Today’s classes require a minimum of ten hours of instruction. That amounts to over 25,000 hours of volunteer time each and every year.

More importantly, their efforts have resulted in a drastic reduction in the number of hunter related accidents since the inception of the program. In the 1954/55 hunting license year the casualty rate was slightly more than four casualties per 20,000 licensed hunters. Although license sales have decreased by over 30 percent since 1954, our casualty rate has dropped by 75 percent during the same time period. That rate has dropped below one casualty per 20,000 licensed hunters today. This accomplishment is the result of the dedication and continuing efforts of the volunteer instructors who have served throughout the history of the program. Today, men and women work diligently across California to ensure that future generations have the opportunity to safely enjoy the wonderful outdoor experiences that await them in the sport of hunting. For that, we say, “Thank You.”

## **Funding for the California Hunter Education Program**

The Hunter Education Program is primarily funded by the Federal Aid in Wildlife Restoration Act of 1937 - more commonly known as the Pittman-Robertson Act. The Pittman-Robertson Act provides for an excise tax on firearms, ammunition, and certain archery equipment. These funds are used to support wildlife management programs across America. In 1970, the act was modified, requiring a percentage of the funds be used for Hunter Education Programs. Funds are distributed to each state based on the size of the state, hunting license sales, and other factors.

The California Hunter Education Program is required to comply with certain conditions as a result of accepting funds from the Federal Government.

They are:

- Provide a minimum of 10 hours of course instruction;
- Include the topics of firearms safety, principles of conservation, and sportsmanship as part of the instruction;

- Submit an accurate record of students trained, signed by the instructor;
- Not use the class to lobby or conduct improper public relations activities.

***Instructors shall always comply with these mandated requirements. Any deviation from these requirements could jeopardize Federal funding, which would threaten the entire Hunter Education Program.***

### **Hunter Education Staff and Organization**

The California Hunter Education Program is coordinated by the Law Enforcement Division. The program falls under the direction of a Captain. This unit coordinates the Hunter Education Program. Included in the unit is support staff for all the educational programs. Organization of the Hunter Education Program is as follows:

1. Hunter Education Administrator – Captain. This position, located in Sacramento, oversees and administers Hunter Education Program on a statewide basis and is the liaison with the Federal Government.

District Coordinators – Fish and Wildlife Lieutenant. There are three Enforcement Districts in California, and each has a District Coordinator--a Lieutenant--who is the individual HEI's primary contact. Check the accompanying map to determine which district you live in and who is your District Coordinator.

3. Advanced Hunter Education Program Coordinator. This Lieutenant position coordinates the Advanced Hunter Education Program.

2. Support Staff:

A. Supply Coordinator: This position supervises the operations of the warehouse and is responsible for issuance of all instructional materials to instructors. The Department warehouse is located in Sacramento.

B. Program Assistant(s): These positions are responsible for maintaining student and instructor records. They assist the Hunter Education Administrator with management of the Hunter Education office. These positions are located in Sacramento.

### **Publications and Communication**

- **Hunter Education Quarterly**

The Hunter Education Quarterly is printed and mailed to all current instructors. This newsletter is designed to provide instructors with information on district activity, instructor participation, instructor awards, training tips, and other items of interest. You are encouraged to read this publication and keep abreast of the many things occurring in the program. Instructors are encouraged to send articles, training tips, or other items of interest to the Hunter Education Office or email to [HunterEducation@wildlife.ca.gov](mailto:HunterEducation@wildlife.ca.gov) for possible inclusion in the newsletter.

- **International Hunter Education Instructor Journal (IHEA)**

- The IHEA provides a quarterly newsletter for free to all instructors throughout North America. The newsletters are shipped to the hunter education office in Sacramento and then mailed to each instructor. It provides helpful training themes and other useful information for instructors.
- **Student Hunter Handbook is a student focused magazine provided by IHEA and is available upon by request from the Hunter Education Supplies Coordinator.**

- **Instructor Resources webpage**

<https://www.wildlife.ca.gov/Hunter-Education/Instructor-Resources>

This page makes it easy for you to order class materials and get the information you need as a Hunter Education Instructor.

- **E-mail**

E-mail has become a primary means of communication, so make sure we have your correct e-mail address. Hunter Education Program Staff contact information can be found on the Instructor Resources Page and at the front of this manual.

- **Hunter Education Instructor Associations**

Hunter Education Instructor Associations are not part of the CDFW Hunter Education Program. They are independent organizations operated and governed by association members. Associations routinely collaborate with the CDFW Hunter Education Program to recruit new instructors and students, provide training, and to provide various activities, benefits, and opportunities for instructors.

## **Instructor Policies and Procedures**

***Only CDFW-certified HEIs may organize and teach classes and sign Certificates of Completion. Also, only certified HEIs are protected from liability if they are teaching the course as directed in the Policies and Procedures guide. Non-certified instructors—such as those you may invite into your class to teach specialty subjects--are not protected and may be held personally liable for information provided or any injury resulting from such information or training. Therefore, if you use teaching assistants in your class, the Department strongly suggests they become certified HEIs.***

### **Certification of Instructors**

Before any person can organize or direct a hunter education class, they must first be certified by the Department of Fish and Wildlife. Non-certified persons may teach hunter education only under the direct supervision of a certified instructor, subject to the approval of the Department. To become certified, an applicant must successfully complete the certification process. The process takes approximately 12 weeks to complete and consists of the following:

- Have sufficient hunting experience as determined by the District Coordinator
- Attend and successfully complete a California Hunter Education Course. (Presentation of a Hunter Education Certificate of Completion will satisfy this requirement.)
- Complete a California hunter education instructor application form.
- Complete a California volunteer record and service agreement form.
- Complete an oath of allegiance and declaration of permission to work for persons employed by the State of California form.
- Complete an authorization to release information form.
- View an orientation video.
- Successfully pass the instructor examination and interview.
- Complete a Live Scan form and submit it to a business/organization authorized to perform Live Scan (electronic fingerprinting) service (see District Coordinator for locations). You are responsible for initial Live Scan fees but see your District Coordinator concerning reimbursement. Via Live Scan, California's Department of Justice (DOJ) verifies the applicant's criminal history. Results are transmitted directly to CDFW headquarters in Sacramento. Any criminal violations will be evaluated by the District Coordinator and State Administrator to determine the acceptability of the applicant.
- Teach a portion of a hunter education class under the supervision of a certified instructor. (This requirement may be waived by the District Coordinator or State Administrator.)

Once the District Coordinator has received the application and the authorization to release information form, they will review it for completeness. If acceptable, the District Coordinator or their representative will contact the applicant to set up an interview and provide them with the instructor study materials. These study materials are designed to prepare the new instructor to teach hunter education safely and effectively.

## **Instructor Applicant Study Materials:**

Prospective HEIs are provided a Policies and Procedures guide which explains policies and procedures related to the Hunter Education Program. Applicants must have a thorough working knowledge of these policies and procedures because there will be questions on the instructor's examination relating to the Policies and Procedures guide.

Also included in the study packet will be a teaching guide with lesson plans, classroom preparation topics, and other helpful tips for the instructor. Instructors should study this material and be prepared to answer related questions on the instructor examination.

## **Code of Conduct for Instructors**

Instructors must be safe, mature, and ethical. They must have and use good judgment. HEIs represent the California Department of Fish & Wildlife, fellow instructors, and the hunting community. They must present themselves in a manner that speaks well of everyone.

Instructors should exemplify the very best traits of the "teacher". Often, the instructor is the first CDFW representative that a young person meets, and that first meeting can have dramatic consequences for the Department, the sport of hunting, and the individual. Therefore, instructors must conduct themselves in a professional manner and adhere to the following standards:

- Instructors should present a neat, well-dressed and groomed appearance.
- Instructors should always be well-prepared to teach their class.
- Instructors are non-paid employees of the Department and while functioning as an Instructor, whether in person or in print, shall not engage in disparaging comment or contradict the Department's policies or state regulations
- Instructors should be on time for their class.
- Instructors should be polite and courteous to students.

Some behaviors are never appropriate in the classroom or in front of students.

- Alcoholic beverages shall never be present during a class. Instructors may not drink alcohol before or during a class—nor should students.
- Hunter Education is a State-administered program, and, therefore subject to State restrictions concerning use of tobacco. Instructors and students may not use tobacco during class. It is appropriate to use tobacco during breaks, outside the classroom.
- Profanity should never be used.
- Inappropriate physical contact shall always be avoided.

## **HEI Arrest and Citation Notification**

Volunteer Hunter Education Instructors shall notify the Department of Fish and Wildlife, through their District Coordinator, of any criminal investigation, physical arrest or conviction, or any action affecting their ability to act as a Hunter Education Instructor. Such notification must occur within 72 hours or within a reasonable amount of time of the incident. Examples of incidents that shall be reported include but are not limited to: Any Felony or Misdemeanor arrest

or citations, any Fish and Wildlife arrest or citation and anything involving and or affecting the Hunter Education Program. Notification shall be considered confidential. The Department may make temporary administrative changes in instructor status necessary to reduce departmental liability. The Department may conduct an administrative investigation and will not rely solely on the findings of any other agency. Administrative action will be taken based only upon the findings of an independent departmental investigation. These actions will be independent of any criminal or judicial process.

### **Restricted Topics for Instructors**

Federal regulations prohibit the use of hunter education funds for political lobbying activities, or selling products or services during a hunter education class. The expressed purpose for the class is to provide hunter education, not to provide instructors or others with an opportunity to sell or promote their services or products. Therefore, the classroom shall not be used to conduct any of these activities. This restriction does not prohibit instructors from providing information, either before or after the class, regarding sporting opportunities available to the students such as advanced training programs, etc.

Also, to avoid any conflict with federal regulations—thus endangering the entire Hunter Education Program--or being required to provide equal time and materials for opposing points of view, instructors must keep political and philosophical points of view and attacks out of all classroom activity. Instructors shall not solicit memberships in pro-gun or pro-hunting organizations, act as representative for such organizations, nor make a philosophical attack on anti-hunting or anti-gun ownership movements or organizations. Instructors must confine their classroom activities to teaching hunter education.

### **Uniforms for Instructors**

It is extremely important that instructors be recognizable when teaching a hunter education class. Because their appearance reflects directly upon the Department and themselves, they should always present a neat, well-groomed appearance when in front of a class. This is true whether they wear casual attire or a uniform, which they may wear if desired. The uniform must meet Department specifications; unauthorized uniforms shall not be worn

#### **Uniform Specifications:**

- Shirt: Any color shirt with the hunter education logo on it, short or long sleeve.
- Vest: A volunteer vest may be worn by the instructor. The vest must be approved by the Department. (Contact your District Coordinator for specifications)
- A name tag may be worn above the right front pocket
- The hunter education instructor patch may be worn on the left shoulder of a short or long-sleeved shirt.
- The Expert, Distinguished or Master Instructor rocker may be worn below the instructor patch.
- Service pins may be worn above the left front pocket
- Special instructor rating patches may be worn above the right pocket over the name tag.
- Members of the International Hunter Education Association (IHEA) may wear their association patch on the left front pocket.

- Rank insignias and training patches from the National Rifle Association (NRA) may be worn to identify instructor classifications, if desired, by a teaching group.
- Commercially available instructor's badges shall not be worn.
- **The California Department of Fish & Wildlife Patch shall not be worn as part of the uniform, except as part of the volunteer vest.**
- **Firearms shall not be worn as part of the uniform. The only exception to wearing firearms in plain view in hunter education courses is peace officers teaching or assisting in hunter education courses as part of their assigned duties, may wear firearms as part of their duty uniform.**

Instructors shall not display any sign, patch, logo or statement on their equipment, person, business cards, correspondence or any other materials used in conjunction with their instructor status which would indicate to the public they are Department of Fish and Wildlife employees.

### **Annual Instructor Conferences**

Instructor conferences are held annually, usually in spring, and provide instructors an opportunity for camaraderie and training. One main conference and two or more satellite conferences are held within each district and satisfy the HEI program's annual training requirement. Conference locations generally vary from year to year. Instructors may attend as many conferences throughout the State as they wish. **Instructors unable to attend a conference must complete a correspondence course to maintain their status as an HEI.**

### **Team Teaching**

Because of the advantages of team teaching, the Department encourages instructors to work together when possible. Instructors not actively teaching can sign in late-arriving students and handle course paperwork, and as the class progresses, can observe the class to see if the students understand the material. They can make sure students' questions are recognized and answered, demonstrate the handling of firearms, and operate media devices. Instructors may specialize in teaching a specific topic such as wildlife management, ethics, or archery.

Team teaching also reduces the burden on any one instructor and helps keep the students interested in the class. If an emergency should arise, instructors are there to assist other instructors and students. Also, if a solo instructor should become ill or unavailable, the class would have to be disrupted or cancelled. In the end, it's more fun and enjoyable for all. If you desire to team teach but do not have a partner, contact your District Coordinator for help.

### **Instructor Evaluations**

In order to gauge their teaching methods, effectiveness, and compliance with program requirements, instructors may be evaluated during a class at any time by the Department. The evaluation process lets the instructor know if their teaching methods are being effectively presented and where they can make adjustments to improve their class. Evaluations should be looked upon by the instructor as a positive measurement of their teaching effectiveness. A standard evaluation form is used by Department personnel.

## **Revocation of Instructor Certification**

Section 3051 of the Fish and Game Code states in part: The Department may revoke the certificate of any instructor when in the opinion of the Department, it is in the best interest of the state to do so.

Reasons for revocation include violation of the Policies and Procedures guide, violations of Fish & Wildlife laws, or other violations of law. Inappropriate or outrageous behavior by an instructor which would place the program or Department in a bad light will not be tolerated.

## **Maintaining Instructor Active Status**

To maintain active status and earn a year of service as an instructor, all of the following requirements must be met:

- Teach at least of one class per calendar year
- Complete annual training
- Meet annual budgeting requirements

Any exceptions to these requirements must have prior approval by the appropriate District Coordinator or Administrator.

## **HEI Recruitment and Retention Incentive Program**

The primary purpose of the Hunter Education Instructor Incentive Program is to recruit new instructors and retain certified instructors. The goal is to build a sufficient volunteer corps to address unmet public demand for mandatory classes.

The Department will provide incentives, in the form of big-game tags provided voluntarily by licensed Private Lands Management areas, Cooperative Elk or Deer Hunting areas, or other tags or hunts designated by the department, to department-certified Hunter Education Instructors.

The incentives will be distributed in a random drawing to Hunter Education Instructors who have taught at least one class, completed the annual Instructor training, and filed an Income and Expense form **every year for a minimum of three consecutive years inclusive of the year prior to the drawing.**

See Appendix B for more information.

## **HEI Fund-Raising Tag Drawing (Open Zone Deer Tag)**

The Department will award (1) Hunter Education Instructor, (1) Open Zone Deer Tag per year using a random drawing system.

Only certified instructors who have been active for a minimum of three (3) consecutive years, inclusive of the year prior to the drawing are eligible.

Active Instructors have completed in-service training requirements and taught or assisted in teaching at least one course every year.



Instructors who are drawn and accept a license tag will not be eligible to participate in the next five annual drawings.

Eligible hunter education instructors who wish to apply for the Hunter Education Instructor big game tag(s) shall pay a nonrefundable fee for the fund-raising random draw tag through the Department's Online License Service (OLS). Applicants must purchase an annual California hunting license to apply.

Hunter Education Instructors may purchase up to three random drawing applications during the same license year.

See Appendix B for more information.

### **Instructor Awards**

The Department takes great pride in the accomplishments of its volunteer instructors, and recognizes them with awards each year to show its appreciation for their service and dedication. The awards demonstrate the level of service each instructor has provided the State. Active service requires teaching one class per each calendar year.

**Service Pin:** For each five years of active service, a pewter animal pin is presented to the instructor. The number of years of service is indicated and there is a different animal for each five-year increment. In order they are; quail, deer, duck, elk, pheasant, big horn sheep, antelope, mountain lion, bald eagle, bear, turkey, and pig (see Appendix A).

**Golden Bear Award:** An instructor that has been active in the program for 25 years is awarded the Golden Bear Award. An oval, silver belt buckle with a gold-plated California grizzly bear superimposed on the State, inscriptions read "California Hunter Education Program" on the top, and "25 Years" on the bottom.

**Instructor Award Patch:** An instructor may be awarded an instructor award patch upon recommendation for outstanding service from any Department representative. This patch may be sewn on the right shoulder of the uniform shirt.

**District Awards:** District Coordinators may recognize volunteer instructors for their contributions to the Hunter Education Program at any time. This award may be in any form outlining the instructor's accomplishments.

### **Instructor of the Year Award**

The "Hunter Education Instructor of the Year Award" is a special way for the Department of Fish and Wildlife to recognize the very best of its volunteer instructors. Each year instructors are selected from throughout the State to be considered for the instructor of the year award. Anyone may nominate an instructor for consideration. Nominations must be submitted to a District Coordinator and /or the State Administrator by January 1, of each year. The State Administrator and District Coordinators will review the nominations and select the Hunter Education Instructor of the Year.

The following format should be used when nominating an instructor for this award:

**Hunter Education Instructor of the Year Award Nomination**

1. List the number of years an instructor has been active in the California Hunter Education Program.
2. List the number of classes an instructor has taught in the last three (3) years.
3. List if the instructor teaches as part of a team or solo.
4. List the number of certified instructors they have recruited in the last five (5) years.
5. List if the instructor incorporates live fire in their class.
6. List any teaching certificates the instructor possesses in other hunting, outdoor, or shooting sport programs.
7. List any hunting, outdoor, or shooting sport affiliations/memberships.
8. List any awards the instructor has received for service in hunting, outdoor, or shooting sport programs.
9. List any special characteristics that qualify the instructor for the award (100 words or less).

## **Hunter Education Class Requirements**

### **Accessibility of Program**

The Hunter Education Program, as a state-mandated, federally-funded program, must be made available to all persons. Therefore, instructors shall not refuse to provide training, refuse to certify, or otherwise discriminate against any person because of age, race, color, creed, sex, sexual orientation, religion, disability or national origin. Additionally, the program shall be made available to all persons as required by the Americans with Disabilities Act. However, instructors shall not hire a sign language interpreter (signer) without permission from their district coordinator.

### **Student Age Requirements**

Because all first-time California resident hunters are required to have hunter education training regardless of their age, students of all ages can be expected to attend classes. Students may not be refused entry to a hunter education class because of age alone. However, the parents of very young students should be advised by the instructor that failure is highly likely because of the complexity of the materials and the exam.

Parents or guardians should be encouraged to attend with young students, especially those younger than age 16, to help define new words or provide additional tutoring during and after class. Regardless of age, however, students who demonstrate proper knowledge, responsibility, the ability to safely handle a firearm, and who pass the written exam shall be certified.

The reason there is not a minimum age requirement is because California does not have a minimum age requirement for purchasing a hunting license. Federal law prohibits discrimination on the basis of age for this reason. To prohibit a student's entry into a class because of age could result in the instructor and the Department being prosecuted for age discrimination.

### **Class Scheduling**

- All classes (public, private, and unlisted) shall be created prior to the course date in the Event Manger system.
- All information- class locations, course times, and fees shall be accurate.
- Information included in the Special Instructions field shall be clear, concise and professional. Please do not repeat information already included in the course description and remember Special Instructions will be viewed publically. Please take special care with grammar and punctuation.

### **Class Fees**

California Fish and Game Code Section 3052 states “No fee shall be charged for the instructor’s service, however, a fee to cover the cost of giving such instruction may be charged each person participating and receiving such instructions.”

In other words, the instructor may not profit from teaching Hunter Education classes, they may only cover their actual expenses. Such expenses may include, but are not limited to, range fees, ammunition, transportation, advertising, classroom or equipment rental, postage, awards, and training aids.

Class fees shall not be used for the purchase of non-expendable (property) items. Unless otherwise authorized, firearms, media equipment, and furniture shall not be purchased by an instructor. The rental of equipment is allowed, but the source of the equipment must be from a private business or non-profit organization. Instructors may not rent equipment to themselves. Class fees shall never be used to amortize household expenses or pay for wear and tear on furniture, carpeting, fixtures, etc. Student fees shall not be utilized as an instructor's salary. If the instructor is paid a salary by an organization to teach the hunter education program, the organization paying the salary shall not collect any fee from the students. No class fee can be transferred to a third party without prior approval from your District Coordinator. Vehicle mileage cannot be charged unless the instructor has a current "*Use of Private Vehicle for State Business*" form on file with their District Coordinator.

Fees shall not exceed \$ 10 per student without specific prior approval from the instructor's District Coordinator. To obtain approval, submit a written request to your District Coordinator outlining the specific expenses you expect to incur and how the fee will be used. You must have an approved written request on file prior to charging fees above the \$10.00 allowed statewide.

### **Required Budget**

California Fish and Game Code, Section 3052 requires that any time a fee is charged, a record of expense shall be kept for inspection by the Department. The record need not be elaborate but must itemize each specific expense and the income per student. This record must be kept for three years and be submitted to the District Coordinator by **January 31 of each year**. (*Failure to comply with this requirement can result in the revocation of instructor certification*). Fees should never be co-mingled with the instructor's personal finances. If an instructor has a written budget on file, expenses and income need not balance for every class. For instance, larger classes during the summer may bring income beyond the expense, while small off-season classes may cost more than the income. The fee charged should allow the instructor to balance out at the end of the year.

### **Class paperwork**

When a Hunter Education Instructor is instructing or assisting in instructing a hunter education course, the following must be accurately completed and submitted to the Hunter Education Program through the Event Manager system within **14** days of completion of the course: all student pass/fail results (excluding test scores), all instructor prep, class, travel hours, answers to whether fee was charged, and what language the course was instructed in.

The only paperwork instructors shall be required to maintain are the student release forms. The releases must be maintained and made available for Department inspection for a period of 3 years.

Instructors shall destroy all other paperwork including online vouchers, answer sheets, sign in sheets, and any printed copies of rosters.

Instructors shall never maintain personal information of students that is provided on class rosters. Special care needs to be taken to insure personal information is protected and disposed of in a responsible manner.

### **Class Size**

**An instructor may hold a class with no fewer than 3 students. The maximum class size SHALL BE 25 students per certified instructor.** This allows adequate contact between the students and the instructor and provides for a safe environment. In unusual cases, a large class may be broken into sections no larger than 25 students per section. Exceptions may be made be authorized by your District Coordinator.

### **Ammunition in the Classroom**

A fundamental goal of hunter education is to teach safe practices concerning the handling of firearms. Hands-on learning is often the best learning, and so whenever possible, Instructors are encouraged to have their students handle actual or replica firearms.

All measures must be taken, however, to prevent the unintended discharge of a firearm. Therefore, instructors shall never knowingly allow the presence of live ammunition in their class.

The intent of this requirement is to prevent the unintended discharge of a firearm, not to exclude dummy ammunition or fired ammunition used for display or demonstration purposes.

Unassembled cartridge components shall not be considered ammunition, but the functional components necessary to place a muzzleloader into a loaded state shall not be present when a muzzleloader is present as well.

These provisions apply to the classroom portions of hunter education courses and not to live-fire training events held at a range. These provisions do not apply to cartridges carried by Peace Officers or other individuals lawfully carrying concealed weapons.

### **Student Consent Form**

All students are to turn in a student consent form at the beginning of class. This form is available for them to download, print and fill out when they register for class. Instructors should have extra consent forms available. This form consists of two parts, a liability release and a self-certification for ability to handle firearms. Instructors shall review student consent forms to identify students legally prohibited from possessing firearms in their classes. Individuals convicted of domestic violence charges, Felony charges, Health and Safety charges, or other prohibited groups may attend a class but cannot handle or possess firearms or ammunition. *As an instructor, you could be charged criminally for providing firearms to such persons.*

## **Required Class Topics**

California Fish and Game Code, Section 3051, and Federal-State contractual agreements require that the hunter education course include the following three topics. Each topic must be afforded the mandatory amount of time listed.

- 1. Hunter Safety--3 hrs.**
- 2. Principles of Conservation--1 hrs.**
- 3. Sportsmanship and Ethics--2 hrs.**

## **Required Class Hours**

Except for authorized home study/on-line courses, a minimum of ten (10) hours of instruction is required for a hunter education course. A 10-hour course may contain an assigned home study component, which may not exceed two (2) hours. There is no maximum number of hours for a hunter education course.

In order to make the minimum 10-hour course effective, it requires the utmost care in planning and presentation to teach the required topics, let alone the other, suggested topics. Consequently, detailed coverage of archery, first aid, survival, black powder and related subjects is not possible in a 10-hour course. Instructors may refer students interested in archery, black powder shooting or first aid/CPR to these organizations:

1. National Bowhunter Education Foundation  
P.O. Box 2934  
Rapid City, SD 57709  
605-716-0596
2. National Muzzle Loading Rifle Association  
P.O. Box 67  
  
Friendship, IN 47021  
(812) 667-5131
3. A local hospital or Red Cross Office

## **Examinations**

One way to measure an individual's knowledge is by exam. The Hunter Education Program provides a standard written examination at the conclusion of each class. Instructors are required to utilize the provided exam and are not allowed to change or modify the exam. Instructors shall not give students the answers to the examination at any time.

The final exam is to be administered "closed book"; utilization of any notes, manual, workbooks, or study materials is prohibited during the written exam. There are 100 questions on the standard examination, and a score of 80% (80 correct) is required to pass. Students will be required to have a basic understanding of the ten commandments of firearm safety. The teaching of the ten commandments of firearm safety will be at the HEIs discretion. There is no required separate examination for the Ten Commandments of firearm safety; the HEI must insure each student has

a basic understanding. Students who have difficulty reading may have the questions read to them because the test is intended to measure understanding of safety, conservation and sportsmanship, not reading ability.

A non-certified class assistant may read the question to a student; however all efforts shall be made to avoid having a parent read the exam to their child. The best-case scenario would be to have a certified instructor read the exam to the student(s).

Prior to the final exam, as part of the course, the instructor may test the students' knowledge and skills. A pre-test given at the beginning of class or a brief quiz at the end of each topic or class period is an effective way to test the knowledge of students. A field test simulating hunting conditions is an excellent way to determine a person's skill level in handling firearms. Instructors may require passing scores on these tests (except the pre-test), in addition to the final examination.

Adequate time should always be allowed for students to complete the examination. Instructors should review the examination at the conclusion of the testing process. This is a good time to go over the questions students have missed.

***All Examinations must be returned to the instructor. Instructors will collect and destroy all of the answer sheets.***

The examination is available in a variety of languages. Contact your Supply Coordinator for available non-English options..

When a student fails the course, the instructor should meet with them privately and explain the reasons. If failure is due to lack of knowledge in a few specific areas, the instructor may wish to give a reading assignment and re-test the student later. Always meet and discuss the results of a failed examination with the parents of a very young student. This helps them understand the reasons for the failure and can also help them understand what they need to do to help their child meet the basic requirements of the program. The child should be present at the meeting to hear your explanation.

If a student fails the examination, the instructor should try to determine the cause. Was the failure because of a reading problem or an inability to understand English? Was the failure the result of a lack of understanding of the terminology or concepts presented in the class? Was the student unable to understand the questions on the examination?

If failure was due to a lack of knowledge in a few areas, the instructor should review the missed questions with the student at the end of the class. Have the student review those particular areas and return to your class at a later date to re-take the test.

***\*The student should not be given the re-test on the same day that they failed the final examination***

***\*Have the student study the missed material and return during the examination period during your next class or at a later time and place which is convenient for you and the student.***

***\* Make sure that you use a different version of the examination for the re-test.***

***\* If the failure is because of a reading problem, you may give the exam orally, but you or another instructor must give the entire examination, not just the questions missed by the student.***

**Why re-test later?** By re-testing on the date of the failed examination, the student is really only being tested on a few items, all of which have been recently reviewed. However, by having the student come back at a later time, you place value on your time, the program and the student's commitment to the learning process. If there is a general lack of knowledge, invite the student to retake the course prior to taking the examination.

### **Shooting Range Requirements**

Although is not a requirement of the course, use of a range as part of a hunter education class is strongly recommended. The advantages of using a range include:

1. Hands-on instruction with firearms
2. Observing students while handling loaded firearms
3. Marksmanship training
4. Providing an opportunity to demonstrate the destructive potential of firearms
5. Having the opportunity to test skills associated with live firing
6. Providing a fun introductory activity to the shooting sport

If live fire is included, class length should be adjusted to allow for this activity. Just remember that including a live fire element to the class carries with it a certain degree of risk. **Safety is the main priority for any range training.**

### **Pass/Fail Criteria:**

Whether or not a student is offered the final examination after completing at least 10 hours of instruction is left to the discretion of the instructor. Several factors should enter into this decision and the instructor should document the reasons.

First, the instructor should evaluate the student's maturity level when handling firearms. Skill testing or live firing provides an excellent opportunity to observe students. Ask yourself-- "*Would I want to hunt with this student? Would I want them standing next to or behind me with a loaded gun?*"

Second, the instructor should consider the student's overall attitude. Students exhibiting inappropriate behavior should not be certified regardless of knowledge or skill level.

Third, the instructor may use knowledge and skill tests throughout the course to determine the progress of the student. If a student consistently fails these tests, failing the final exam is a certainty. Suggest they study and return at a later date.

Fourth, the student must successfully pass the written examination. If the student has reading or language problems, the instructor should determine verbally if the student has the basic knowledge and skill to be a hunter. The written examination shall not be given and scored until the student passes all criteria of the course. If you do have to schedule the range time after you have given the final examination, it must be optional to the student. ***If you are going to fail the***



*student on the gun handling portion of the class for unsafe handling of firearms, it must be done prior to administering the exam.*

Fifth, if there is a general lack of knowledge, or failure is due to immaturity or poor attitude, the instructor should encourage the student to enroll in a future class, if appropriate.

### **Certificates of Completion**

After a student has completed a minimum state-approved course of instruction, has demonstrated to the instructor they will be a safe, responsible hunter and has passed the written examination, they may be issued a Certificate of Completion by a certified instructor.

Certificates are to be completed by the instructor and given to the student. Each Student has a unique number generated when they register for the class. Numbers are retrieved from the Class Roster by the Instructor. Sharpie pens or laser jet printers will print on the certificates, but allow Sharpie ink to dry for a minute or it will smudge.

### **Duplicate Certificates**

A fee may be charged by an instructor for the issuance of the duplicate certificate. These monies shall be accounted for and utilized as noted in the budget section above for other class fees. Certificates issued after January 1, 2016, may be replaced through the Online License System or a license agent. Only the instructor of record or affiliated organization may issue duplicate certificates. Instructors may only issue a duplicate certificate for those with assigned certificate numbers, (post 2005). All others shall be issued in coordination with the Hunter Education Program by contacting Headquarters. The instructor must write the original class information on the duplicate certificate. Instructors who are no longer certified may submit a signed letter indicating class completion for former students to the local regional coordinator for issuance of a duplicate certificate. They may not issue duplicate certificates if they are no longer certified instructors.

### **Hunter Education Equivalency Examination**

Section 710, California Code of Regulations, Title-14 requires that the Department provide for a comprehensive hunter education equivalency examination, to be administered to qualified applicants. Qualification to take the examination must include affirmation that the applicant has not previously taken and failed the examination. Applicants who pass the equivalency examination will be issued a hunter education certificate of equivalency. There are various problems with the certificate of equivalency, which include:

- Some states will not accept the certificate of equivalency as proof of hunter education for the purchase of their hunting license.
- There is an administrative cost associated with the examination process.
- An individual cannot take the examination if they have previously taken the examination and failed. Their only alternative is to take a hunter education course.

Instructors should direct those interested in the equivalency examination process to their District Coordinators. District Coordinators or their representatives are the only ones allowed to administer the equivalency examination.

### **Out-of-State Certificates and Licenses**

Through a reciprocal agreement with the other states and the provinces of Canada, California accepts any state or provincial certificate of completion or a hunting license issued within the last two hunting years as proof of completing Hunter Education requirements. Only certificates from official state or provincial programs are acceptable. National Rifle Association (NRA) certificates or other special training certificates are not acceptable, unless specifically provided for by Fish and Game Commission regulations.

### **Non-Resident Hunters**

*A nonresident is not exempt from hunter education requirements.* Persons on active military duty in California may purchase a resident hunting license, but must meet all of the mandates of the Hunter Education Program.

### **Fish and Wildlife Web Site**

The Department's website and The Hunter Education Program pages are full of useful information and resources.

CDFW main:

<https://www.wildlife.ca.gov/>

Hunter Education Program page:

<https://www.wildlife.ca.gov/Hunter-Education>

Instructor Resources page:

<https://www.wildlife.ca.gov/Hunter-Education/Instructor-Resources>

Appendix A

Service Awards



5 years  
California Quail



10 years  
Mule Deer



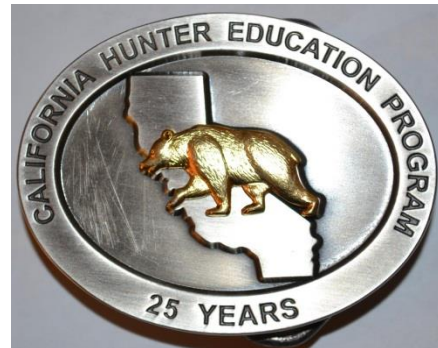
15 years  
Duck



20 years  
Elk



25 years  
Pheasant



25 years  
Belt Buckle



30 years  
Bighorn Sheep



35 years  
Pronghorn Antelope



40 years  
Mountain Lion



45 years  
Bald Eagle



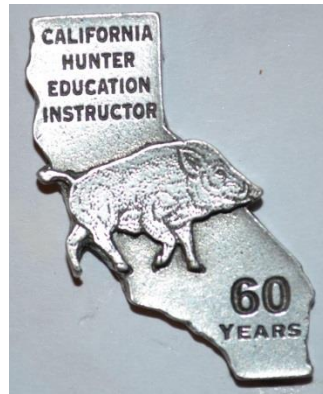
50 years  
Grizzly Bear



50 years  
HEI Ring



55 Years  
Turkey



60 years  
Wild Pig

**\*\*HEI Ring may be subject to change depending on vendor availability\*\***

Any service award above 60 years will be at the discretion of the District Coordinator and Statewide Administrator.

## Appendix B

### HEI RECRUITMENT AND RETENTION INCENTIVE PROGRAM

#### **California Code of Regulation, Title-14, Section 709, Hunter Education Instructor Incentive Program**

(a) Under the Hunter Education Instructor Incentive Program (“Incentive Program”), the department shall award incentives including, but not limited to, big game tags provided voluntarily by licensed Private Lands Management areas, Cooperative Elk or Deer Hunting areas, or other tags or hunts designated by the department, other hunting opportunities, and firearms, to eligible department-certified Hunter Education Instructors. The incentives shall be awarded annually in a random drawing according to the following rules.

##### **(b) Eligibility Criteria**

- (1) Only certified instructors who meet the following eligibility criteria may participate in Incentive Program drawings.
- (2) To be eligible to participate in a drawing, instructors must have been in active status for a minimum of three (3) consecutive years, inclusive of the year prior to the drawing. Instructors will earn an additional drawing entry for every ten (10) years of active service.
- (3) To maintain active status, an instructor shall complete in-service training requirements, teach or assist in teaching at least one course per calendar year, and submit an annual income and expense record. The instructor must meet these requirements by December 31st of any given year to be considered eligible for an Incentive Program drawing offered the following year.
- (4) Instructors with revoked or suspended Hunter Education Instructor certification are ineligible to participate in Incentive Program drawings.
- (5) Paid staff within the department's Hunter Education Program are ineligible to participate in Incentive Program drawings.
- (6) Instructors who are drawn and accept a tag or hunt shall not be eligible to participate in the next five annual Incentive Program drawings.

##### **(c) Incentive Program Drawing Procedures**

- (1) Each eligible instructor listed in the department's Hunter Education Instructor database shall be assigned a random number in the drawing for each year's pool of donated or department-designated tags or hunts. This drawing will commence in the second week of July each year and proceed until all available tags or hunts are issued. Alternate instructors may be drawn to ensure that all tags or hunts are claimed.
- (2) Among the instructors that are drawn, the instructor that is drawn first shall select a tag or hunt from the available tags or hunts, and further selections shall proceed based upon the order in which instructors were drawn.
- (3) If any instructor fails to accept or select an available tag or hunt within three (3) days of being notified by phone, the instructor's selection rights will be forfeited and the next instructor in order will be contacted.

- (4) If an instructor who accepted a tag or hunt later declines the opportunity and notifies the department, prior to the opening day of the relevant season, that they will not participate in the selected hunt, alternate instructors shall be contacted in the order they were drawn and offered the opportunity to accept the tag or hunt.
- (5) Instructors who accept a tag are required to pay the applicable tag fee set forth in the Fish and Game Code or these regulations.
- (6) Accumulated preference points from general big game drawings shall not be considered or applied in any Hunter Education Instructor Incentive Program drawings.

**California Code of Regulation, Title-14, Section 709.1 Hunter Education Instructor Incentive Program Big Game Tag**

- (a) Following the effective date of this regulation, the department shall award the following big game license tag(s) using a random drawing system to eligible department-certified Hunter Education Instructors:
  - (1) Open zone deer, as described in title 14, CCR, section 360.
  - (2) Any additional big game license tags described in title 14, CCR, sections 360, 361, 363, and 364.
- (b) Eligibility Criteria
  - (1) Only certified instructors who meet the following eligibility criteria may participate in Incentive Program drawings.
  - (2) To be eligible to participate in a drawing, instructors must have been in active status for a minimum of three (3) consecutive years, inclusive of the year prior to the drawing.
  - (3) To maintain active status, an instructor shall complete in-service training requirements, teach or assist in teaching at least one course per calendar year, and submit an annual income and expense record. The instructor must meet these requirements by December 31st of any given year to be considered eligible for an Incentive Program drawing offered the following year.
  - (4) Instructors with revoked or suspended Hunter Education Instructor certification are ineligible to participate in Incentive Program drawings.
  - (5) Paid staff within the department's Hunter Education Program are ineligible to participate in Incentive Program drawings.
  - (6) Instructors who are drawn and accept a tag or hunt shall not be eligible to participate in the next five annual Incentive Program drawings.
- (c) General Conditions
  - (1) To enter a drawing for a Hunter Education Instructor big game tag described in subsection (a), an eligible instructor shall pay the nonrefundable application fee for a fund-raising tag random drawing entry form as specified in title 14, CCR, section 702 on or before June 2nd each year.
  - (2) Tags will only be issued to instructors with valid annual California hunting licenses.
  - (3) Hunter Education Instructors may apply for up to three fund-raising tag random drawings per license year.

- (4) No applicant shall earn a preference point through this application process.
- (5) Accumulated preference points from general big game drawings shall not be considered or applied in any Hunter Education Instructor Incentive Program drawings.
- (6) Hunter Education Instructor Incentive Program big game tags are non-transferrable.
- (7) Successful applicants and a list of alternates for each big game tag will be determined by random drawing within 10 business days following the application deadline date. If the drawing is delayed due to circumstances beyond the department's control, the department shall conduct the drawing at the earliest date possible.
- (8) Unsuccessful applicants shall not be notified.
- (9) Successful applicants shall claim their tags at the License and Revenue Branch, 1740 N. Market Blvd., Sacramento, CA 95834 by 5:00 p.m. on July 15 each year. If the deadline to claim the tags falls on a weekend or holiday, applicants can claim the tags until 5:00 p.m. on the first state business day following the deadline. Unclaimed tags shall be awarded to alternates in the order drawn.



## Appendix C

### Advanced Hunter Education Program (AHE)

If an instructor or team of instructors would like to teach an Advanced Hunter Education Clinic, they shall follow these instructions:

- 1) Contact the AHE coordinator with a detailed class description, class size, course synopsis, location, cost, and materials needed.
- 2) The AHE coordinator will review the proposal and make any necessary changes or suggestions. Clinics will be posted on the Department's Advanced Hunter Education Webpage and be open to the public. AHE clinics shall follow all Hunter Education Program Policies.
- 3) If possible, the AHE coordinator will attend the clinic to assist with and evaluate the clinic.
- 4) Once a clinic topic and location is approved and evaluated, the Instructor(s) can continue to provide subsequent offerings of the clinic.
- 5) Course results shall be submitted in a timely manner.



## Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility Formulario de Reclamo de Compensación de Trabajadores (DWC 1) y Notificación de Posible Elegibilidad



If you are injured or become ill, either physically or mentally, because of your job, including injuries resulting from a workplace crime, you may be entitled to workers' compensation benefits. Attached is the form for filing a workers' compensation claim with your employer. **You should read all of the information below.** Keep this sheet and all other papers for your records. You may be eligible for some or all of the benefits listed depending on the nature of your claim. If required you will be notified by the claims administrator, who is responsible for handling your claim, about your eligibility for benefits.

To file a claim, complete the "Employee" section of the form, keep one copy and give the rest to your employer. Your employer will then complete the "Employer" section, give you a dated copy, keep one copy and send one to the claims administrator. Benefits can't start until the claims administrator knows of the injury, so complete the form as soon as possible.

**Medical Care:** Your claims administrator will pay all reasonable and necessary medical care for your work injury or illness. Medical benefits may include treatment by a doctor, hospital services, physical therapy, lab tests, x-rays, and medicines. Your claims administrator will pay the costs directly so you should never see a bill. There is a limit on some medical services.

**The Primary Treating Physician (PTP)** is the doctor with the overall responsibility for treatment of your injury or illness. Generally your employer selects the PTP you will see for the first 30 days, however, in specified conditions, you may be treated by your predesignated doctor or medical group. If a doctor says you still need treatment after 30 days, you may be able to switch to the doctor of your choice. Different rules apply if your employer is using a Health Care Organization (HCO) or a Medical Provider Network (MPN). A MPN is a selected network of health care providers to provide treatment to workers injured on the job. You should receive information from your employer if you are covered by an HCO or a MPN. Contact your employer for more information. If your employer has not put up a poster describing your rights to workers' compensation, you may choose your own doctor immediately.

Within one working day after you file a claim form, your employer shall authorize the provision of all treatment, consistent with the applicable treating guidelines, for the alleged injury and shall continue to be liable for up to \$10,000 in treatment until the claim is accepted or rejected.

**Disclosure of Medical Records:** After you make a claim for workers' compensation benefits, your medical records will not have the same level of privacy that you usually expect. If you don't agree to voluntarily release medical records, a workers' compensation judge may decide what records will be released. If you request privacy, the judge may "seal" (keep private) certain medical records.

**Payment for Temporary Disability (Lost Wages):** If you can't work while you are recovering from a job injury or illness, for most injuries you will receive temporary disability payments for a limited period of time. These payments may change or stop when your doctor says you are able to return to work. These benefits are tax-free. Temporary disability payments are two-thirds of your average weekly pay, within minimums and maximums set by state law. Payments are not made for the first three days you are off the job unless you are hospitalized overnight or cannot work for more than 14 days.

**Return to Work:** To help you to return to work as soon as possible, you should actively communicate with your treating doctor, claims administrator, and employer about the kinds of work you can do while recovering. They may coordinate efforts to return you to modified duty or other work that is medically appropriate. This modified or other duty may

Si Ud. se lesiona o se enferma, ya sea físicamente o mentalmente, debido a su trabajo, incluyendo lesiones que resulten de un crimen en el lugar de trabajo, es posible que Ud. tenga derecho a beneficios de compensación de trabajadores. Se adjunta el formulario para presentar un reclamo de compensación de trabajadores con su empleador. **Ud. debe leer toda la información a continuación.** Guarde esta hoja y todos los demás documentos para sus archivos. Es posible que usted reúna los requisitos para todos los beneficios, o parte de éstos, que se enumeran, dependiendo de la índole de su reclamo. Si se requiere, el administrador de reclamos, quien es responsable por el manejo de su reclamo, le notificará sobre su elegibilidad para beneficios.

Para presentar un reclamo, llene la sección del formulario designada para el "Empleado," guarde una copia, y déle el resto a su empleador. Entonces, su empleador completará la sección designada para el "Empleador," le dará a Ud. una copia fechada, guardará una copia, y enviará una al administrador de reclamos. Los beneficios no pueden comenzar hasta, que el administrador de reclamos se entere de la lesión, así que complete el formulario lo antes posible.

**Atención Médica:** Su administrador de reclamos pagará toda la atención médica razonable y necesaria, para su lesión o enfermedad relacionada con el trabajo. Es posible que los beneficios médicos incluyan el tratamiento por parte de un médico, los servicios de hospital, la terapia física, los análisis de laboratorio y las medicinas. Su administrador de reclamos pagará directamente los costos, de manera que usted nunca verá un cobro. Hay un límite para ciertos servicios médicos.

**El Médico Primario que le Atiende-Primary Treating Physician PTP** es el médico con la responsabilidad total para tratar su lesión o enfermedad. Generalmente, su empleador selecciona al PTP que Ud. verá durante los primeros 30 días. Sin embargo, en condiciones específicas, es posible que usted pueda ser tratado por su médico o grupo médico previamente designado. Si el doctor dice que usted aún necesita tratamiento después de 30 días, es posible que Ud. pueda cambiar al médico de su preferencia. Hay reglas diferentes que se aplican cuando su empleador usa una Organización de Cuidado Médico (HCO) o una Red de Proveedores Médicos (MPN). Una MPN es una red de proveedores de asistencia médica seleccionados para dar tratamiento a los trabajadores lesionados en el trabajo. Usted debe recibir información de su empleador si su tratamiento es cubierto por una HCO o una MPN. Hable con su empleador para más información. Si su empleador no ha colocado un cartel describiendo sus derechos para la compensación de trabajadores, Ud. puede seleccionar a su propio médico inmediatamente.

Dentro de un día después de que Ud. presente un formulario de reclamo, su empleador autorizará todo tratamiento médico de acuerdo con las pautas de tratamiento aplicables a la presunta lesión y será responsable por \$10,000 en tratamiento hasta que el reclamo sea aceptado o rechazado.

**Divulgación de Expedientes Médicos:** Después de que Ud. presente un reclamo para beneficios de compensación de trabajadores, sus expedientes médicos no tendrán el mismo nivel de privacidad que usted normalmente espera. Si Ud. no está de acuerdo en divulgar voluntariamente los expedientes médicos, un juez de compensación de trabajadores posiblemente decida qué expedientes se revelarán. Si Ud. solicita privacidad, es posible que el juez "selle" (mantenga privados) ciertos expedientes médicos.

**Pago por Incapacidad Temporal (Sueldos Perdidos):** Si Ud. no puede trabajar, mientras se está recuperando de una lesión o enfermedad relacionada con el trabajo, Ud. recibirá pagos por incapacidad temporal para la mayoría de las lesiones por un periodo limitado. Es posible que estos pagos cambien o paren, cuando su médico diga que Ud. está en condiciones de regresar a trabajar. Estos beneficios son libres de impuestos. Los pagos

**Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility**  
**Formulario de Reclamo de Compensación de Trabajadores (DWC 1) y Notificación de Posible Elegibilidad**



be temporary or may be extended depending on the nature of your injury or illness.

**Payment for Permanent Disability:** If a doctor says your injury or illness results in a permanent disability, you may receive additional payments. The amount will depend on the type of injury, your age, occupation, and date of injury.

**Supplemental Job Displacement Benefit (SJDB):** If you were injured after 1/1/04 and you have a permanent disability that prevents you from returning to work within 60 days after your temporary disability ends, and your employer does not offer modified or alternative work, you may qualify for a nontransferable voucher payable to a school for retraining and/or skill enhancement. If you qualify, the claims administrator will pay the costs up to the maximum set by state law based on your percentage of permanent disability.

**Death Benefits:** If the injury or illness causes death, payments may be made to relatives or household members who were financially dependent on the deceased worker.

**It is illegal for your employer** to punish or fire you for having a job injury or illness, for filing a claim, or testifying in another person's workers' compensation case (Labor Code 132a). If proven, you may receive lost wages, job reinstatement, increased benefits, and costs and expenses up to limits set by the state.

You have the right to disagree with decisions affecting your claim. If you have a disagreement, contact your claims administrator first to see if you can resolve it. If you are not receiving benefits, you may be able to get State Disability Insurance (SDI) benefits. Call State Employment Development Department at (800) 480-3287.

You can obtain free information from an information and assistance officer of the State Division of Workers' Compensation (DWC), or you can hear recorded information and a list of local offices by calling **(800) 736-7401**. You may also go to the DWC website at [www.dwc.ca.gov](http://www.dwc.ca.gov).

**You can consult with an attorney.** Most attorneys offer one free consultation. If you decide to hire an attorney, his or her fee will be taken out of some of your benefits. For names of workers' compensation attorneys, call the State Bar of California at (415) 538-2120 or go to their web site at [www.californiaspecialist.org](http://www.californiaspecialist.org).

por incapacidad temporal son dos tercios de su pago semanal promedio, con cantidades mínimas y máximas establecidas por las leyes estatales. Los pagos no se hacen durante los primeros tres días en que Ud. no trabaje, a menos que Ud. sea hospitalizado una noche o no pueda trabajar durante más de 14 días.

**Regreso al Trabajo:** Para ayudarle a regresar a trabajar lo antes posible, Ud. debe comunicarse de manera activa con el médico que le atiende, el administrador de reclamos y el empleador, con respecto a las clases de trabajo que Ud. puede hacer mientras se recupera. Es posible que ellos coordinen esfuerzos para regresarle a un trabajo modificado, o a otro trabajo, que sea apropiado desde el punto de vista médico. Este trabajo modificado u otro trabajo podría ser temporal o podría extenderse dependiendo de la índole de su lesión o enfermedad.

**Pago por Incapacidad Permanente:** Si el doctor dice que su lesión o enfermedad resulta en una incapacidad permanente, es posible que Ud. reciba pagos adicionales. La cantidad dependerá de la clase de lesión, su edad, su ocupación y la fecha de la lesión.

**Beneficio Suplementario por Desplazamiento de Trabajo:** Si Ud. Se lesionó después del 1/1/04 y tiene una incapacidad permanente que le impide regresar al trabajo dentro de 60 días después de que los pagos por incapacidad temporal terminen, y su empleador no ofrece un trabajo modificado o alternativo, es posible que usted reúna los requisitos para recibir un vale no-transferible pagadero a una escuela para recibir un nuevo entrenamiento y/o mejorar su habilidad. Si Ud. reúne los requisitos, el administrador de reclamos pagará los gastos hasta un máximo establecido por las leyes estatales basado en su porcentaje de incapacidad permanente.

**Beneficios por Muerte:** Si la lesión o enfermedad causa la muerte, es posible que los pagos se hagan a los parientes o a las personas que viven en el hogar y que dependían económicamente del trabajador difunto.

**Es ilegal que su empleador** le castigue o despida, por sufrir una lesión o enfermedad en el trabajo, por presentar un reclamo o por testificar en el caso de compensación de trabajadores de otra persona. (El Código Laboral sección 132a.) De ser probado, usted puede recibir pagos por pérdida de sueldos, reposición del trabajo, aumento de beneficios y gastos hasta los límites establecidos por el estado.

Ud. tiene derecho a no estar de acuerdo con las decisiones que afecten su reclamo. Si Ud. tiene un desacuerdo, primero comuníquese con su administrador de reclamos para ver si usted puede resolverlo. Si usted no está recibiendo beneficios, es posible que Ud. pueda obtener beneficios del Seguro Estatal de Incapacidad (SDI). Llame al Departamento Estatal del Desarrollo del Empleo (EDD) al (800) 480-3287.

Ud. puede obtener información gratis, de un oficial de información y asistencia, de la División Estatal de Compensación de Trabajadores (*Division of Workers' Compensation - DWC*) o puede escuchar información grabada, así como una lista de oficinas locales llamando al **(800) 736-7401**. Ud. también puede consultar con la página Web de la DWC en [www.dwc.ca.gov](http://www.dwc.ca.gov).

**Ud. puede consultar con un abogado.** La mayoría de los abogados ofrecen una consulta gratis. Si Ud. decide contratar a un abogado, los honorarios serán tomados de algunos de sus beneficios. Para obtener nombres de abogados de compensación de trabajadores, llame a la Asociación Estatal de Abogados de California (*State Bar*) al (415) 538-2120, ó consulte con la página Web en [www.californiaspecialist.org](http://www.californiaspecialist.org).



**WORKERS' COMPENSATION CLAIM FORM (DWC 1)**

**PETITION DEL EMPLEADO PARA DE COMPENSACIÓN DEL TRABAJADOR (DWC 1)**

**Employee:** Complete the "Employee" section and give the form to your employer. Keep a copy and mark it "Employee's Temporary Receipt" until you receive the signed and dated copy from your employer. You may call the Division of Workers' Compensation and hear recorded information at (800) 736-7401. An explanation of workers' compensation benefits is included as the cover sheet of this form.

You should also have received a pamphlet from your employer describing workers' compensation benefits and the procedures to obtain them.

**Empleado:** Complete la sección "Empleado" y entregue la forma a su empleador. Quédese con la copia designada "Recibo Temporal del Empleado" hasta que Ud. reciba la copia firmada y fechada de su empleador. Ud. puede llamar a la Division de Compensación al Trabajador al (800) 736-7401 para oír información gravada. En la hoja cubierta de esta forma esta la explicación de los beneficios de compensación al trabajador.

Ud. también debería haber recibido de su empleador un folleto describiendo los beneficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

**Employee—complete this section and see note above    Empleado—complete esta sección y note la notación arriba.**

1. Name. *Nombre.* \_\_\_\_\_ Today's Date. *Fecha de Hoy.* \_\_\_\_\_
2. Home Address. *Dirección Residencial.* \_\_\_\_\_
3. City. *Ciudad.* \_\_\_\_\_ State. *Estado.* \_\_\_\_\_ Zip. *Código Postal.* \_\_\_\_\_
4. Date of Injury. *Fecha de la lesión (accidente).* \_\_\_\_\_ Time of Injury. *Hora en que ocurrió.* \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.
5. Address and description of where injury happened. *Dirección/lugar dónde ocurrió el accidente.* \_\_\_\_\_
6. Describe injury and part of body affected. *Describe la lesión y parte del cuerpo afectada.* \_\_\_\_\_
7. Social Security Number. *Número de Seguro Social del Empleado.* \_\_\_\_\_
8. Signature of employee. *Firma del empleado.* \_\_\_\_\_

**Employer—complete this section and see note below.    Empleador—complete esta sección y note la notación abajo.**

9. Name of employer. *Nombre del empleador.* \_\_\_\_\_
10. Address. *Dirección.* \_\_\_\_\_
11. Date employer first knew of injury. *Fecha en que el empleador supo por primera vez de la lesión o accidente.* \_\_\_\_\_
12. Date claim form was provided to employee. *Fecha en que se le entregó al empleado la petición.* \_\_\_\_\_
13. Date employer received claim form. *Fecha en que el empleado devolvió la petición al empleador.* \_\_\_\_\_
14. Name and address of insurance carrier or adjusting agency. *Nombre y dirección de la compañía de seguros o agencia administradora de seguros.* \_\_\_\_\_
15. Insurance Policy Number. *El número de la póliza de Seguro.* \_\_\_\_\_
16. Signature of employer representative. *Firma del representante del empleador.* \_\_\_\_\_
17. Title. *Título.* \_\_\_\_\_    18. Telephone. *Teléfono.* \_\_\_\_\_

**Employer:** You are required to date this form and provide copies to your insurer or claims administrator and to the employee, dependent or representative who filed the claim within **one working day** of receipt of the form from the employee.

**Empleador:** Se requiere que Ud. feche esta forma y que provéa copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de **un día hábil** desde el momento de haber sido recibida la forma del empleado.

**SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY**

**EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD**

- Employer copy/Copia del Empleador     Employee copy/ Copia del Empleado     Claims Administrator/Administrador de Reclamos     Temporary Receipt/Recibo del Empleado

# Government Claims Program Information and Claim Form

California Victim Compensation and Government Claims Board  
P.O. Box 3035  
Sacramento, CA 95812-3035

1-800-955-0045 • [www.governmentclaims.ca.gov](http://www.governmentclaims.ca.gov)



## Information and Claim Form

**Note: New statute requires \$25 filing fee!**

**What kind of claims can be filed?** Claims can be filed for losses you believe were caused by the action, or inaction, of any state agency. Claims may include:

- Damage to real or personal property
- Reimbursement for state employee property loss, benefits, salary, or travel expenses
- Refund of a tax, fee, or penalty
- Contract disputes

Claims for damages caused by a local government agency must be filed directly with the local agency that is involved. Do not file your claim with the state. If your claim is with an institution in the University of California (UC) system, contact the UC Regents directly. Call the Government Claims Program at 1-800-955-0045 to find out more.

### Who can file a claim?

Anyone who believes a state agency caused him or her to suffer monetary loss can file a claim.

### What are the time limits for filing a claim?

Claims relating to the death or injury of a person, or damage to personal property or growing crops, must be filed no later than six months after the date of the incident. Other claims must be filed no later than one year after the date of the incident. You can request permission to file a late claim. Some claims have no filing deadline. You may want to consult an attorney if you are not sure how the time limits apply to your claim.

### Is your claim against the California Department of Transportation (Caltrans)?

If your claim is against Caltrans and the damages are \$5,000 or less, you can file your claim directly with Caltrans. Contact your local Caltrans office or visit [www.dot.ca.gov](http://www.dot.ca.gov) to locate a Caltrans office near you. No fee is required for Caltrans claims under \$5,000.

### Instructions for filling out this form:

1	Provide the full name of the person claiming damage or injury.
2	Provide a daytime telephone number.
3	Provide an email address. <i>(Optional)</i>
4	Provide a complete mailing address.
5	Let us know the best way to contact you if we need to call you.
6	If the claim is being filed on behalf of a minor (someone under the age of 18), please give the minor's date of birth.
7	You may wish to consult an attorney for assistance with filing a claim, however it is not required. If an attorney or other person (such as the parent or legal guardian of a minor or conservator of an adult) is representing you, please complete this section. If this section is completed, all correspondence regarding this claim will be sent to the representative.

8	Provide a daytime telephone number, including area code, for the attorney or representative.
9	Provide an email address for the attorney or representative. <i>(Optional)</i>
10	Provide a complete mailing address for the attorney or representative.
11	Describe the relationship of the attorney or representative to the claimant.
12	If this claim is regarding a stale-dated warrant (an uncashed check) more than three years old, or for an unredeemed bond, provide the date of issue, amount, and the name of the agency that issued it. <b>Attach a copy of the front and back of the warrant or bond.</b> For warrants that are less than three years old, contact the agency that issued the warrant directly to obtain payment.
13	State the exact date of the incident that you believe caused the damage or injury. If the incident took place over more than one date, provide both the beginning and ending dates. If the incident is ongoing, please provide the beginning date and the most recent date it occurred.  <b>Late Claims:</b> The Board must receive claims relating to the death or injury of a person, or damage to personal property or growing crops, no later than <b>six</b> months after the date of the incident. If such a claim is filed more than six months from the date of the incident, <b>attach a written explanation for late filing to the claim on a separate sheet.</b> Other claims that have deadlines must be received no later than one year after the incident date. Other claims have no filing deadline. Claimants may wish to consult with an attorney to determine which filing deadline applies.
14	Provide the name of the state agency that you believe caused the damage or injury. "State of California" alone is not sufficient. Please spell out the name of the agency and include the names of any state employees that were involved.
15	Enter the total dollar amount being claimed. If you believe the damages are continuing, or anticipated in the future, show a "+" after the dollar amount. If the total dollar amount exceeds \$10,000, note whether the claim is a limited civil case or a non-limited civil case. Provide an explanation of how you computed the total amount. You may declare expenses incurred as well as expenses you expect to have in the future. Attach copies of all bills, payment receipts, and cost estimates.
16	For all claims involving real property, state-owned buildings or parking lots, and roadway- or vehicle-related claims, provide the street address, city, county, state highway number, road numbers, and/or post mile markers where you believe the damage or injury occurred. Real property includes land, buildings and other fixed structures. Roadway- or vehicle-related claims occurred on a state road or involved a state vehicle.
17	Describe the specific damage or injury that you believe resulted from the incident. Feel free to attach additional information to explain 17 through 19.
18	Describe in full detail the circumstances that led up to the damage or injury. State all the facts that support your claim. If it applies, describe the dangerous condition of the public property. If a law enforcement or insurance Collision/Incident Report is submitted with the claim, this section must <b>still</b> be completed in your own words.
19	Explain why you believe the state agency is responsible for the damage or injury.
20	Provide the vehicle license number and any other identifying information if the claim involves a state vehicle.
21	This section must be completed if the claim involves a motor vehicle. Indicate whether a claim has been filed with your insurance carrier. If a claim has been filed with your insurance carrier, provide the name, telephone number, and mailing address of the insurance carrier. Also include your policy number and the amount of the deductible. If you have received payment, please indicate when and the dollar amount.
22	The claimant or the claimant's attorney or representative must sign this form. The Board will not accept the claim without an <b>original</b> signature.
23	Be sure to attach the \$25 filing fee. Please make your check or money order payable to the State of California. If you cannot afford the filing fee, you can fill out a "Filing Fee Waiver Request", and attach it to this form. You obtain the filing fee waiver request form at <a href="http://www.governmentclaims.ca.gov">www.governmentclaims.ca.gov</a> or by calling 1-800-955-0045.
24	State agencies must submit the agency name, contact information for the agency budget officer, and the name of the fund or budget act appropriation item number. Submit the appropriate schedule if applicable (Example: 0000-000-0000, Budget Act 2004).

**Government Claims Form**

California Victim Compensation and Government Claims Board  
 P.O. Box 3035  
 Sacramento, CA 95812-3035

1-800-955-0045 • www.governmentclaims.ca.gov

State of California

For Office Use Only  
 Claim No.:

**Is your claim complete?**

<b>1</b>	<b>New! Include a check or money order for \$25 payable to the State of California.</b>
<b>2</b>	Complete all sections relating to this claim and sign the form. Please print or type all information.
<b>3</b>	Attach receipts, bills, estimates or other documents that back up your claim.
<b>4</b>	Include two copies of this form and all the attached documents with the original.

**Claimant Information**

<b>1</b>	Last name		First Name	MI	<b>2</b>	Tel:	
<b>3</b>					<b>3</b>	Email:	
<b>4</b>	Mailing Address			City	State	Zip	
<b>5</b>	Best time and way to reach you:						
<b>6</b>	Is the claimant under 18?	Yes	No	If YES, give date of birth:			
				MM	DD	YYYY	

**Attorney or Representative Information**

<b>7</b>	Last name		First Name	MI	<b>8</b>	Tel:	
<b>9</b>					<b>9</b>	Email:	
<b>10</b>	Mailing Address			City	State	Zip	
<b>11</b>	Relationship to claimant:						

**Claim Information**

<b>12</b>	Is your claim for a stale-dated warrant (uncashed check) or unredeemed bond?	Yes	No
	State agency that issued the warrant:	If NO, continue to Step <b>13</b> .	
	Dollar amount of warrant:	Date of issue:	
	Proceed to Step <b>22</b> .	MM	DD YYYY
<b>13</b>	Date of Incident:		
	Was the incident more than six months ago?	Yes	No
	If YES, did you attach a separate sheet with an explanation for the late filing?	Yes	No
<b>14</b>	State agencies or employees against whom this claim is filed:		
<b>15</b>	Dollar amount of claim:		
	If the amount is more than \$10,000, indicate the type of civil case:	Limited civil case (\$25,000 or less) Non-limited civil case (over \$25,000)	
	Explain how you calculated the amount:		

<b>16</b>	Location of the incident:
<b>17</b>	Describe the specific damage or injury:
<b>18</b>	Explain the circumstances that led to the damage or injury:
<b>19</b>	Explain why you believe the state is responsible for the damage or injury:
<b>20</b>	Does the claim involve a state vehicle? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, provide the vehicle license number, if known:

**Auto Insurance Information**

<b>21</b>	Name of Insurance Carrier		
	Mailing Address	City	State Zip
	Policy Number:	Tel:	
	Are you the registered owner of the vehicle?	Yes	No
	If NO, state name of owner:		
	Has a claim been filed with your insurance carrier, or will it be filed?	Yes	No
	Have you received any payment for this damage or injury?	Yes	No
	If yes, what amount did you receive?		
	Amount of deductible, if any:		
	Claimant's Drivers License Number:	Vehicle License Number:	
	Make of Vehicle:	Model:	Year:
	Vehicle ID Number:		

**Notice and Signature**

<b>22</b>	I declare under penalty of perjury under the laws of the State of California that all the information I have provided is true and correct to the best of my information and belief. I further understand that if I have provided information that is false, intentionally incomplete, or misleading I may be charged with a felony punishable by up to four years in state prison and/or a fine of up to \$10,000 (Penal Code section 72).
	Signature of Claimant or Representative
	Date

<b>23</b>	Mail the original and two copies of this form and all attachments with the \$25 filing fee or the "Filing Fee Waiver Request" to: Government Claims Program, P.O. Box 3035, Sacramento, CA, 95812-3035. Forms can also be delivered to the Victim Compensation and Government Claims Board, 630 K Street, Sacramento.
-----------	---

**For State Agency Use Only**

<b>24</b>	Name of State Agency	Fund or Budget Act Appropriation No.
	Name of Agency Budget Officer or Representative	Title
	Signature	Date

**STATE OF CALIFORNIA  
PUBLIC LIABILITY AND WORKERS' COMPENSATION INSURANCE  
FISCAL YEAR JULY 1, 2024 / JUNE 30, 2025**

To Whom It May Concern:

In accordance with Government Code section 11007.4, the State of California has elected to be self-insured for liability exposures. Under this form of insurance, the State and its employees acting in the course and scope of their employment are insured for tort liability arising out of official State business. All claims against the State of California based on tort liability should be presented as a government claim to the Government Claims Program (Gov. Code section 900, et. seq.) P.O. Box 989052 MS 414, West Sacramento, CA 95798-9052. [File Government Claim for Eligible Compensation](#)

The State of California has also elected to be insured for its motor vehicle liability exposures through the State Motor Vehicle Liability Self-Insurance Program (VELSIP). This program provides liability coverage arising out of the operations of motor vehicles used by state employees for official state business (California Vehicle Code Sections 17000 and 17001). Motor vehicle liability claims against the State of California should be presented to the Office of Risk and Insurance Management, P.O. Box 989052 MS-403, West Sacramento, CA 95798-9052, [claims@dgs.ca.gov](mailto:claims@dgs.ca.gov). If your motor vehicle liability claim is not resolved within six months from the date of loss, California law requires you to file a formal claim with the Government Claims Program, P.O. Box 989052 MS 414, West Sacramento, CA 95798-9052. (Gov. Code section 900, et. seq.). [Report Vehicle Accident Involving State Employees](#)

The State of California has a Master Agreement with the State Compensation Insurance Fund regarding workers' compensation benefits for all state employees, as required by the Labor Code.

Sincerely,



Devon Lima-Mitchell, *Insurance Analyst*  
[Devon.limamitchell@dgs.ca.gov](mailto:Devon.limamitchell@dgs.ca.gov)

**Claim Reporting & Customer Service:**

[Government Claims Program](#) | Tel 800.955.0045 | [gcinfo@dgs.ca.gov](mailto:gcinfo@dgs.ca.gov)

[Motor Vehicle Liability Claims](#) | Tel 800.900.3634 | [claims@dgs.ca.gov](mailto:claims@dgs.ca.gov)

**Self-Insurance Letters:** [RiskManagement@dgs.ca.gov](mailto:RiskManagement@dgs.ca.gov)



**HUNTER EDUCATION POLICY AND PROCEDURES GUIDE**  
**AMERICANS WITH DISABILITIES ACT (ADA)**  
**GUIDELINES**

The provisions of the Americans with Disabilities Act provides that all State programs should be accessible to persons covered by the Act. All program managers and persons delivering State programs to the public shall make every reasonable attempt to provide such services to persons covered by the Act.

The Hunter Education program provides a mandated class which is required prior to a first time license buyer being able to obtain a hunting license. The issues at hand under this policy are as follows:

Accessibility of Facilities  
Accessibility of Training Materials  
Accessibility of Information Regarding Availability of Training  
Notification of Responsibility of Providers to Adhere to the Provisions of the Act.

1. Accessibility of Facilities

Hunter Education program classes are provided in a wide variety of facilities. Most are public facilities that are already governed under the provisions of the Act. It is the instructors responsibility to be aware of the need for providing accessibility of classroom facilities, restroom facilities, shooting range facilities as well as appropriate emergency evacuation procedures for persons with disabilities who might be attending a class. Some of the classes are provided by instructors within their homes. Most homes are not designed to be accessible to persons with disabilities and are not expected to be modified to be accessible. Instructors who are using facilities that are not accessible, should advise their district coordinator that the facilities that they are using are not accessible and should work with their coordinator to determine the availability of alternate facilities or the availability of alternate classes that are available. (See Accessibility of Information Section below).

2. Accessibility of Training Materials

Currently the Hunter Education program provides required training materials in written, audio tape and video tape formats. Testing materials are also available in a variety of foreign languages. Additionally, the training program is offered in a home study format and on the internet to allow independent study for persons who do not wish to take the training in a classroom setting. The home study and internet formats allow a person who has hearing, reading, or writing disabilities to obtain the training at their own speed and with the assistance of a family member. The final examination is given by the certified home study/internet instructor.

Materials used in the Hunter Education program must be in a form that persons covered under the provisions of the Act can utilize. Generally, training materials must be made available for persons with reading, vision, and hearing disabilities. All necessary printed material shall be made available in a large print format and/or on audio tape for persons with visual disabilities.

3. Accessibility of Information Regarding Availability of Training

All advertising posters for Hunter Education classes shall state, “These facilities are accessible to persons with disabilities” or shall provide information on alternatives to such persons. The alternative information shall state the following, “This class is not accessible for persons with disabilities. For information on alternate classes or to report concerns regarding compliance with the Americans with Disabilities Act, please call the following number: \_\_\_\_\_”. The phone number shall be the number of the district Hunter Education coordinator. All instructors, when contacted by students asking for special accommodations that they cannot provide, shall immediately contact their district coordinator for assistance. Examples of such requests may be for the instructor to provide someone to sign for a person with a hearing disability, or to provide someone to read for a student with a reading disability. ***Do not contract for such services and bill the Department.*** Provide the name and phone number of the district coordinator to the person requesting the service. The Department shall make every reasonable effort to accommodate the student, either by providing the requested service or an alternate service that provides the training to the student.

4. Notification of Responsibility of Providers to Adhere to the Provisions of the Act

All instructors, as agents of the Department, must adhere to the provisions of the Americans with Disabilities Act by following the policies outlined in this Policies and Procedures guide. Failure to do so could result in the termination of the instructor’s certification. Instructors who use facilities other than their own home, shall make every effort to use facilities that are accessible to persons with disabilities. Additionally, instructors should be aware of the fire and emergency evacuation procedures for the facilities that they use and should advise all students of such procedures.



# CALIFORNIA

## *Hunter Education*



### STUDENT CONSENT FORM

Please sign this form and give it to your instructor at the first class session.

This form must be turned in before class begins to be able to participate in the class.

STUDENT NAME: \_\_\_\_\_

### PARENT/GUARDIAN LIABILITY RELEASE (for students age 17 and younger):

I give my consent for my son/daughter, \_\_\_\_\_, to participate in this hunter education course. I understand there is an inherent risk in the use of firearms. I hereby RELEASE the State of California, the Department of Fish and Wildlife and all other departments, agencies, commissions, boards, institutions, officials, employees and agents of the State, from any and all liability for any and all causes of actions which I [we] may hereafter have on account of any and all injuries to the participant's person or property, including death, arising out of or related in any way to the Participant's participation in the Department of Fish and Wildlife Hunter Education Course, whether such injury results from the negligence of the State of California, the Department of Fish and Wildlife or any other departments, agencies, commissions, boards, institutions, officials, employees and agents of the State, or from any other cause. **I, the undersigned parent or guardian, have read this release and understand and agree to its terms.**

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date (month, day, year)

### STUDENT LIABILITY RELEASE (for students age 18 and older):

I, \_\_\_\_\_, desire enrollment in this hunter education course. I understand there is an inherent risk in the use of firearms. I hereby RELEASE the State of California, the Department of Fish and Wildlife and all other departments, agencies, commissions, boards, institutions, officials, employees and agents of the State, from any and all liability for any and all causes of actions which I may hereafter have on account of any and all injuries to the participant's person or property, including death, arising out of or related in any way to the Participant's participation in the Department of Fish and Wildlife Hunter Education Course, whether such injury results from the negligence of the State of California, the Department of Fish and Wildlife or any other departments, agencies, commissions, boards, institutions, officials, employees and agents of the State, or from any other cause. **I, the undersigned, have read this release and understand and agree to all its terms.**

\_\_\_\_\_  
Signature of applicant

\_\_\_\_\_  
Date (month, day, year)

### Hunter Education Class Registrant

Certain individuals are restricted or prohibited from possessing firearms, ammunition, and/or dangerous weapons because of a court order, a prior conviction, or immigration status. Please mark an "X" in the appropriate box below and sign this form. If you are restricted or prohibited, speak with the instructor immediately.

\_\_\_\_\_ I certify that **I am restricted** or prohibited due to court order, terms of probation, terms of parole, immigration status, or violations of certain sections of law from possessing firearms, ammunition, and/or dangerous weapons and understand that I cannot handle firearms while attending a Hunter Education class.

\_\_\_\_\_ I certify that I am a United States Citizen or classified as an Immigrant Alien ("green card" holder) and that **I am not restricted** or prohibited due to court order, terms of probation, terms of parole, immigration status, or violations of certain sections of law from possessing firearms, ammunition, and/or dangerous weapons.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# California Department of Fish and Game Hunting and Hunting Related Casualty Report

F&G 946 (REV. 07/03)

F&G Case Number: \_\_\_\_\_

Region Case Number: \_\_\_\_\_

City/County Case Number: \_\_\_\_\_

**INSTRUCTIONS TO INVESTIGATOR.** This form is to be used for reporting all casualties/incidents arising from firearm, bow or hunting related activities, classified as follows:

- A. Casualty/incident resulting from the discharge of a firearm or bow while hunting, which causes the injury or death of any person(s).
- B. Casualty/incident while hunting, not involving the discharge of a firearm or bow, which causes the injury or death of any person(s).
- C. Any other casualty/incidents resulting from the discharge of a firearm or bow, which causes the injury or death of any person(s), other than while hunting. **Indicate A, B, or C below for Classification of Casualty.**

NOTE: If possible, firearms, archery tackle, ammunition/powder or other equipment involved in a hunting casualty/incident should be taken into the custody of the investigating officer for testing and/or evaluation.

**Items marked with an asterisk are to be reported on the Hunter Education Association form (HEA-2)**

Location: \_\_\_\_\_  
 County: \_\_\_\_\_ Date: \_\_\_\_\_ Time of Day: \_\_\_\_\_ Day of season: \_\_\_\_\_  
 Description of Injuries: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Land Ownership:  Public  Private      **\*Classification of Casualty:**  A  B  C  
**\*Type of Casualty:**  Fatal  Non-fatal      Report submitted by?  Shooter  Other: \_\_\_\_\_  
 Were shooter & victim members of same party?  Yes  No      Number of persons in party: [    ]  
**\*Was injury or death self-inflicted?**  Yes  No  
**\*Type of Weapon:**  Shotgun\*  Rifle\*  Handgun\*  Muzzleloader\*  Bow\*  Crossbow\*  
     Unknown\*  Other\* \_\_\_\_\_  
 Type of Action:  Revolver  Bolt  Lever  Semi-Auto  Pump  Other: \_\_\_\_\_  
 Miscellaneous: Caliber: \_\_\_\_\_ Draw Weight: \_\_\_\_\_ Make: \_\_\_\_\_ Model: \_\_\_\_\_ Serial#: \_\_\_\_\_  
 Sights used:  Open  Scope  Peep  \_\_\_\_\_ Ammunition:  Reload  Military  Factory  
 Safety Position:  On  Off  Unknown  No Safety      Treestand used:  Yes  No  Homemade  Factory

**If self-inflicted, supply only SHOOTER information below, otherwise supply both SHOOTER and VICTIM information below.**

SHOOTER	VICTIM
Name: _____	Name: _____
Address: _____	Address: _____
City: _____ State/Province: _____ Zip: _____	City: _____ State/Province: _____ Zip: _____
ID/DL/SSN#: _____ DOB: _____ *Age: _____	ID/DL/SSN#: _____ DOB: _____ Age: _____
Hunting License #: _____ <input type="checkbox"/> N/A	Hunting License #: _____ <input type="checkbox"/> N/A
Years hunting experience: [    ] Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Under the apparent influence of intoxicants or drugs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Years hunting experience: [    ] Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Under the apparent influence of intoxicants or drugs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Hunter Education Certified? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown State/Province Certified: _____ <input type="checkbox"/> N/A	Hunter Education Certified? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown State/Province Certified: _____ <input type="checkbox"/> N/A
<b>*Game law violated?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown If so, what section?	Game law violated? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown If so, what section?
Other laws violated?	Other laws violated?
Shooter involved in hunting related activity? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk	Victim involved in hunting related activity? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk
Check the appropriate box below:	<b>Blaze Orange Clothing used?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown

Clothing Worn	Cap	Coat/vest	Trousers	Clothing Worn	Cap	Coat/vest	Trousers
Blaze Orange				Blaze Orange			
Red				Red			
Brown				Brown			
Blue or Green							
Camo (not Camo-orange)							
Other?							

Attachments:  Continuation  Photos  Drawings  Shooter's Statement  Victim's Statement  Witness' Statement  Other

Witness Name \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ State/Province \_\_\_\_\_ Telephone \_\_\_\_\_

---



---

**ANIMAL BEING HUNTED BY SHOOTER?** [ ]Antelope [ ]Bear [ ]Bobcat [ ]Cottontail [ ]Coyote [ ]Crow [ ]Deer  
 [ ]Duck/Geese [ ]Dove/Pigeon [ ]Elk [ ]Fox [ ]Grouse [ ]Hares [ ]Javelina [ ]Moose  
 [ ]Non-game birds and mammals [ ]Pheasant [ ]Quail [ ]Raccoon/Opossum [ ]Squirrel [ ]Turkey  
 [ ]Wild Boar [ ]Other Upland Game Birds [ ]Other Small Game [ ]Other: \_\_\_\_\_ [ ]Unknown

**MISCELLANEOUS FACTORS**

Topography: (Check one only) [ ]Hilly [ ]Flat [ ]Unknown  
 Visibility: (Check one only) [ ]Good [ ]Fair [ ]Poor [ ]Unknown  
 Type of cover: (Check one only) [ ]Open [ ]Light [ ]Medium [ ]Dense [ ]Unknown  
 Lighting: (Check one only) [ ]Sunny [ ]Overcast [ ]Dawn [ ]Dusk [ ]Dark [ ]Unknown  
 Weather: (Check one only) [ ]Clear [ ]Calm [ ]Windy [ ]Rain [ ]Snow [ ]Fog [ ]Unknown  
 Distance from muzzle to victim in yards: [ ]0-10 [ ]11-50 [ ]51-100 [ ]101 + [ ]Unknown

**CONTRIBUTING FACTORS**

Mark major factor(s) with an X.

**Hunter's Judgement Factors**

HA [ ] Victim moved into line of fire  
 HB [ ] Victim covered by shooter  
     swinging on game  
 HC [ ] Victim out of sight of shooter  
 HD [ ] Victim mistaken for game

**Skill and Aptitude Factors**

SA [ ] Trigger caught on object  
 SB [ ] Loading firearm  
 SC [ ] Unloading firearm  
 SD [ ] Improper crossing of obstacle  
 SE [ ] Dropped firearm  
 SF [ ] Careless handling of firearm  
 SG [ ] Shooter stumbled and fell

**Safety/Law Violations**

BA [ ] Run/walk with loaded firearm  
 BB [ ] Remove/place firearm in vehicle  
 BC [ ] Using firearm as a club  
 BD [ ] Discharge firearm in/on vehicle  
 BE [ ] Firearm fell from insecure rest  
 BF [ ] Shooting from/across roadway  
 BG [ ] "Horseplay" while hunting

**Archery Related Factors**

AA [ ] Arrow not matched to bow  
 AB [ ] Careless handling of bow/arrow  
 AC [ ] Carrying nocked arrow  
 AD [ ] Defective bow or arrow  
 AE [ ] Stringing bow

**Miscellaneous Factors**

MA [ ] Improper powder substitution  
 MB [ ] Mixed Ammo/Incorrect sub.  
 MC [ ] Faulty Equipment  
 MD [ ] Ricochet  
 ME [ ] Obstruction in barrel  
 MF [ ] Other \_\_\_\_\_  
 MG [ ] Unknown  
 MH [ ] Fall from watercraft  
 MI [ ] Apparent use of intoxicants/drugs

**Treestand Related Factors**

TA [ ] Fall while climbing into or  
     out of position  
 TB [ ] Failure to use haul line  
 TC [ ] Failure to use safety belt

**Summary:**

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Investigator's Signature



Title

Date of Report



\*ANIMAL BEING HUNTED BY SHOOTER? [A]Antelope [B]Bear [C]Bobcat [D]Cottontail [E]Coyote [F]Crow [G]Deer  
[H]Duck/Geese [I]Dove/Pigeon [J]Elk [K]Fox [L]Grouse [M]Hares [N]Javelina [O]Moose  
[P]Non-game birds and mammals [Q]Pheasant [R]Quail [S]Raccoon/Opossum [T]Squirrel [U]Turkey  
[V]Wild Boar [W]Other Upland Game Birds [X]Other Small Game [Y]Other: \_\_\_\_\_ [Z]Unknown

MISCELLANEOUS FACTORS

Topography: (Check one only) [ ]Hilly [ ]Flat [ ]Unknown  
Visibility: (Check one only) [ ]Good [ ]Fair [ ]Poor [ ]Unknown  
Type of cover: (Check one only) [ ]Open [ ]Light [ ]Medium [ ]Dense [ ]Unknown  
Lighting: (Check one only) [ ]Sunny [ ]Overcast [ ]Dawn [ ]Dusk [ ]Dark [ ]Unknown  
Weather: (Check one only) [ ]Clear [ ]Calm [ ]Windy [ ]Rain [ ]Snow [ ]Fog [ ]Unknown  
Distance from muzzle to victim in yards: [ ]0-10 [ ]11-50 [ ]51-100 [ ]101+

\* CONTRIBUTING FACTORS

Mark major factor with an X. Mark additional factors with an A.

Hunter's Judgement Factors

Safety/Law Violations

Miscellaneous Factors

HA [ ] Victim moved into line of fire  
HB [ ] Victim covered by shooter swinging on game  
HC [ ] Victim out of sight of shooter  
HD [ ] Victim mistaken for game

BA [ ] Run/walk with loaded firearm  
BB [ ] Remove/place firearm in vehicle  
BC [ ] Using firearm as a club  
BD [ ] Discharge firearm in/on vehicle  
BE [ ] Firearm fell from insecure rest  
BF [ ] Shooting from/across roadway  
BG [ ] "Horseplay" while hunting

MA [ ] Improper powder substitution  
MB [ ] Mixed Ammo/Incorrect sub.  
MC [ ] Faulty Equipment  
MD [ ] Ricochet  
ME [ ] Obstruction in barrel  
MF [ ] Other \_\_\_\_\_  
MG [ ] Unknown  
MH [ ] Fall from watercraft  
MI [ ] Apparent use of intoxicants/drugs

Skill and Aptitude Factors

Archery Related Factors

Treestand Related Factors

SA [ ] Trigger caught on object  
SB [ ] Loading firearm  
SC [ ] Unloading firearm  
SD [ ] Improper crossing of obstacle  
SE [ ] Dropped firearm  
SF [ ] Careless handling of firearm  
SG [ ] Shooter stumbled and fell

AA [ ] Arrow not matched to bow  
AB [ ] Careless handling of bow/arrow  
AC [ ] Carrying nocked arrow  
AD [ ] Defective bow or arrow  
AE [ ] Stringing bow

TA [ ] Fall while climbing into or out of position  
TB [ ] Failure to use haul line  
TC [ ] Failure to use safety belt

Summary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Investigator's Signature

Title

Date of Report



**CALIFORNIA DEPARTMENT OF FISH AND GAME  
HUNTER EDUCATION INSTRUCTOR EVALUATION FORM**

Instructor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Please score as follows on sections A-D: 1=Excellent; 2=Good; 3=Fair; 4=Poor. Fill in information on Sections E-F. Return original to the Regional Coordinator and a copy to Sacramento Headquarters.

**A. INSTRUCTOR'S DEMEANOR**

- |                           |     |
|---------------------------|-----|
| 1. Voice                  | [ ] |
| 2. Enthusiasm             | [ ] |
| 3. Posture and mannerisms | [ ] |
| 4. Dress and appearance   | [ ] |

**B. TEACHING METHODS**

- |   |     |
|---|-----|
| 1. Well planned lessons with clear objectives | [ ] |
| 2. Instructor's knowledge of subject          | [ ] |
| 3. Technical terms defined                    | [ ] |
| 4. Use of everyday examples to clarify points | [ ] |
| 5. Frequent check of students understanding   | [ ] |
| 6. Keeping discussions on subject             | [ ] |
| 7. Order and discipline maintained            | [ ] |
| 8. Lessons summarized                         | [ ] |
| 9. Visual aids used effectively               | [ ] |

**C. STUDENT PARTICIPATION**

- |  |     |
|--|-----|
| 1. Instructor maintained interest of class | [ ] |
| 2. Students stimulated to participate      | [ ] |

**D. FACILITY**

- |   |     |
|---|-----|
| 1. Accessible to persons with disabilities                            | [ ] |
| 2. Well ventilated, not too hot or cold                               | [ ] |
| 3. Comfortable chairs, desks, etc. Free from distractions to learning | [ ] |

**E. CONTENT OF COURSE (by minimum number of hours indicated)**

- |   |     |
|---|-----|
| 1. Gun handling and safety [3 hrs.]                         | [ ] |
| 2. Ethics and sportsmanship [2hrs.]                         | [ ] |
| 3. Wildlife management [1 hr.]                              | [ ] |
| 4. Archery/Black Powder/Survival/Game Care [1 hr., 45 min.] | [ ] |

**F. OTHER**

1. Fee charged: no  yes  (if so how much \$ \_\_\_\_\_)
2. How are class fees used?
3. Describe field exercise or simulations:
4. Comments:

## DEFINITIONS AND CITATIONS

It shall be unlawful for a person who is subject to a court order that was issued after a hearing of which such a person received actual notice, and at which such person had an opportunity to participate; restrains such a person from harassing, stalking, or threatening an intimate partner of such person or child of such intimate partner or person, or engaging in other conduct that would place an intimate partner in reasonable fear of bodily injury to the partner or child, and includes a finding that such person represents a credible threat to the physical safety of such intimate partner or child; or by its terms explicitly prohibits the use, attempted use, or threatened use of physical force against such intimate partner or child that would reasonably be expected to cause bodily injury; or who has been convicted in any court of a misdemeanor crime of domestic violence, to ship or transport in interstate or foreign commerce, or possess in or affecting commerce, any firearm or ammunition; or to receive any firearm or ammunition which has been shipped or transported in interstate or foreign commerce. (18 U.S.C. §§ 922(g)(8) and 922(g)(9).) This may include a court order arising from a dissolution proceeding if the court order includes language that the restrained person shall not or the parties agree to not “contact, molest, attack, strike, threaten, sexually or otherwise assault, batter, telephone, or otherwise disturb the peace of the other party.” This language is standard in family law temporary restraining order legal forms.

A “firearm” is defined as “any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.” (18 U.S.C. § 921(a)(3).) Examples of a “destructive device” are “any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile, mine or similar device.” (18 U.S.C. § 921(a)(4).) The term “firearm” does not include an antique firearm. (18 U.S.C. § 921(a)(3).) “Ammunition” is defined as “ammunition or cartridge cases, primers, bullets, or propellant powder designed for use in any firearm” (18 U.S.C. § 921(a)(17)(A).)

A “misdemeanor crime of domestic violence” is defined as any state or federal misdemeanor that has an element “the use or attempted use of physical force or the threatened use of a deadly weapon, committed by a current or former spouse, parent, guardian, of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabited with the victim as a spouse, parent, or guardian, or by a person similarly situated to a spouse, parent, or guardian of the victim.” (18 U.S.C. § 921(a)(33)(A).) This definition has been interpreted to include specific domestic violence offenses, such as California Penal Code section 273.5; in addition, the Bureau of Alcohol, Tobacco and Firearms has interrupted it to include all misdemeanors that involve the use or attempted use of physical force (e.g., simple assault, assault and battery) if the offense is committed by one of the defined parties regardless of whether law specifically defines the offense as domestic violence misdemeanor.

A person shall not be considered to have been convicted of such an offense for purposes of this federal law, unless the person was represented by counsel in the case, or knowingly and intelligently waived the right to counsel in the case; and in the case of a prosecution for an offense for which the person was entitled to a jury trial in the jurisdiction in which the case was tried, either the case was tried by a jury, or the person knowingly and intelligently waived the right to have the case tried by a jury, by guilty plea or otherwise. (18 U.S.C. § 921(33)(B)(i).)

A person shall not be considered to have been convicted of such an offense for purposes of this federal law if the conviction has been expunged or set aside, or is an offense for which the person has been pardoned or has had civil rights restored (if the law of the applicable jurisdiction provides for the loss of civil rights under such an offense) unless the pardon, expungement, or restoration of civil rights expressly provides that the person may not ship, transport, possess, or receive firearms. (18 U.S.C. § 921(33)(B)(ii).)

The term “intimate partner” means, with respect to a person, the spouse of the person, a former spouse of the person, an individual who is a parent of a child with a person, and an individual who cohabitates or has cohabited with the person. (18 U.S.C. § 921(a)(32).)



# CALIFORNIA HUNTER EDUCATION INSTRUCTOR APPLICATION

*INSTRUCTIONS:* Please print or type all entries.  
If the answer is "none", so state.

Name \_\_\_\_\_ Date of Application \_\_\_\_\_  
(Last) (First) (MI)

Address \_\_\_\_\_

Physical Address \_\_\_\_\_  
(Classroom supplies are normally mailed to instructors – UPS will not deliver to a Post Office Box)

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Date of Birth \_\_\_\_\_ Driver's License# \_\_\_\_\_ Place of Birth \_\_\_\_\_

Telephone Home ( ) \_\_\_\_\_ Work ( ) \_\_\_\_\_

Occupation \_\_\_\_\_ Supervisor's Phone # \_\_\_\_\_

Employed by \_\_\_\_\_

Hunter Education Course Certificate Yes [ ] No [ ] Date Taken \_\_\_\_\_ Location \_\_\_\_\_

List Teaching Experience \_\_\_\_\_

Do you wish to have your name and phone number listed on the Department website? Yes [ ] No [ ]

This application is subject to a confidential check by the Bureau of Criminal Identification and Investigation, and/or by an appropriate local or state law enforcement agency. If you have ever been charged with and/or convicted of a felony or misdemeanor crime, please list it below.

DATE CHARGED/CONVICTED	ARRESTING AGENCY	DISPOSITION
_____	_____	_____
_____	_____	_____

### SELF-CERTIFICATION

I certify that I have received information regarding federally legislated firearms prohibitions, which may relate to my eligibility to teach a Department of Fish and Game sponsored Hunter Education Class that involves the possession, receipt, or use of firearms and ammunition. (See reverse side). I understand that I am responsible for determining if I am in a prohibited class pursuant to this legislation.

I declare that I AM NOT covered by the restrictions of the federal legislation; I have not been convicted of a 'misdemeanor crime of domestic violence' and I am not currently the subject of a domestic violence restraining order.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date of Birth)

*I do certify that all of the information on this application is true and correct, and that any omissions or inconsistencies may be cause for disqualification or dismissal. I realize that the Department of Fish and Game may, at its discretion, revoke my certificate at any time it feels it is in the best interest of the State of California to do so.*

Applicant \_\_\_\_\_ District Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**AUTHORIZATION TO USE PRIVATELY OWNED  
VEHICLES ON STATE BUSINESS**

STD. 261 (REV. 3-95)

*This approval must be renewed annually.**Supervisor: Retain Original Copy***I. CERTIFICATION**

In accordance with State Policy (*S.A.M. 0753 & 0754*) approval is requested to use privately owned vehicles to conduct official State business.

*I hereby certify that*, whenever I drive a privately owned vehicle on State business, I will have a valid driver's license and proof of liability insurance in my possession, all persons in the vehicle will wear safety belts and the vehicle shall always be:

1. Covered by liability insurance for the minimum amount prescribed by State Law (\$15,000 for personal injury to, or death of one person; \$30,000 for injury to, or death of, two or more persons in one accident; \$5,000 property damage). Vehicle Code Section 16020 (effective July 1, 1985) requires all motorists to carry evidence of current automobile liability insurance in their vehicle.
2. Adequate for the work to be performed.
3. Equipped with safety belts in operating condition.
4. To the best of my knowledge, in safe mechanical condition as required by law.

I understand that the mileage rate I claim is full reimbursement for the cost of operating the vehicle, including fuel, maintenance, repairs and both liability and comprehensive insurance.

*I further certify that*, while using a privately owned vehicle on official State business, all accidents will be reported on form STD. 270 within 48 hours (*S.A.M. 2441*).

I understand that permission to drive a privately owned vehicle on State business is a privilege which may be suspended or revoked at any time.

DRIVER'S LICENSE NUMBER	STATE	EXPIRATION DATE
EMPLOYEE'S SIGNATURE	PRINT NAME	DATE SIGNED

**II. APPROVAL**

*Use of a privately owned vehicle on State business is approved.*

APPROVING AUTHORITY SIGNATURE	TITLE	DATE APPROVED
-------------------------------	-------	---------------

**III. RENEWAL**

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

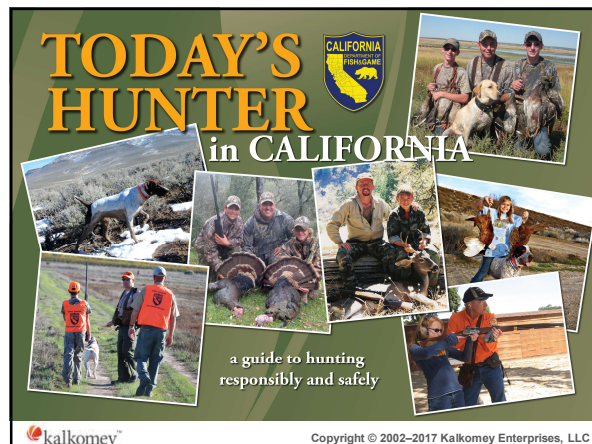
EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

*I have reviewed the above certification and approval and certify that the information provided is correct and valid.*

EMPLOYEE'S SIGNATURE	APPROVING AUTHORITY SIGNATURE	DATE APPROVED
----------------------	-------------------------------	---------------

Copyright © 2002–2017 by Kalkomey Enterprises, LLC. All rights reserved. No part of this Today's Hunter® PowerPoint presentation may be reproduced or copied in any form or by any process without permission in writing from Kalkomey Enterprises, LLC.

1



2


- ### Class Plan
- Lesson One: Introduction to Hunter Education
  - Lesson Two: Know Your Firearm Equipment
  - Lesson Three: Basic Shooting Skills
  - Lesson Four: Basic Hunting Skills
  - Lesson Five: Primitive Hunting Equipment and Techniques

3

- ### Class Plan
- Lesson Six: Be a Safe Hunter
  - Lesson Seven: Be a Responsible and Ethical Hunter
  - Lesson Eight: Preparation and Survival Skills
  - Lesson Nine: Wildlife Conservation

4

## Lesson One



### Introduction to Hunter Education

5

- ### Key Topics
- Why Hunter Education?
  - Hunter Education Funding Sources

6

### Objectives

You should be able to...

- Give two reasons why hunter education is important.
- Name three hunting-related projects for which the Federal Aid in Wildlife Restoration Act (Pittman–Robertson Act) funds are used.
- Describe the behavior of a responsible hunter.
- Give an example of how you can be involved in making hunting a respected sport.
- Name five sources of hunter education funding.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

7

### Why Hunter Education?

- Mandated hunter education program began in New York in 1949.
- Later, safety coordinators formed International Hunter Education Association (IHEA).
- The mission of IHEA-USA is to develop safe, responsible, and knowledgeable hunters.

INTERNATIONAL HUNTER EDUCATION ASSOCIATION  
**IHEA USA**  
Responsible Hunting

Copyright © 2002–2017 Kalkomey Enterprises, LLC

8

### Why Hunter Education?

Hunter education focuses on these areas:

- Responsibility
- Safety Skills
- Knowledge
- Involvement
- Ethical Behavior

Copyright © 2002–2017 Kalkomey Enterprises, LLC

9

### Hunter Education Funding Sources

- U.S. Fish & Wildlife Service
- State wildlife agencies
- Non-governmental organizations
- Equipment manufacturers
- Local businesses and clubs

Copyright © 2002–2017 Kalkomey Enterprises, LLC

10

### Hunter Education Funding Sources

**Pittman–Robertson Act**

- Approved by Congress in 1937.
- Provides funding for various activities.
- Gets funds from federal excise tax on equipment and ammunition.
- Bases state's proportion of the funds on area and number of licensed hunters.

WILDLIFE RESTORATION

Copyright © 2002–2017 Kalkomey Enterprises, LLC

11

### Lesson One Review Questions

- A primary objective of hunter education programs is to \_\_\_\_\_.

**Answer:** produce knowledgeable, responsible, and involved hunters.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

12

### Lesson One Review Questions

- Name three hunting-related projects for which the Federal Aid in Wildlife Restoration Act (Pittman–Robertson Act) provides funding.

**Answer:** (any three)

- Selection, restoration, and improvement of wildlife habitat
- Wildlife management research
- Hunter education programs
- Development and operation of public target ranges

Copyright © 2002–2017 Kalkomey Enterprises, LLC

13

### Lesson One Review Questions

- Which agencies and organizations provide funding for hunter education?

- State highway departments?  
**Answer:** No
- State wildlife agencies?  
**Answer:** Yes
- International Hunter Education Association?  
**Answer:** Yes
- U.S. Fish & Wildlife Service?  
**Answer:** Yes

Copyright © 2002–2017 Kalkomey Enterprises, LLC

14

### Lesson One Review Questions

- Name three behaviors of a responsible hunter.

**Answer:** (any three)

<ul style="list-style-type: none"> <li>• Act courteously.</li> <li>• Respect others and wildlife.</li> <li>• Become involved.</li> <li>• Do not poach or act carelessly.</li> </ul>	<ul style="list-style-type: none"> <li>• Obey hunting laws.</li> <li>• Hunt fairly.</li> <li>• Practice safety rules.</li> <li>• Wait for a clean kill before shooting.</li> </ul>
---	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC

15

## Lesson Two



## Know Your Firearm Equipment

Copyright © 2002–2017 Kalkomey Enterprises, LLC

16

### Key Topics

- What Is a Firearm?
- What Is Ammunition?
- How a Firearm Works
- Common Features of Firearms
- Differences Between Rifles, Shotguns, and Handguns

Copyright © 2002–2017 Kalkomey Enterprises, LLC

17

### Key Topics

- Match Firearms and Ammunition...Correctly!
- Know Your Firearm's Range
- Cleaning Your Firearm
- Storing Your Firearm

Copyright © 2002–2017 Kalkomey Enterprises, LLC

18

## Objectives

You should be able to...

- Define "firearm."
- Identify the basic parts of a rifle, shotgun, and handgun.
- Identify the basic components of rifle and shotgun ammunition.
- Explain how ammunition is fired from a firearm.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

19

## Objectives

- Identify six types of firearm actions.
- Demonstrate proper loading and unloading of firearms with two different types of actions.
- Identify the location(s) of safeties on firearms, and explain how they are used.
- Name five types of sights found on firearms.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

20

## Objectives

- Describe how a rifle is different from other firearms.
- Identify and explain a rifle's caliber and a shotgun's gauge.
- Name the four common shotgun chokes, and explain how they differ.
- Explain the difference between lead shot and steel shot.
- Correctly match ammunition with firearms.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

21

## Objectives

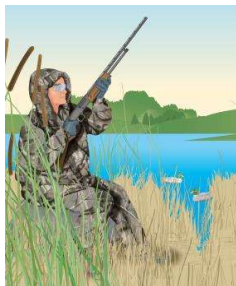
- Explain the danger of mixing different gauges of shotshells.
- Explain why it is important to know your firearm's range.
- Demonstrate cleaning procedures for a firearm.
- Demonstrate how to make a firearm safe for storage.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

22

## What Is a Firearm?

- Mechanical device that uses pressure from burning powder to force projectile through and out of metal tube



Copyright © 2002–2017 Kalkomey Enterprises, LLC

23

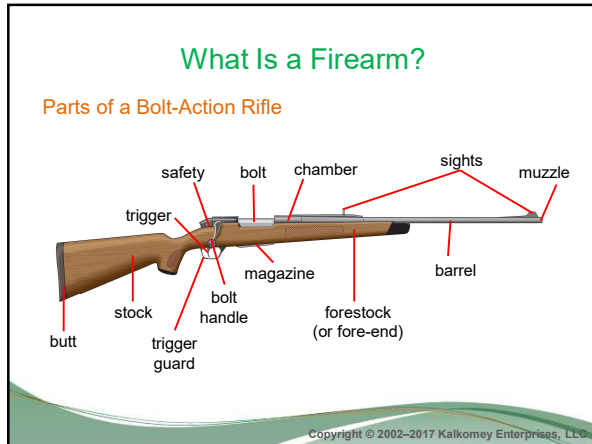
## What Is a Firearm?

### Basic Parts of a Firearm

- Action
- Stock
- Barrel

Copyright © 2002–2017 Kalkomey Enterprises, LLC

24



25



26



27



28

### What Is Ammunition?

**The Airgun**

- Airguns often used by beginning hunters to learn shooting and safety skills. Modern airguns have designs, parts, and sights similar to sporting firearms.
- Youngsters should always be supervised when using airguns.
- The three types of airguns are:
  - Pneumatic
  - CO<sub>2</sub>-powered or gas-powered
  - Spring-piston

Copyright © 2002–2017 Kalkomey Enterprises, LLC

29

### What Is Ammunition?

**Cartridge**

Used in rifles and handguns

**Shotshell**

Used in shotguns

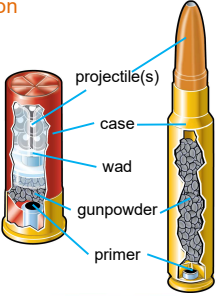
Copyright © 2002–2017 Kalkomey Enterprises, LLC

30

### What Is Ammunition?

**Basic Components of Ammunition**

- Projectile
- Case
- Wad
- Gunpowder
- Primer



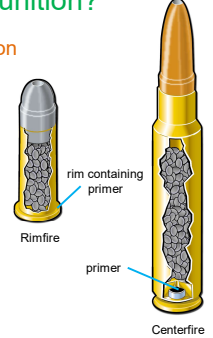
Copyright © 2002–2017 Kalkomey Enterprises, LLC

31

### What Is Ammunition?

**Centerfire and Rimfire Ammunition**

- **Centerfire:** Primer in center of casing base
- **Rimfire:** Primer in rim of casing



Copyright © 2002–2017 Kalkomey Enterprises, LLC

32

### What Is Ammunition?

**Rifle and Handgun Cartridges**

- Critical to select correct cartridge for rifle or handgun.
- Bullets come in various designs, sizes, and weights.
  - Hunting: Soft or hollow points designed to expand upon impact
  - Target Shooting: Solid points that make smaller holes

Copyright © 2002–2017 Kalkomey Enterprises, LLC

33

### What is Ammunition

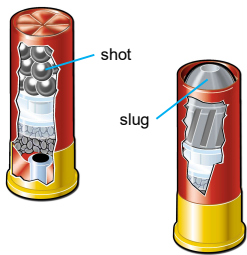
<p><b>Common Types of Rifle Bullets</b></p> <ul style="list-style-type: none"> <li>■ Pointed Soft Point</li> <li>■ Rounded Soft Point</li> <li>■ Protected Tip</li> <li>■ Full Metal Jacket</li> </ul>	<p><b>Common Types of Handgun Bullets</b></p> <ul style="list-style-type: none"> <li>■ Roundnose Lead</li> <li>■ Full Metal Jacket</li> <li>■ Semi-Wad Cutter</li> <li>■ Hollowpoint</li> <li>■ Wad Cutter</li> </ul>
--	---

Copyright © 2002–2017 Kalkomey Enterprises, LLC

34

### What Is Ammunition?

**Shotshells**



- **Projectiles for shotgun shells (shotshells):**
  - Slugs
  - Shot

Copyright © 2002–2017 Kalkomey Enterprises, LLC

35

### What Is Ammunition?

- Shotshells must match exactly the gauge and shell length specified by manufacturer. This information is usually found on the barrel of the shotgun.
- Shotguns may be chambered for 2 ½-inch, 2 ¾-inch, 3-inch, or 3 ½-inch shells.
- Hunter must choose the correct type and size of shot for shotshell.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

36



### What Is Ammunition?

**Shot Sizes**

U.S. STANDARD DESIGNATIONS

SHOT SIZES	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Shot Number	12	9	8	7½	7	6	5	4	3	2	1	B	BB	BBB	T					
Diameter (in.)	.05	.08	.09	.095	.10	.11	.12	.13	.14	.15	.16	.17	.18	.19	.20					
Number of Lead Pellets per Ounce	2,385	585	410	350	300	225	170	135	n/a	90	n/a	n/a	50	n/a	n/a					
Number of Steel Pellets per Ounce	n/a	n/a	577	490	420	317	243	192	154	125	103	86	72	61	53					

BUCKSHOT SIZES	●	●	●	●	●	●
Shot Number	4	3	1	0	00	000
Diameter (in.)	.24	.25	.30	.32	.33	.36

Copyright © 2002–2017 Kalkomey Enterprises, LLC

37

### What Is Ammunition?

**Shot Sizes**

- Shot size can be adjusted for the game being hunted. As pellet diameter decreases, more shot can be placed in a standard shotshell load. The smaller the shot number, the larger the shot size.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

38

### What Is Ammunition?

- Steel shot pellets:**
  - React differently than lead.
  - Weigh about 1/3 less than lead.
  - Are harder than lead.
  - Stay round and do not deform.
  - Are more stable than lead in flight.
  - Produce tighter pattern than lead.
- Non-toxic shot is required throughout the U.S. for waterfowl hunting.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

39

### How a Firearm Works

How a Cartridge Is Fired

## CARTRIDGE FIRING

Copyright © 2002–2017 Kalkomey Enterprises, LLC

40

### How a Firearm Works

How the Rifle and Handgun Fire

## HOW A BOLT-ACTION RIFLE FIRES

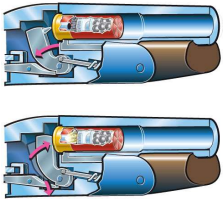
Copyright © 2002–2017 Kalkomey Enterprises, LLC

41

### How a Firearm Works

**How the Shotgun Shoots:**

- Shotshell is inserted into chamber.
- Action is closed and firing pin pushed back and held back under spring tension.
- Trigger is pulled, causing firing pin to strike primer, producing a spark.

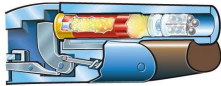


Copyright © 2002–2017 Kalkomey Enterprises, LLC

42

### How a Firearm Works

4. Heat and sparks ignite gunpowder. Gas converted from burning powder expands in the shell.
5. Gas pushes wad against shot; wad and shot are forced out of plastic body of shell.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

43

### How a Firearm Works

6. Wad and shot leave barrel. Escaping gases produce a "bang."
7. Shot and wad separate. Shot cluster spreads. Spread is called shot string.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

44

### Common Features of Firearms

**Firearm Actions**

- Firearms are classified by their action type.
- Action has moving parts to load, unload, fire, and eject ammunition.
- Action styles are:
  - Single-shot
  - Repeating

Copyright © 2002–2017 Kalkomey Enterprises, LLC

45

### Common Features of Firearms

- **Bolt Action:**
  - Operates like a door bolt.
  - Locks bolt solidly into the breech.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

46

### How a Firearm Works

How a Bolt-Action Rifle Fires

## HOW A BOLT-ACTION RIFLE FIRES

Copyright © 2002–2017 Kalkomey Enterprises, LLC

47

### Common Features of Firearms

- **Lever Action:**
  - Has a large metal lever.
  - Requires extra caution to keep your hands away from the trigger while working the lever.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

48

**Common Features of Firearms**

How a Lever-Action Rifle Fires

## LEVER-ACTION RIFLES

Copyright © 2002–2017 Kalkomey Enterprises, LLC


49

**Common Features of Firearms**

How a Pump Action Rifle Fires

■ **Pump Action:**

- Lets shooter re-cock without taking eye off the target.
- Also referred to as "slide action" or "trombone action."



Copyright © 2002–2017 Kalkomey Enterprises, LLC

50

**Common Features of Firearms**

■ **Semi-Automatic (or Autoloading) Action:**

- Ejects cartridge and reloads automatically.
- Requires shooter to pull the trigger for each shot.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

51

**Common Features of Firearms**

How a Semi-Automatic Handgun Fires

### SEMI-AUTOMATIC HANDGUN



Copyright © 2002–2017 Kalkomey Enterprises, LLC

52

**Common Features of Firearms**

■ **Break (or Hinge) Action:**

- Operates on the same principle as a door hinge.
- Usually has one or two barrels.



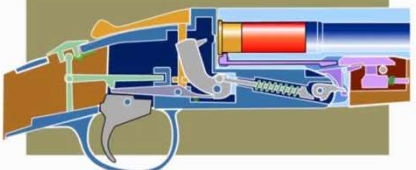
Copyright © 2002–2017 Kalkomey Enterprises, LLC

53

**Common Features of Firearms**

How a Break-Action Shotgun Fires

### BREAK-ACTION SHOTGUN



Copyright © 2002–2017 Kalkomey Enterprises, LLC

54

### Common Features of Firearms

- **Revolving Action:**
  - Has a revolving cylinder
  - Is either:
    - Single action
    - Double action

Copyright © 2002–2017 Kalkomey Enterprises, LLC

55

### Common Features of Firearms

How a Double-Action Revolver Fires

#### DOUBLE-ACTION REVOLVER







Copyright © 2002–2017 Kalkomey Enterprises, LLC

56

### Common Features of Firearms

Common Actions on Rifles

<p>Bolt Action</p> 	<p>Pump Action</p> 
<p>Lever Action</p> 	<p>Semi-Automatic Action</p> 
	<p>Break (Hinge) Action</p> 

Copyright © 2002–2017 Kalkomey Enterprises, LLC

57

### Common Features of Firearms

Typical Handgun Actions

<p>Semi-Automatic Pistol</p> 	<p>Double-Action (Trigger-Cocking) Revolver</p> 
<p>Break-Action Pistol (Single-shot)</p> 	<p>Single-Action (Hammer-Cocking) Revolver</p> 

Copyright © 2002–2017 Kalkomey Enterprises, LLC

58

### Common Features of Firearms

Common Actions on Shotguns

<p>Break Action With Single Barrel</p> 	<p>Pump Action</p> 
<p>Break Action Side-by-Side With Double Barrel</p> 	<p>Semi-Automatic Action</p> 
<p>Break Action Over-Under With Double Barrel</p> 	<p>Bolt-Action Repeater</p> 

Copyright © 2002–2017 Kalkomey Enterprises, LLC

59

### Common Features of Firearms

Safety Mechanisms

- Are mechanical devices that block the action to keep the firearm from firing accidentally.
- Should NOT be relied on to protect against accidental shooting.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

60

### Common Features of Firearms

Common Types of Safeties

■ **Cross-Bolt Safety**



Cross Bolt Hammer Safety on Frame of Lever-Action Rifle

Copyright © 2002–2017 Kalkomey Enterprises, LLC

61

### Common Features of Firearms

Common Types of Safeties

■ **Pivot Safety**



Pivot Safety on the Slide of an Autoloading Handgun

Copyright © 2002–2017 Kalkomey Enterprises, LLC

62

### Common Features of Firearms

Common Types of Safeties

■ **Slide or Tang Safety**



Slide Safety on the Tang of a Break-Action Shotgun

Copyright © 2002–2017 Kalkomey Enterprises, LLC

63

### Common Features of Firearms

Common Types of Safeties

■ **Half-Cock or Hammer Safety**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

64

### Common Features of Firearms

Typical Locations of Safeties



Copyright © 2002–2017 Kalkomey Enterprises, LLC

65

### Common Features of Firearms

Magazines

- In repeating firearms, store ammunition that has not been fired.
- Are designed with a spring and follower to move cartridges into the action.
- May be either detachable or fixed.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

66

### Common Features of Firearms

**Sights**

- Line up the muzzle with the shooter's eye.
- Are more critical on rifles and handguns than on shotguns.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

67

### Common Features of Firearms

- **Bead Sight:** Used on a shotgun to point at and follow a moving object.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

68

### Common Features of Firearms

- **Open Sight:** Combination of bead or post front sight and notched rear sight. Can be fixed or adjustable.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

69

### Common Features of Firearms

- **Aperture (Peep) Sight:** Combination of a bead or post front sight and a round hole set on rifle's receiver close to shooter's eye.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

70

### Common Features of Firearms



- **Telescopic Sight (Scope):**
  - Is like a small telescope mounted on your firearm.
  - Provides the most accurate aiming.



- **Dot Sight:** Projects glowing dot or other mark on the lens in front of the shooter's eye.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

71

### Differences Between Firearms

**Barrel Comparisons**

	Length	Thickness	Bore
<b>Rifle</b>	long	thick	spiraling grooves
<b>Shotgun</b>	long	fairly thin	very smooth
<b>Handgun</b>	shorter	thick	spiraling grooves

Copyright © 2002–2017 Kalkomey Enterprises, LLC

72

### Differences Between Firearms

- **Handgun barrel:** Much shorter because it's designed to be shot while being held with one or two hands. Bores of most handgun barrels also have a grooved pattern similar to rifles.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

73

### Differences Between Firearms

#### Rifle, Handgun, and Shotgun Bores

**grooves:** The spiral cuts in a rifled bore

**lands:** The ridges of metal between the grooves in a rifled bore

Copyright © 2002–2017 Kalkomey Enterprises, LLC

74

### Differences Between Firearms

#### Rifling in the Rifle or Handgun Bore

- Gives the bullet a spiral spin that keeps it point-first in flight.
- Increases accuracy and distance.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

75

### Differences Between Firearms

#### A Rifle's or Handgun's Caliber

- Size of rifle or handgun bore and size of cartridges designed for different bores

	.45, .458	
	.44, .444	
	.40, 10mm	
	.357, .38, 9mm	
	.30, .30-06, .308, .32, 7.62mm, 8mm	
	.270, .280, 7mm	
	.22, .223, .25, 5.56mm, 6mm	

Copyright © 2002–2017 Kalkomey Enterprises, LLC

76

### Differences Between Firearms

#### A Shotgun's Gauge

- Measure related to diameter of the smooth shotgun bore and size of the shotshell designed for that bore

	10 Gauge .775"	
	12 Gauge .725"	
	16 Gauge .665"	
	20 Gauge .615"	
	28 Gauge .545"	
	.410 Bore .410"	

Copyright © 2002–2017 Kalkomey Enterprises, LLC

77

### Differences Between Firearms

#### Shotgun Choke and Shot String

- When shotshell is fired, pellets leave the barrel and begin to spread or scatter. Spread is called shot string.
- The barrel has a choke that affects the shot pattern.
  - Distance from target determines choke needed.
  - The choke of a shotgun determines shot string only.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

78

### Differences Between Firearms

- **Cylinder Choke:** Unconstricted barrel; shot string spreads quickly.
- **Improved Cylinder Choke:** Slight constriction; shot string spreads fairly quickly.
- **Modified Choke:** Moderate constriction; pellets stay together longer.
- **Full Choke:** Tight constriction; shot string holds together even longer.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

79

### Differences Between Firearms

#### Effect of Choke on Shot String at Various Distances

Circles represent the diameter of a lead shot string (in inches) as distance (in yards) increases. Bore narrowing is exaggerated for clarity.

Cylinder: 40-inch spread at 25 yards  
Improved Cylinder: 30-inch spread at 30 yards  
Modified: 20-inch spread at 35 yards  
Full: 10-inch spread at 40 yards

Copyright © 2002–2017 Kalkomey Enterprises, LLC

80

### Match Firearms and Ammunition

- To match ammunition to a firearm:
  - Read the specific caliber or gauge designations on side of barrel. Match designation exactly. Shotgun barrels give gauge and length of chamber.

Gauge and length of chamber                      Data stamp

Copyright © 2002–2017 Kalkomey Enterprises, LLC

81

### Match Firearms and Ammunition

- Carefully read information on lid of ammunition box. With shotgun ammunition, always check **both** gauge and shell length.
- Match the information on the barrel to the information on the cartridge or shotshell **before you shoot**.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

82

### Match Firearms and Ammunition

- To help you avoid using the wrong ammunition:
  - Purchase only correct ammunition.
  - Carry only correct ammunition for firearm you're using. Never mix ammunition.

20-gauge shotshell lodged in a 12-gauge barrel

Copyright © 2002–2017 Kalkomey Enterprises, LLC

83

### Match Firearms and Ammunition

#### Hang Fires and Misfires

- What are they?
  - Hang fires happen when firing pin has struck primer and there is a delay before it fires.
  - Misfire is when primer fails to ignite the powder.
- Always treat a “misfire” or a “hang fire” as if firearm is going to discharge at second.
  - Keep the firearm pointed in a safe direction.
  - Leave action closed, and retain your shooting position.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

84



### Know Your Firearm's Range

- The "maximum projectile range" tells at what distances a firearm's projectile could cause injury and damage to people, animals, or objects.
- The "effective killing range" lets you immediately assess when shot will give clean kill.
- The effective killing range will always be less than the maximum projectile range.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

85

### Know Your Firearm's Range

Rifle: Maximum Projectile Range With Lead Bullets

CALIBER	0 Miles	1 Mile	2 Miles	3 Miles	4 Miles	5 Miles
22 Short	[Bar]					
22 LHV	[Bar]					
22 LRHV	[Bar]					
22 WIN. MAG.	[Bar]					
222	[Bar]					
243	[Bar]					
270	[Bar]					
7MM MAG.	[Bar]					
30-30	[Bar]					
30-06	[Bar]					
300 SAV	[Bar]					
300 H&H	[Bar]					
308	[Bar]					
338	[Bar]					
35 REM.	[Bar]					
45-70	[Bar]					

Legend: [Green] Maximum range at sea level [Yellow] Maximum range at 12,000 feet altitude. Report courtesy NSSI/SAAMI

Copyright © 2002–2017 Kalkomey Enterprises, LLC

86

### Know Your Firearm's Range

Shotgun: Maximum Projectile Range With Lead Pellets

SHOT SIZE	0 ft.	500 ft.	1000 ft.	1500 ft.	2000 ft.	2500 ft.	3000 ft.	3500 ft.	4000 ft.	4500 ft.	5000 ft.
No. 9	[Bar]										
No. 7 1/2	[Bar]										
No. 6	[Bar]										
No. 5	[Bar]										
No. 4	[Bar]										
No. 2	[Bar]										
No. 0	[Bar]										
No. 00	[Bar]										
Slug	[Bar]										
Distances	[Bar]										
1 oz. slug	[Bar]										
410 slug	[Bar]										

Legend: [Green] Maximum range at sea level [Yellow] Maximum range at 12,000 feet altitude. Report courtesy NSSI/SAAMI

Copyright © 2002–2017 Kalkomey Enterprises, LLC

87

### Know Your Firearm's Range

Handgun: Maximum Projectile Range With Lead Bullets

CALIBER	0 ft.	1650 ft.	3300 ft.	4950 ft.	6600 ft.
.25 ACP	[Bar]				
.45 ACP	[Bar]				
.38 SPL	[Bar]				
.357 MAG	[Bar]				
.40 S&W	[Bar]				
9x19 mm para	[Bar]				
.44 MAG	[Bar]				

Copyright © 2002–2017 Kalkomey Enterprises, LLC

88

## Cleaning Your Firearm

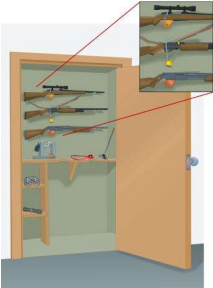
# GUN CLEANING

Copyright © 2002–2017 Kalkomey Enterprises, LLC

89

## Storing Your Firearm

- Firearms must be stored:
  - Unloaded
  - In a locked location
  - Separate from ammunition
- Store guns horizontally, or with muzzle pointing down.
- Guns should be hidden from view and locked.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

90

### Storing Your Firearm

**Storing Ammunition**

- Store ammunition:
  - In a separate locked compartment
  - Away from flammables
  - In a cool, dry place

Copyright © 2002–2017 Kalkomey Enterprises, LLC

91

### Lesson Two Review Questions

- The three basic parts of a modern firearm are \_\_\_\_\_.

**Answer:** action, stock, and barrel

Copyright © 2002–2017 Kalkomey Enterprises, LLC

92

### Lesson Two Review Questions

- Label the indicated parts of a bolt-action rifle.

The diagram shows a bolt-action rifle from a side profile. Four red lines with labels point to specific parts: 'i. stock' points to the wooden rear part, 'ii. rear sight' points to the sight at the end of the barrel, 'iii. trigger' points to the trigger guard, and 'iv. muzzle' points to the front of the barrel.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

93

### Lesson Two Review Questions

- The component in ammunition that ignites the gunpowder when struck by the firing pin is the \_\_\_\_\_.

**Answer:** primer

Copyright © 2002–2017 Kalkomey Enterprises, LLC

94

### Lesson Two Review Questions

- The action of a firearm is made up of parts that \_\_\_\_\_.

**Answer:** load, unload, fire, and eject the cartridge or shotshell

Copyright © 2002–2017 Kalkomey Enterprises, LLC

95

### Lesson Two Review Questions

- You should use only ammunition that exactly matches the caliber or gauge specifications marked on the \_\_\_\_\_ of your firearm.

**Answer:** barrel

Copyright © 2002–2017 Kalkomey Enterprises, LLC

96

### Lesson Two Review Questions

■ Label the indicated parts of rifle and shotgun ammunition.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

97

### Lesson Two Review Questions

■ List the six types of firearm actions.

**Answer:**

- bolt action
- lever action
- pump action
- semi-automatic action
- break (hinge) action
- revolving action

Copyright © 2002–2017 Kalkomey Enterprises, LLC

98

### Lesson Two Review Questions

■ A safety is located around the receiver of the firearm and \_\_\_\_\_.

**Answer:** is a device that blocks the action to prevent accidental firing

Copyright © 2002–2017 Kalkomey Enterprises, LLC

99

### Lesson Two Review Questions

■ The most accurate sight for a firearm is the \_\_\_\_\_.

**Answer:** telescopic sight

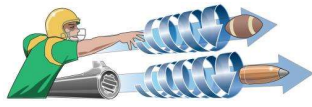
Copyright © 2002–2017 Kalkomey Enterprises, LLC

100

### Lesson Two Review Questions

■ The design feature that causes a bullet to spiral, which increases accuracy and distance, is called \_\_\_\_\_.

**Answer:** rifling



Copyright © 2002–2017 Kalkomey Enterprises, LLC

101

### Lesson Two Review Questions

■ \_\_\_\_\_ is a measure related to the diameter of the bore and the size of the shotshell designed for that bore.

**Answer:** Gauge

Copyright © 2002–2017 Kalkomey Enterprises, LLC

102

### Lesson Two Review Questions

- When referring to firearms, “caliber” is \_\_\_\_\_.

**Answer:** used to describe the size of a rifle bore and the size of cartridges designed for different bores

Copyright © 2002–2017 Kalkomey Enterprises, LLC

103

### Lesson Two Review Questions

- Name the most common shotgun chokes.

**Answer:**

- Full
- Modified
- Improved Cylinder
- Cylinder

Copyright © 2002–2017 Kalkomey Enterprises, LLC

104

### Lesson Two Review Questions

- Steel shot is \_\_\_\_\_.

**Answer:**

- lighter than lead shot, reducing velocity and distance
- harder than lead, keeping the pattern tighter
- non-toxic, unlike lead shot, which can be toxic to waterfowl

Copyright © 2002–2017 Kalkomey Enterprises, LLC

105

### Lesson Two Review Questions

- Knowing your firearm’s range is critical—it allows you to \_\_\_\_\_.

**Answer:**

- determine whether or not you’re able to make a clean kill
- know at what distances your firearm could cause injury

Copyright © 2002–2017 Kalkomey Enterprises, LLC

106

### Lesson Two Review Questions

- Why is it important to keep shotshells separated by size?

**Answer:** A smaller gauge shotshell can slip past the chamber of a larger gauge gun and result in serious personal injury.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

107

### Lesson Two Review Questions


- Firearms should be stored \_\_\_\_\_, in a \_\_\_\_\_ location, separate from \_\_\_\_\_.

**Answer:** unloaded; locked; ammunition

Copyright © 2002–2017 Kalkomey Enterprises, LLC

108

## Lesson Three



### Basic Shooting Skills

Copyright © 2002–2017 Kalkomey Enterprises, LLC

109

## Key Topics

- Good Marksmanship and Accuracy
- Rifle Firing
- Shotgun Shooting
- Handgun Shooting

Copyright © 2002–2017 Kalkomey Enterprises, LLC

110

## Objectives

You should be able to...

- Define “good marksmanship” and explain why it is important.
- List the three fundamentals of good marksmanship.
- Define “sight alignment” and “sight picture.”
- Demonstrate how to determine your master eye.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

111

## Objectives

- Explain the basic steps to sight-in a rifle.
- Explain four rifle-firing techniques that will help improve accuracy.
- Demonstrate four proper positions for rifle firing.
- List the four common shotgun chokes, and give an example of when you would use each.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

112

## Objectives

- Explain the basic steps for patterning a shotgun.
- Explain four shotgun-shooting techniques that will improve accuracy.
- Demonstrate proper shotgun-shooting stance.
- Explain the difference between swing-through and sustained lead when hunting with a shotgun.
- Demonstrate proper handgun-shooting stance and grip.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

113

## Good Marksmanship and Accuracy



Three fundamentals:

- Proper sight adjustment or patterning
- Proper shooting technique
- Practice

Copyright © 2002–2017 Kalkomey Enterprises, LLC

114

## Good Marksmanship and Accuracy

**Know Your Accuracy Limits**

Ethical hunters know personal accuracy and limit shots accordingly.

- Use an 8-inch paper plate to establish deer hunting accuracy.
- Practice until confident.
- When hunting, limit shots to most accurate range.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

115

## Rifle Firing

### Sight Alignment

**Open Sight:** Line up target with the blade or bead of the front sight within the notch of the rear sight.



**Aperture Sight:** Line up target with the front sight within the rear peephole.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

116

## Rifle Firing

**Telescopic Sight With Crosshair Reticle:** Line up target with the crosshairs of the sight.



**Telescopic Sight With Dot Reticle:** Line up target with the dot of the sight.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

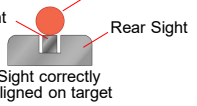
117

## Rifle Firing


### Aligning an Open Sight




Misaligned—bullet goes right of target




Target  
Front Sight  
Rear Sight  
Sight correctly aligned on target



Misaligned—bullet goes high and left of target



Misaligned—bullet goes high of target



Misaligned—bullet goes low of target

Copyright © 2002–2017 Kalkomey Enterprises, LLC

118

## Rifle Firing

### Dominant or Master Eye

- Follow the steps to determine your dominant eye.
  1. Form a triangular opening with your thumbs and forefingers.
  2. Stretch your arms out in front of you.
  3. Focus on a distant object while looking through the triangular opening and keeping both eyes open.
  4. Bring hands slowly to your face, keeping the object in sight. The opening will come to your dominant eye.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

119

## Rifle Firing

### Dominant or Master Eye

- If you're not sure, close one eye at a time.
  - The weak eye will see the back of your hand.
  - The strong one will be focused on object in the triangle.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

120

### Rifle Firing

**Sighting-In a Rifle**

- Is the process of adjusting sights to hit target at specific range.
- Should be done before every hunt.

10 yards (bullet hits below bull's-eye)  
25 yards (bullet hits above bull's-eye)  
100 yards (bullet hits on bull's-eye)

Copyright © 2002–2017 Kalkomey Enterprises, LLC

121

### Rifle Firing

- Sighting-in:
  - Ensures accurate shots.
  - Forces you to practice.
  - Helps identify problems with firing technique.
  - Helps determine your range.
  - Helps you know where your rifle will fire.
  - Builds confidence.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

122

### Rifle Firing

**Sighting-In a Rifle**

## SIGHTING-IN A RIFLE

Copyright © 2002–2017 Kalkomey Enterprises, LLC

123

### Rifle Firing

**Rifle-Firing Techniques**

- Correct techniques help steady rifle for most accurate shooting.
- Shooting From a Rest: Safest and most accurate shots are taken from a rest. Put padding under the rifle.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

124

### Rifle Firing

**Four Fundamentals for an Accurate Rifle Shot**

1. Aim carefully, aligning your sights.
2. Take a deep breath, and then release about half of it.
3. Squeeze the trigger slowly.
4. Follow through.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

125

### Rifle Firing

**Firing Positions**


- **Prone:** Steadiest of the four positions

Copyright © 2002–2017 Kalkomey Enterprises, LLC

126

### Rifle Firing

- **Standing:** Most difficult position for firing accurate shot since neither arm is supported



Copyright © 2002–2017 Kalkomey Enterprises, LLC

127

### Rifle Firing

- **Sitting:** Next to prone, the steadiest position
- **Kneeling:** Less steady than prone or sitting positions



Copyright © 2002–2017 Kalkomey Enterprises, LLC

128

### Shotgun Shooting

#### Matching Choke to Your Quarry

- Choke allows you to fine-tune shotgun for the type of game you're hunting.
- Built-in or attached to the muzzle end of the barrel, the choke controls the shot string.
  - Tighter Constriction: Pellets stay together longer.
  - Looser Constriction: Shot pattern spreads faster.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

129

### Shotgun Shooting

- Common chokes from tightest to most open are:
  - Full
  - Modified
  - Improved Cylinder
  - Cylinder (unchoked)

Copyright © 2002–2017 Kalkomey Enterprises, LLC

130

### Shotgun Shooting

Quarry	Commonly Used Choke <small>(based on typical distance from quarry)</small>
Goose	Improved Cylinder or Modified
Duck	Improved Cylinder or Modified
Turkey	Full or Extra Full
Pheasant	Improved Cylinder, Modified, or Full
Grouse	Improved Cylinder or Modified
Woodcock, rail, or snipe	Improved Cylinder or Modified
Dove	Improved Cylinder or Modified
Quail	Improved Cylinder or Modified
Rabbit	Improved Cylinder or Modified
Squirrel	Modified or Full

Copyright © 2002–2017 Kalkomey Enterprises, LLC

131

### Shotgun Shooting

#### Patterning Your Shotgun

- Shotgun's choke, brand of shotshell, shot size, and type of shot affect pattern.
- To select ammunition that provides best performance, you must "pattern" your shotgun.
  - Use a commercial or homemade target.
  - Fire from the distance you expect to use when hunting.
  - Circle the densest part of the shot pattern.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

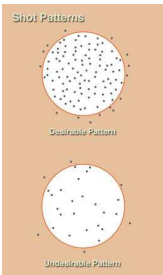
132



## Shotgun Shooting

### Patterning Your Shotgun (cont.)

Shot Patterns



- Count the holes inside the circle.
- Should have even pattern density and sufficient percentage of the load within the circle.
- Continue until you get the correct choke and load combination.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

133

## Shotgun Shooting

### Shotgun-Shooting Techniques


- **Shooting Stance:** Use a relaxed, balanced stance so that you can swing freely and maintain control.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

134

## Shotgun Shooting



- **Pointing**
  - Shotgun is designed to be pointed, with the eye sighting along the top of the barrel or rib.
  - When you bring the gun to your face, the stock should fit snugly against your cheek.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

135

## Shotgun Shooting

- **Shouldering the Shotgun**
  - Stock should be brought to your cheek first and then back to your shoulder.
  - Gun butt always should come to same spot on shoulder.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

136

## Shotgun Shooting

- **Pulling the Trigger**
  - Slap the trigger rather than squeezing it.
  - Do not need to control your breathing.
  - Continue the shotgun's swing as you pull the trigger.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

137

## Shotgun Shooting

### Leading the Target

- **Swing-Through:** Best for beginning student




Copyright © 2002–2017 Kalkomey Enterprises, LLC

138

### Shotgun Shooting

- **Sustained Lead:** More challenging because requires more experience

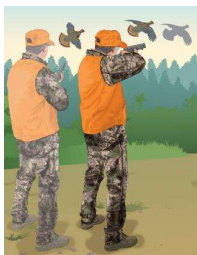


Copyright © 2002–2017 Kalkomey Enterprises, LLC

139

### Shotgun Shooting

- **Snap-Shooting:** Technique to use for a quick shot and target is straight ahead at close range



Copyright © 2002–2017 Kalkomey Enterprises, LLC

140

### Handgun Shooting

Loading and Handling

- Single-Action Revolvers
- Double-Action Revolvers
- Semi-Automatics




Copyright © 2002–2017 Kalkomey Enterprises, LLC

141

### Handgun Shooting

Position and Grip

- Assume a stable position.
- Grip the handgun with both hands whenever possible.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

142

### Handgun Shooting

Sight Alignment

- Typically, handgun sights consist of square rear notch sight and heavy square front blade sight.
- Most handguns sighted-in at 50 feet.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

143

### Handgun Shooting

Aiming

- At shooting range, many handgunners use sight picture that places bull's-eye on top of front sight.
- Hunters should hold alignment directly over vital area.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

144

### Handgun Shooting

**Shooting**

There are some differences between firing handguns and firing rifles. With handguns:

- First joint of finger should take up trigger pressure.
- Keep fingers away from front of trigger.
- Fire at arm's length.

Copyright © 2002-2017 Kalkomey Enterprises, LLC

145

### Handgun Shooting

**Safety Tip**

- Choose an ear protection device with a high Noise Reduction Rating (NRR).
- Wear eye protection whenever shooting, disassembling, or cleaning a handgun.

Copyright © 2002-2017 Kalkomey Enterprises, LLC

146

### Lesson Three Review Questions

- Good marksmanship is \_\_\_\_\_.

**Answer:** hitting your target accurately and consistently

Copyright © 2002-2017 Kalkomey Enterprises, LLC

147

### Lesson Three Review Questions

- Sight alignment is \_\_\_\_\_.

**Answer:** the process of lining up front and rear sights

Copyright © 2002-2017 Kalkomey Enterprises, LLC

148

### Lesson Three Review Questions

- To help you steady the rifle when you're ready to shoot, draw a deep breath and \_\_\_\_\_.

**Answer:** exhale about half of it.

Copyright © 2002-2017 Kalkomey Enterprises, LLC

149

### Lesson Three Review Questions

- The proper technique for pulling the trigger when firing a rifle is to \_\_\_\_\_.

**Answer:** squeeze the trigger slowly

Copyright © 2002-2017 Kalkomey Enterprises, LLC

150

### Lesson Three Review Questions

- Of the four standard rifle-firing positions, the steadiest is the \_\_\_\_\_ position.

Answer: prone

Copyright © 2002–2017 Kalkomey Enterprises, LLC

151

### Lesson Three Review Questions

- All handguns should be fired at \_\_\_\_\_ length.

Answer: arm's

Copyright © 2002–2017 Kalkomey Enterprises, LLC

152

### Lesson Three Review Questions

- If you are hunting small, fast, close birds, the best choke selection would be \_\_\_\_\_ or \_\_\_\_\_ choke.

Answer: Improved Cylinder; Modified

Copyright © 2002–2017 Kalkomey Enterprises, LLC

153

### Lesson Three Review Questions

- When patterning a shotgun, the goal is to produce a pattern of pellets with even \_\_\_\_\_ and a sufficient percentage of the \_\_\_\_\_ within a 30-inch circle.

Answer: pattern density; load

Copyright © 2002–2017 Kalkomey Enterprises, LLC

154

### Lesson Three Review Questions

- Which shotgun-shooting technique is best for a beginning hunter and is performed by pointing at a moving target, and then moving past it and firing?

Answer: swing-through

Copyright © 2002–2017 Kalkomey Enterprises, LLC

155

### Lesson Three Review Questions


- A common error when hunting birds with a shotgun is \_\_\_\_\_.

Answer: lowering the head and cheek to the stock of the shotgun

Copyright © 2002–2017 Kalkomey Enterprises, LLC

156

## Lesson Four



### Basic Hunting Skills

Copyright © 2002–2017 Kalkomey Enterprises, LLC

157

## Key Topics

- Planning and Preparation
- Hunting Strategies
- Vital Shots
- Field Care of Game

Copyright © 2002–2017 Kalkomey Enterprises, LLC

158

## Objectives

You should be able to...

- Explain why it is important to know how to recognize your quarry.
- Name the four basic animal characteristics that can be used for identification.
- Describe five different hunting strategies.
- Explain why it is important to know where to place a vital shot for the game you are hunting.
- Identify the vital zones for various game when viewed from different angles.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

159

## Objectives

- List four types of shots, and tell when they should be used and when they should be avoided.
- Explain what to do when approaching downed game.
- State the first thing you should do after you are sure your game is dead.
- List the three main causes of meat spoilage.
- List the basic steps for field dressing game.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

160

## Planning and Preparation

- To prepare for a hunt:
  - Educate yourself about the game.
  - Obtain current state regulations.
  - Buy appropriate clothing and gear.
  - Secure lease arrangements and permits.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

161

## Planning and Preparation

- Prepare the site in the off-season.
- Sight-in rifles, handguns, and bows; pattern shotguns.
- Practice at shooting range.
- Pack extra equipment.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

162

## Planning and Preparation

**Know Your Quarry**

- Increase your success.
- Ensure you are taking legal game.
- Know the four basic categories.
  - Large mammals
  - Small mammals
  - Upland birds
  - Waterfowl


Copyright © 2002–2017 Kalkomey Enterprises, LLC

163

## Planning and Preparation

**Animal Characteristics**

- Distinctive Markings
- Sounds
- Movement
- Group Behavior




Copyright © 2002–2017 Kalkomey Enterprises, LLC

164

## Hunting Strategies

**Still Hunting**

- Walk stealthily, and stop frequently.
- Spend more time being still and observing.
- Keep a low profile.
- Use a pair of binoculars.
- Always wear fluorescent orange.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

165

## Hunting Strategies


- Spend at least ten times longer being still and observing than walking.
- Keep a low profile; a human silhouette will spook many game species.
- Use binoculars in open terrain to identify movement properly.
- To avoid being mistaken for game by other hunters, always wear fluorescent orange.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

166

## Hunting Strategies

**Stalking**



- Follow tracks, dew trail, sounds, or scents.
- Keep downwind, stay quiet, and stay alert and patient.
- Do not stalk turkeys.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

167

## Hunting Strategies

**Posting**

- Involves sitting or standing in one spot.
- Does not use a blind or stand.
- Find a location that allows you to freely swing firearm or draw your bow.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

168

### Hunting Strategies

**Ground Blinds**

- Conceal hunters on the ground.
- Made of everything from plywood to branches.
- Situate blinds:
  - Downwind
  - Away from the sun
  - Where foreground and background are safest




Copyright © 2002–2017 Kalkomey Enterprises, LLC

169

### Hunting Strategies

**Elevated Stands**

- Are tower stands or tree stands.
- Should be checked routinely to make sure they are in good condition.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

170

### Hunting Strategies

**Game Calling**

- Uses sounds to attract animals close enough for an effective shot.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

171

### Hunting Strategies

**Driving**

- Involves group of hunters, some acting as “drivers” and others as “posters.”
  - Drivers spread out and push game out of cover.
  - Posters intercept game pushed out by drivers.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

172

### Hunting Strategies

**Flushing**

- Use noise, movement, or dogs to cause game to leave cover.
- Vary your pace to get quarry to leave cover.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

173

### Hunting Strategies

**Dogs**

- Dogs that can be used for hunting:
  - Pointers
  - Retrievers
  - Spaniels
  - Hunting Hounds



Copyright © 2002–2017 Kalkomey Enterprises, LLC

174

### Hunting Strategies

**Trapping**

- Regulated trapping helps:
  - Control animal populations.
  - Protect personal property by preventing or decreasing:
    - Flooding caused by beaver dams
    - Damage to homes, trees, gardens, and crops
    - Killing of livestock or pets
  - Protect certain endangered or threatened species.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

175

### Hunting Strategies

- Trappers should follow the trapper's code of ethics:
  - Obtain the landowner's permission.
  - Do not set traps in areas where domestic animals may be caught.
  - Set traps to capture the target animal humanely.
  - Check traps at least once every 24 hours.
  - Record trap locations accurately.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

176

### Hunting Strategies

- Identify all traps with name and address.
- Use as much of the animal as possible. Dispose of animal carcasses properly.
- Trap only surplus animals.
- Assist landowners who have damage problems.
- Dispatch trapped furbearers humanely.
- Obtain all required licenses, tags, and permits.
- Check the state's regulations before trapping.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

177

### Hunting Strategies

- Traps can be:
  - Set on land or in or near water.
  - Designed to kill or to capture the animal alive and unharmed.



Bodygrip Trap



Cable Device




Foothold Trap

Copyright © 2002–2017 Kalkomey Enterprises, LLC

178

### Vital Shots

**Where to Shoot**



- Most effective shots are delivered to an animal's vital organs.
- Area of vital organs also contains major blood vessels and arteries.
- Hunters should be patient and wait for the best possible shot.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

179

### Vital Shots

**Choosing the Proper Shot Angle**

- **Broadside:** Preferred shot angle for both firearm and bow hunters for larger game animals.
  - **Firearm:** Best target is shoulder and chest area.
  - **Bow:** Aiming spot is straight up from the back side of the front leg, one-third of the way up from the bottom of the chest.



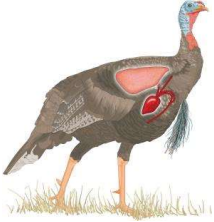
Copyright © 2002–2017 Kalkomey Enterprises, LLC

180



### Vital Shots

- When hunting turkeys:
  - Aim for the head and neck with a firearm.
  - Use the broadside shot angle when bowhunting.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

181

### Vital Shots

- **Quartering-Away:** Target is facing away from you but at an angle.
  - **Firearm:** Area just behind shoulder is best aiming spot to penetrate vital organs.
  - **Bow:** The opposite front leg is a good reference point for aiming. Not a good shot on larger game.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

182

### Vital Shots



- **Quartering-Toward:** Animal is facing toward you, but at an angle, and will likely spot your movements.
  - **Firearm:** Shot can be taken if gun is already trained on animal.
  - **Bow:** Shot opportunity is poor—should not be taken.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

183

### Vital Shots

- **Head-On:** Animal will certainly detect your movements with head-on shot angle.
  - **Firearm:** These shots rarely result in clean kill and ruin a lot of meat.
  - **Bow:** This angle offers very poor shot selection and should not be taken.
- **Rear-End:** This shot should not be taken by hunters using firearms or bows.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

184

### Vital Shots

**Shot Strategy**

The shot angle is the angle at which the animal is standing in relation to the bowhunter. Knowing which angles offer the most effective—and least effective—shots is an essential part of being a responsible bowhunter. Mentally run through all the likely routes the animal may take and identify exactly where and when you'll take your shot if it comes from the left, from the right, from behind, or in front of you. Your shot strategy will help you concentrate on making a good hit when the moment actually arrives.

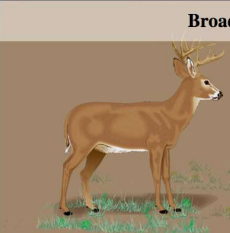
**Next Step** ▶

Copyright © 2002–2017 Kalkomey Enterprises, LLC

185

### Vital Shots

**Broadside**



You should shoot.

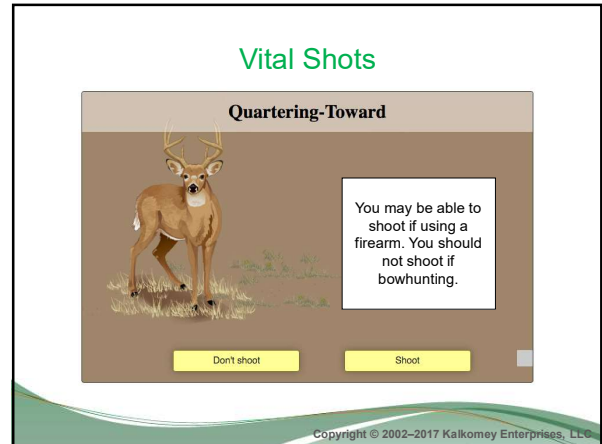
Don't shoot
Shoot

Copyright © 2002–2017 Kalkomey Enterprises, LLC

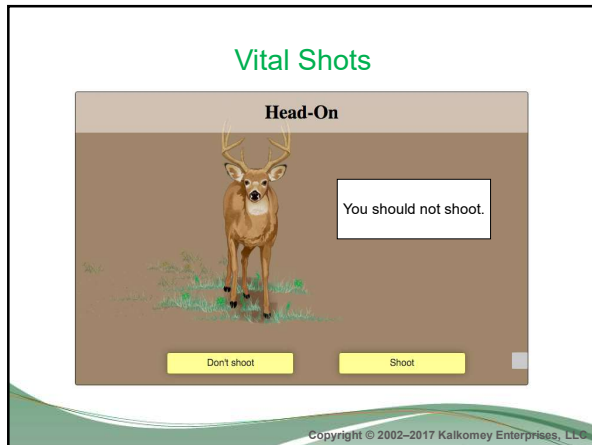
186



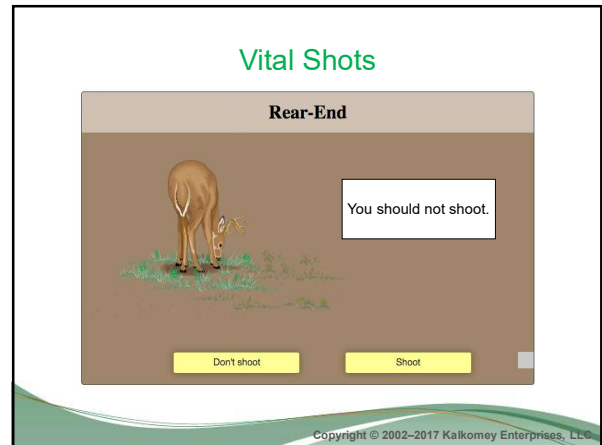
187



188



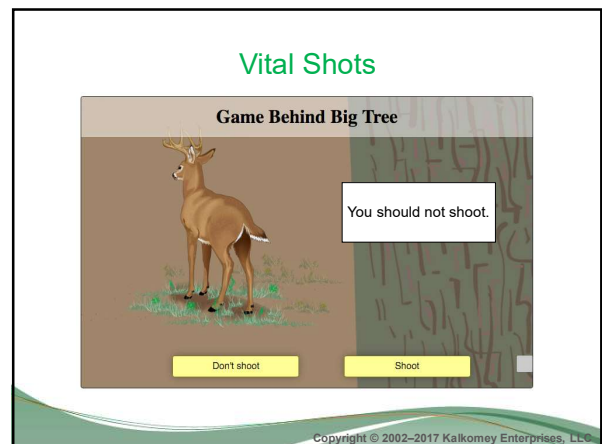
189



190



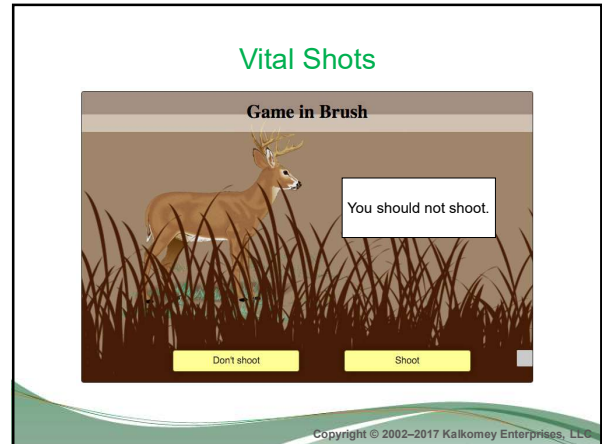
191



192



193



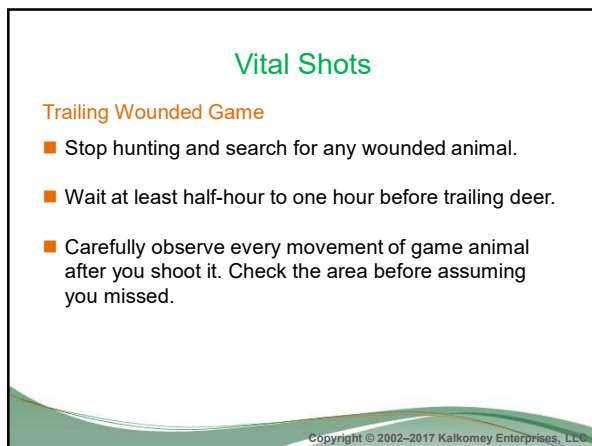
194



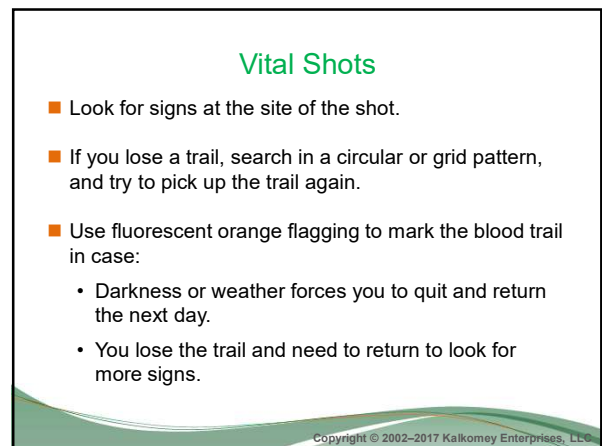
195



196



197



198

### Vital Shots

**Approaching Downed Game**

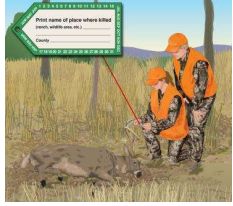
- Approach large animals carefully from above and behind the head. If the animal appears dead:
  - Watch for any rise and fall of chest cavity.
  - Notice whether eyes are open.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

199

### Vital Shots

- If animal is still alive, finish it off.
  - Fire a quick shot into the base of the ear.
  - Place an arrow in the heart-lung area.
- Once animal is dead, immediately tag it. Then begin field dressing.



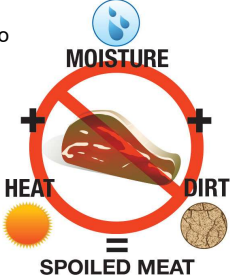
Copyright © 2002–2017 Kalkomey Enterprises, LLC

200

### Field Care of Game

**Field Care Basics**

- Three factors contribute to bacteria growth.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

201

### Field Care of Game

- To help cool game, it is best to field dress immediately.
- Sure way to ruin meat is to tie animal to hood or roof of car.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

202

### Field Care of Game

**Game Care Kit**



■ Other items:

- Black pepper
- Cheesecloth bags
- Cooler and ice
- Disposable plastic gloves
- Fluorescent orange flagging
- Foil
- Gambrel and pulley system
- Hand towels
- Large bag
- Non-iodized salt
- Plastic bags
- Plastic or cotton gloves

Copyright © 2002–2017 Kalkomey Enterprises, LLC

203

### Field Care of Game

**Game Care Kit**



**Game Bags**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

204



205



206



207



208



209



210

### Field Care of Game

**Game Care Kit**

Other items:

- Black pepper
- Cheesecloth bags
- Cooler and ice
- Disposable plastic gloves
- Fluorescent orange flagging
- Foil
- Gambrel and pulley system
- Hand towels
- Large bag
- Non-iodized salt
- Plastic bags

Copyright © 2002–2017 Kalkomey Enterprises, LLC

211

### Field Care of Game

**Field Dressing Larger Game**

- May need to skin and quarter animal to pack it out.
- If unable to hang animal for skinning, remove one side of hide. Then turn animal over and skin other side.
- Use inside of removed hide as a protective mat as you quarter animal.
- Put each quarter in game sack.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

212

### Field Care of Game

**Transporting Game**

- Keep dressed game cool and free of insects.
- Pack quarters in ice chests.
- Keep proper "evidence of sex."
- Keep game covered.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

213

### Lesson Four Review Questions

- It is critical that you know about the game you are hunting because \_\_\_\_\_.

**Answer:**

- only one sex of the game you're hunting may be legal
- there may be protected species in the same area that you need to avoid shooting
- it will increase your chance of success

Copyright © 2002–2017 Kalkomey Enterprises, LLC

214

### Lesson Four Review Questions

- List the four basic characteristics used for animal identification.

**Answer:**

- distinctive markings
- sound
- movement
- group behavior

Copyright © 2002–2017 Kalkomey Enterprises, LLC

215

### Lesson Four Review Questions

- Unlike still hunting, stalking involves \_\_\_\_\_.

**Answer:** following signs left by the animal

Copyright © 2002–2017 Kalkomey Enterprises, LLC

216

### Lesson Four Review Questions

- \_\_\_\_\_ is a hunting technique that involves a group of hunters who are spread out and move to push the game toward other hunters waiting at the end of the cover.

**Answer:** Driving

Copyright © 2002–2017 Kalkomey Enterprises, LLC

217

### Lesson Four Review Questions

- A true sportsman not only strives to bring home the game he or she is seeking but also strives to \_\_\_\_\_ the quarry.

**Answer:** inflict the minimal amount of suffering on

Copyright © 2002–2017 Kalkomey Enterprises, LLC

218

### Lesson Four Review Questions

- The most effective place to shoot an animal is the vital organs, which are the \_\_\_\_\_ and \_\_\_\_\_.

**Answer:** heart; lungs

Copyright © 2002–2017 Kalkomey Enterprises, LLC

219

### Lesson Four Review Questions

- A \_\_\_\_\_ shot is the preferred shot for larger game animals, such as deer, elk, and bear.

**Answer:** broadside

Copyright © 2002–2017 Kalkomey Enterprises, LLC

220

### Lesson Four Review Questions

- When approaching a downed deer or other large animal, you should \_\_\_\_\_.

**Answer:** pause above and behind the animal's head and watch the chest cavity for any movement

Copyright © 2002–2017 Kalkomey Enterprises, LLC

221

### Lesson Four Review Questions

- Once you are sure your quarry is dead, you should immediately \_\_\_\_\_ it and then begin field dressing.

**Answer:** tag

Copyright © 2002–2017 Kalkomey Enterprises, LLC

222

### Lesson Four Review Questions

- \_\_\_\_\_ would *not* contribute to meat spoiling.

Answer: Cold

Copyright © 2002–2017 Kalkomey Enterprises, LLC

223

### Lesson Five



### Primitive Hunting Equipment and Techniques

□□□□ □□□□

Copyright © 2002–2017 Kalkomey Enterprises, LLC

224

### Key Topics

- Know Your Muzzleloader
- Basic Muzzleloader Safety and Skills
- Know Your Bow and Arrow
- Know Your Crossbow
- Bowhunting Safety and Skills

Copyright © 2002–2017 Kalkomey Enterprises, LLC

225

### Objectives

You should be able to...

- Identify the basic parts of a muzzleloader.
- Explain why you should use only black powder or a synthetic substitute in muzzleloaders.
- State three safety practices when using muzzleloaders.
- Demonstrate safe loading and unloading of a muzzleloader.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

226

### Objectives

- Demonstrate safe firing of a muzzleloader.
- Identify the common bow types and their basic parts.
- Identify the basic parts of an arrow.
- List the different types of arrowheads and the primary use of each.
- State three safety practices for archers.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

227

### Objectives

- Explain additional precautions that must be practiced when using broadheads.
- Explain the safety rules that should be followed when using a crossbow.
- Demonstrate how to nock an arrow and how to draw and anchor the bow.
- Demonstrate how to use a bow sight and how to aim a bow instinctively.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

228



### Know Your Muzzleloader

- Muzzleloader is loaded from the muzzle or open end.
- Locks played the role of modern-day actions on early firearms.

**Matchlock**

**Wheel Lock**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

229

### Know Your Muzzleloader

**Matchlock**

**Wheel Lock**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

230

### Know Your Muzzleloader

**Flintlock Rifle**

**Percussion Lock**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

231

### Know Your Muzzleloader

**In-Line Muzzleloader**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

232

### Know Your Muzzleloader

- Muzzleloaders are usually rifles, but there are also shotgun muzzleloaders.
- On double-barreled muzzleloaders:
  - Avoid putting two loads down the same barrel.
  - Usually have one lock for each barrel.
  - Are designed with two triggers.
- Muzzleloading handguns come as pistols or revolvers. With revolvers, chain firing can be dangerous.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

233

### Know Your Muzzleloader

**Ammunition for Muzzleloaders**

Three types of projectiles:

- Round balls
- Bullets
- Shot pellets

Copyright © 2002–2017 Kalkomey Enterprises, LLC

234

### Know Your Muzzleloader

- Powder for muzzleloaders:
  - Black powder comes in four sizes or granulations.
  - Black powder substitutes can be used instead.
  - Do not use modern-day smokeless powders.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

235

### Muzzleloader Safety and Skills

#### Cleaning a Muzzleloader

- Firing a muzzleloader leaves corrosive residue inside barrel.
- To avoid fouling, swab barrel with moist patch after each shot.
- Thoroughly clean a muzzleloader after each shooting session.
- Clean the gun's lock periodically.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

236

### Muzzleloader Safety and Skills

#### Steps for Loading a Muzzleloader



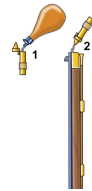
1. Measure powder charge.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

237

### Muzzleloader Safety and Skills

#### Steps for Loading a Muzzleloader



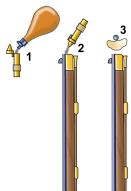
2. Pour measured powder down barrel.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

238

### Muzzleloader Safety and Skills

#### Steps for Loading a Muzzleloader



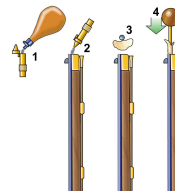
3. Place patch and ball on muzzle.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

239

### Muzzleloader Safety and Skills

#### Steps for Loading a Muzzleloader



4. Tap ball into barrel with starter.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

240



241



242



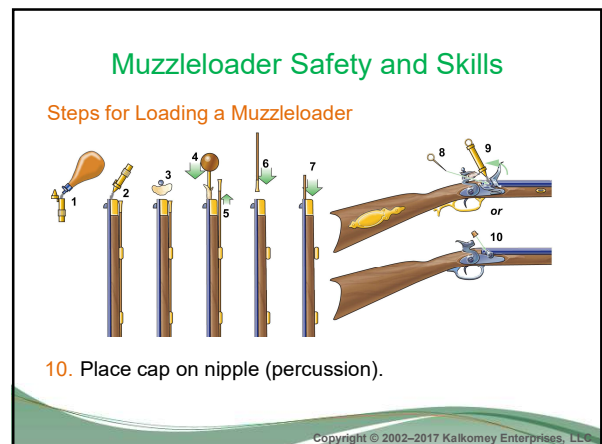
243



244



245



246

## Muzzleloader Safety and Skills

1. Measure powder charge.
2. Pour measured powder charge down barrel.
3. Place patch and ball on muzzle.
4. Tap ball into barrel with starter.
5. Take out ramrod.
6. Ram ball down barrel.
7. Be sure ball is completely seated.
8. Clear vent hole with pick.
9. Pour powder into pan and close frizzen (flintlock).
10. Place cap on nipple (percussion).



Copyright © 2002–2017 Kalkomey Enterprises, LLC

247

## Muzzleloader Safety and Skills

### Unloading a Muzzleloader

- Three ways to unload your muzzleloader:
  - Discharge into a suitable backstop.
  - Use a CO<sub>2</sub> discharger to clear the barrel.
  - For a modern in-line muzzleloader, remove the breech plug. Then push the projectile and powder out the rear of the barrel.
- Then place ramrod or loading rod in the barrel before leaning the firearm against a good rest.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

248

## Muzzleloader Safety and Skills

### Firing a Muzzleloader

#### ■ Percussion Lock Muzzleloader:

- Place percussion cap on nipple.
- Check surroundings and backstop.
- Aim and fire.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

249

## Muzzleloader Safety and Skills

#### ■ Flintlock Muzzleloader:

- Pull hammer to half cock, and open priming pan cover.
- Check the flint.
- Make sure the barrel's touchhole opening is clear.
- Put FFFFg powder in the pan.
- Close frizzen.
- Pull hammer to full cock when ready to shoot.
- After firing a muzzleloader, place hammer in half-cock position, and swab barrel to remove sparks.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

250

## Muzzleloader Safety and Skills

### Hang Fire Situations

If a muzzleloader does not fire when the trigger is pulled:

- Keep the gun pointed in a safe direction.
- Don't take it anywhere that it could injure someone or damage property.
- Get help from an experienced shooter to unload with a ball discharger.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

251

## Muzzleloader Safety and Skills

### Basic Muzzleloader Safety

- Keep muzzle pointed in safe direction. Do not lean over, stand in front of, or blow down the muzzle.
- Use only black powder or a safe substitute.
- Wait until ready to fire before you prime or cap a muzzleloader.
- Always wear shooting glasses, ear protection, and long-sleeved shirt.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

252

### Muzzleloader Safety and Skills

- Never smoke while shooting or loading or when near a powder horn or flask.
- Load the muzzleloader directly from a calibrated powder measure—not from a horn, flask, or other container.
- Load one charge at a time.
- Unload muzzleloader before bringing it into your home, camp, or vehicle.
- Stay with the charged muzzleloader at all times.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

253

### Know Your Bow and Arrow

- Modern bows can shoot arrows up to 400 yards at speeds of more than 200 mph.
- A bow is a short-range hunting tool.
  - Shots usually limited to 40 yards or less.
  - Most shots taken at 15 yards.

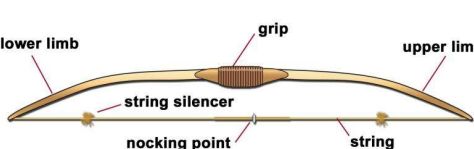
Copyright © 2002–2017 Kalkomey Enterprises, LLC

254

### Know Your Bow and Arrow

Common Bow Types

- Longbow (Stick Bow)

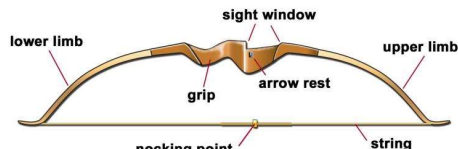


Copyright © 2002–2017 Kalkomey Enterprises, LLC

255

### Know Your Bow and Arrow

- Recurve Bow




Copyright © 2002–2017 Kalkomey Enterprises, LLC

256

### Know Your Bow and Arrow

- Compound Bow




Copyright © 2002–2017 Kalkomey Enterprises, LLC

257

### Know Your Bow and Arrow

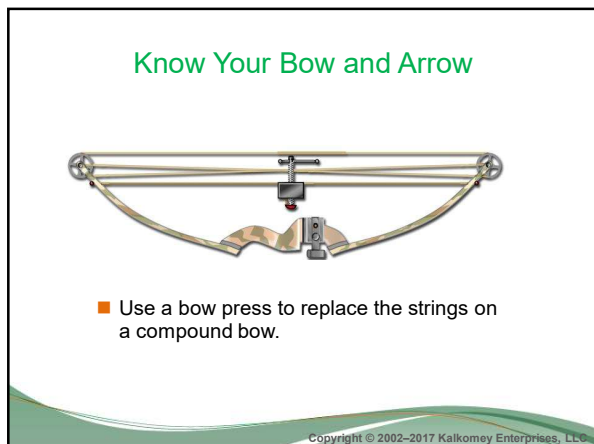
Stringing a Bow

- Use a bowstringer to string a recurve bow or longbow.

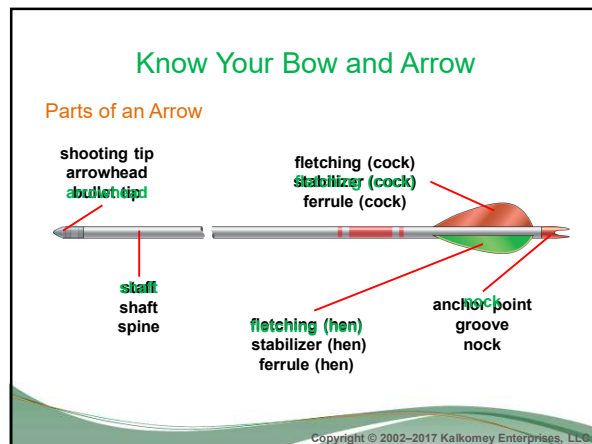


Copyright © 2002–2017 Kalkomey Enterprises, LLC

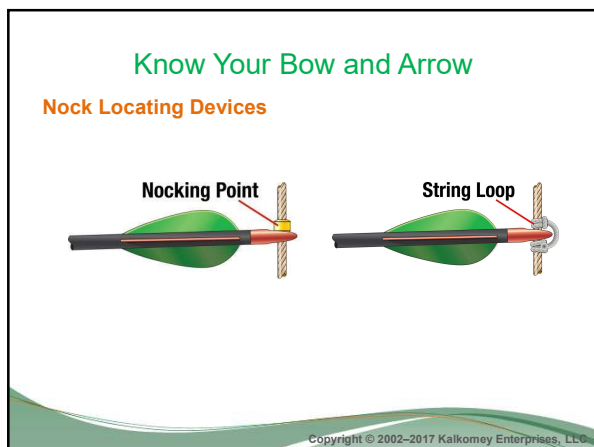
258



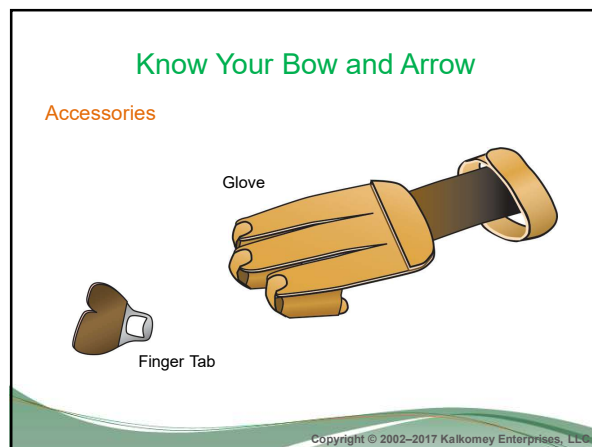
259



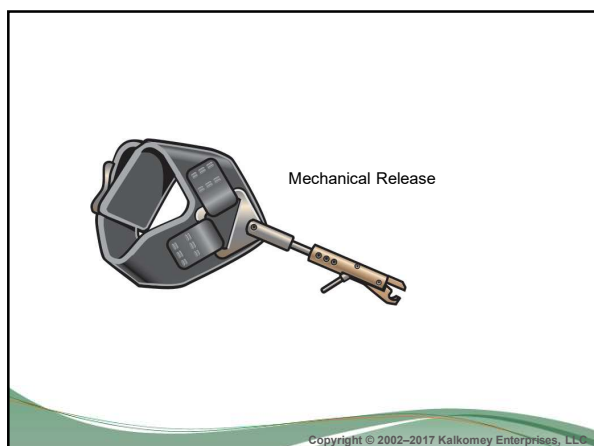
260



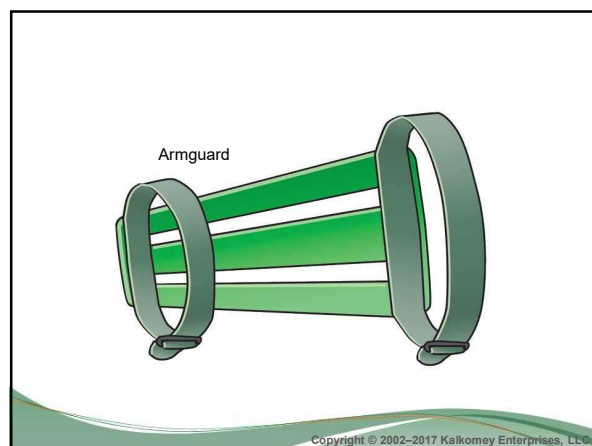
261



262



263




264


### Know Your Bow and Arrow

Common Types of Arrowheads

■ **Bullet Point**



■ **Blunt Point**




Copyright © 2002–2017 Kalkomey Enterprises, LLC

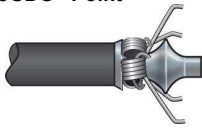
265

### Know Your Bow and Arrow

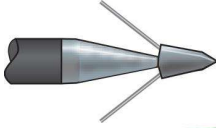
■ **Field Point**



■ **JUDO® Point**



■ **Fish Point**

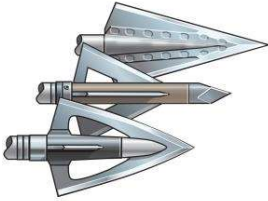


Copyright © 2002–2017 Kalkomey Enterprises, LLC

266

### Know Your Bow and Arrow

■ **Broadhead:** Only arrowhead that may be used for big game hunting.

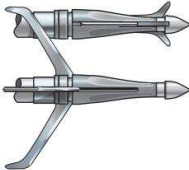


Copyright © 2002–2017 Kalkomey Enterprises, LLC

267

### Know Your Bow and Arrow

- **Mechanical (Expandable) Blade Broadhead:** Upon impact, blades expand to expose cutting edges. Most require additional energy to open upon penetration.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

268

### Know Your Crossbow

- When using a crossbow:
  - Follow the safety rules for firearms and bows.
  - Check your state's laws.
  - Never travel with a loaded, cocked crossbow.
  - Plan on short-range shooting.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

269

### Bowhunting Safety and Skills

Bow-Shooting Safety

- Release arrow only when path to target and beyond is clear.
- Make sure you have a backstop, and never shoot over horizon.
- Avoid shooting arrow in general direction of another person.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

270

### Bowhunting Safety and Skills

- Don't shoot straight up.
- Carry arrows in nocked position only when slowly approaching game.
- Use haul line to raise bow and quiver into tree stand.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

271

### Bowhunting Safety and Skills

#### Archery Equipment Safety

Make sure arrows are in good condition. Check for:

- Cracks and splinters in wood arrows
- Creases, dents, or cracks in aluminum arrows
- Crushed sidewalls on fiberglass or graphite arrows

Copyright © 2002–2017 Kalkomey Enterprises, LLC

272

### Bowhunting Safety and Skills

#### Broadhead Safety

- Keep broadheads razor-sharp for hunting.
- Use special wrench to screw on broadheads.
- Keep broadheads covered with a quiver while traveling.
- While dressing bow-killed game, use caution.



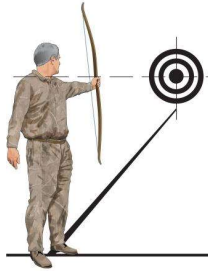
Copyright © 2002–2017 Kalkomey Enterprises, LLC

273

### Bowhunting Safety and Skills

#### Bow-Shooting Position

- Stand at a right angle to target with feet approximately shoulder-width apart.



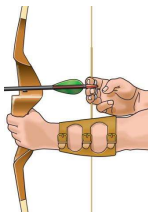
Copyright © 2002–2017 Kalkomey Enterprises, LLC

274

### Bowhunting Safety and Skills

#### Nocking an Arrow

- A nocked arrow should be positioned about a quarter inch above the arrow rest on the bow handle.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

275

### Bowhunting Safety and Skills

- To nock the arrow:
  - Grasp arrow with the right hand.
  - With left hand, hold bow parallel to the ground.
  - Lay arrow shaft on bow's arrow rest.
  - Align slot in the nock with the string, and make sure cock feather points up.
  - Pull arrow back until string snaps into the slot.

Copyright © 2002–2017 Kalkomey Enterprises, LLC


276



### Bowhunting Safety and Skills

**Drawing and Anchoring the Bow**

- Grip bow handle firmly.
- With bow arm straight, raise bow until that arm is parallel to ground, while drawing string back to "anchor point."



Copyright © 2002–2017 Kalkomey Enterprises, LLC

277

### Bowhunting Safety and Skills

**Aiming the Bow**

- Bow sights
- Instinctive aiming



Copyright © 2002–2017 Kalkomey Enterprises, LLC

278

### Bowhunting Safety and Skills

**Sighting-In**



Adjust bow sight down and right to bring point of impact to center of target.

Correctly sighted-in for this particular range


Copyright © 2002–2017 Kalkomey Enterprises, LLC

279

### Bowhunting Safety and Skills

**Holding and Releasing the Bow**

- Allow fingers to slip quickly away from string.
- Keep bow arm pointed directly at target after release.
- Leave drawing hand at anchor point.

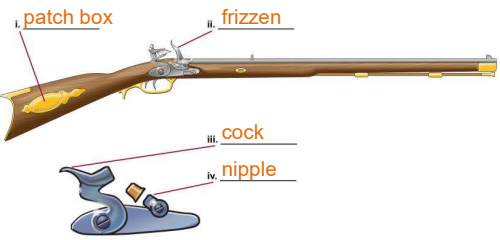


Copyright © 2002–2017 Kalkomey Enterprises, LLC

280

### Lesson Five Review Questions

■ Label the indicated parts of a muzzleloader.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

281

### Lesson Five Review Questions

■ \_\_\_\_\_ is the only type of powder that should be used in muzzleloaders.

**Answer:** Black powder

Copyright © 2002–2017 Kalkomey Enterprises, LLC

282

### Lesson Five Review Questions

- An unsafe practice when using a muzzleloader is \_\_\_\_\_.

**Answer:** loading directly from a horn, flask, or other container

Copyright © 2002–2017 Kalkomey Enterprises, LLC

283

### Lesson Five Review Questions

- How many charges should you load in a muzzleloader at a time?

**Answer:** one charge

Copyright © 2002–2017 Kalkomey Enterprises, LLC

284

### Lesson Five Review Questions

- Name the three common bow types.

**Answer:**

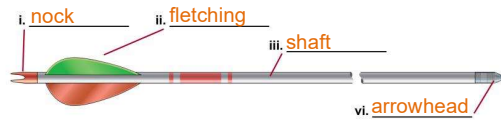
- Longbow
- Recurve bow
- Compound bow

Copyright © 2002–2017 Kalkomey Enterprises, LLC

285

### Lesson Five Review Questions

- Label the four main parts of an arrow.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

286

### Lesson Five Review Questions

- \_\_\_\_\_ arrowheads are used primarily for big game hunting.

**Answer:** Broadhead

Copyright © 2002–2017 Kalkomey Enterprises, LLC

287

### Lesson Five Review Questions

- \_\_\_\_\_ is the process of placing the arrow shaft on the bow's arrow rest and pulling the arrow back until the string snaps into the slot.

**Answer:** Nocking the arrow

Copyright © 2002–2017 Kalkomey Enterprises, LLC

288

### Lesson Five Review Questions


- A good safety rule to follow when shooting a bow is \_\_\_\_\_.

**Answer:** release an arrow only when the path to the target and beyond is clear

Copyright © 2002–2017 Kalkomey Enterprises, LLC

289

### Lesson Six



## Be a Safe Hunter

Copyright © 2002–2017 Kalkomey Enterprises, LLC

290

### Key Topics

- Why Firearm Safety Is Important
- Safely Carrying Firearms in the Field
- Safely Loading and Unloading Firearms
- Safely Transporting Firearms
- Safe Zone-of-Fire

Copyright © 2002–2017 Kalkomey Enterprises, LLC

291

### Key Topics

- Other Safety Considerations
- Hunting From Elevated Stands
- Hunting With Boats
- Hunting With All-Terrain Vehicles

Copyright © 2002–2017 Kalkomey Enterprises, LLC

292

### Objectives

**You should be able to...**

- State three practices for handling and storing firearms safely in the home.
- Demonstrate the four primary rules of firearm safety.
- Name the four main causes of hunting incidents.
- Demonstrate six field carries for a rifle or shotgun.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

293

### Objectives

- Demonstrate proper field carries while walking two or three abreast and while walking two or three in single file.
- Demonstrate the safe method for crossing an obstacle if hunting alone and if hunting with a partner.
- Explain how to check safely to see that the barrel of a firearm is free of obstructions.
- List the steps to load and unload a firearm safely.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

294

### Objectives

- Explain how to transport firearms safely in vehicles and in boats.
- Demonstrate proper spacing between hunters and the safe zone-of-fire when hunting in a group.
- Explain why self-control, target identification, and accuracy are critical for hunting safety.
- State five functions needed for hunting that are impaired if the hunter consumes alcohol or drugs.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

295

### Objectives

- List advantages and disadvantages of hunting from an elevated stand.
- Name the accessory you should wear at all times when climbing a tree and when on a tree stand.
- Demonstrate how to haul a firearm into an elevated stand safely.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

296

### Objectives

- Demonstrate a safe position and the zone-of-fire when hunting with a partner in a boat.
- Name the accessory you should wear at all times when hunting from a boat.
- Demonstrate what to do to help retain body heat if you are stranded in chilly water.
- List seven rules for safe and ethical operation when hunting with an all-terrain vehicle.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

297

### Why Firearm Safety Is Important

#### Firearm Safety in the Home

- More than half of fatal firearm incidents occur at home.
  - Lock guns away where children can't reach them.
  - Store ammunition in separate location.
  - Check that firearm is unloaded before allowing it in any building or living area.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

298

### Why Firearm Safety Is Important

- If handling a firearm in the home:
  - Point muzzle in safe direction.
  - Keep finger off trigger.
  - Check that chamber and magazine are empty.
  - Make sure friends understand safe gun-handling rules.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

299

### The Four Primary Rules of Firearm Safety

- Point the muzzle in a safe direction.
- Treat every firearm with the respect due a loaded gun.
- Be sure of the target and what is in front of it and beyond it.
- Keep your finger outside the trigger guard until ready to shoot.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

300

## Why Firearm Safety Is Important

### Hunting Incidents

- Are any unplanned, uncontrolled actions that occur while using a sporting arm.
- Occur when hunter directly or indirectly causes personal injury or death while using a firearm or bow.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

301

## Why Firearm Safety Is Important

### Four Main Causes of Hunting Incidents

- Hunter Judgment Mistakes
- Safety Rule Violations
- Lack of Control and Practice
- Mechanical Failure

Copyright © 2002–2017 Kalkomey Enterprises, LLC

302

## Why Firearm Safety Is Important

### Using Firearms at the Shooting Range

- Read all range rules.
- Follow the range master's instructions while shooting.
- When not shooting, unload your firearm, and leave it on range line or bench.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

303

## Why Firearm Safety Is Important

- Don't handle your firearm while other shooters are downrange.
- If no range master present, all shooters must decide on safety commands beforehand.
- Before any person is beyond firing line or downrange, unload firearm and step away from line.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

304

## Why Firearm Safety Is Important

- Never shoot firearm when someone is downrange or past firing line.
- Always wear hearing and eye protection.
- Respond immediately to a "cease fire."

Copyright © 2002–2017 Kalkomey Enterprises, LLC

305

## Safely Carrying Firearms

Three rules apply to all carrying methods:

- Muzzle pointed in safe direction and under control
- Safety "on" until immediately before ready to shoot
- Finger outside the trigger guard

Copyright © 2002–2017 Kalkomey Enterprises, LLC

306



307



308



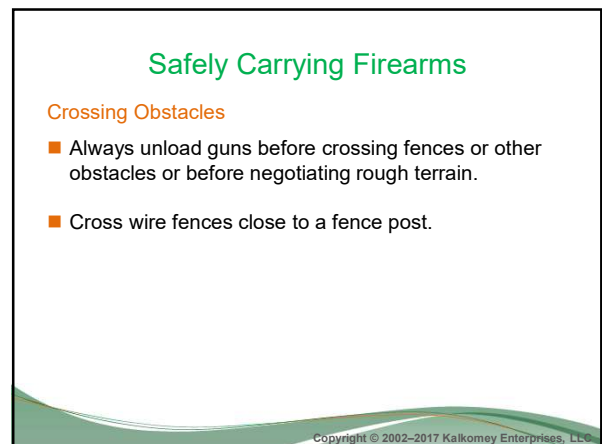
309



310



311



312

### Safely Carrying Firearms

- To cross alone:
  - Unload.
  - Place gun on other side of fence or obstacle.
  - Point muzzle away from you.
  - Cross fence or obstacle.
  - Pull gun toward you by the butt.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

313

### Safely Carrying Firearms

- To cross with two people:
  - Unload both guns.
  - Give one person both guns while first person crosses.
  - Give first person both guns while second person crosses.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

314

### Safely Carrying Firearms

Checking for Obstructions

To check for and remove an obstruction:

- Point muzzle in a safe direction.
- Open action, and make sure firearm is unloaded.
- Check for debris in barrel.
- Remove the obstruction.
- Check barrel again.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

315

### Loading and Unloading Firearms

- Loading
  - Point muzzle in safe direction.
  - Open action; make sure barrel is unobstructed.
  - Put safety on.
  - Load ammunition.
  - Close action.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

316

### Loading and Unloading Firearms

- Unloading
  - Point muzzle in safe direction.
  - Put safety on.
  - Keep finger outside trigger guard.
  - Remove ammunition.
  - Make sure gun is empty.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

317

### Safely Transporting Firearms

General Rules

- Unload and case firearms.
- Open action or break gun down.
- Do not display firearms in window gun racks.
- Lean firearm against secure rest only.

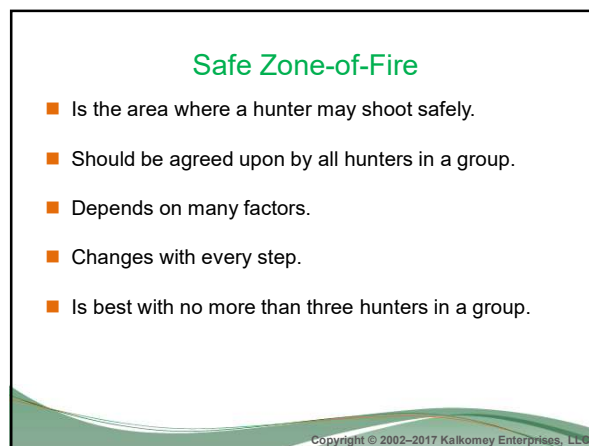


Copyright © 2002–2017 Kalkomey Enterprises, LLC

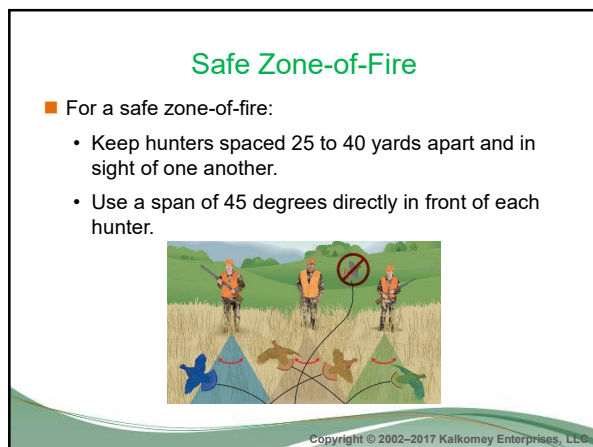
318



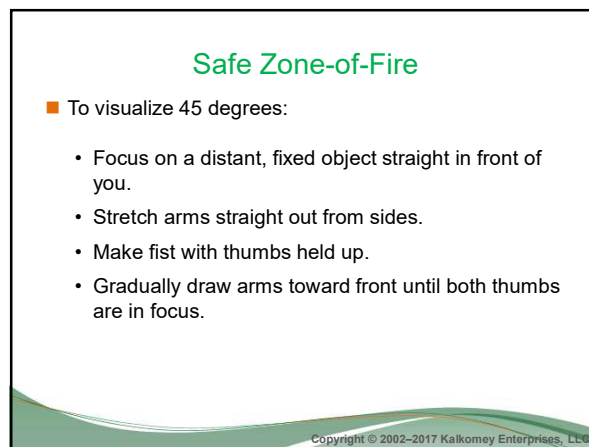
319



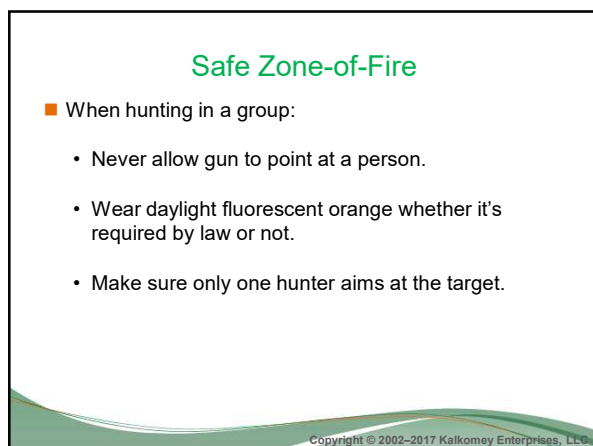
320



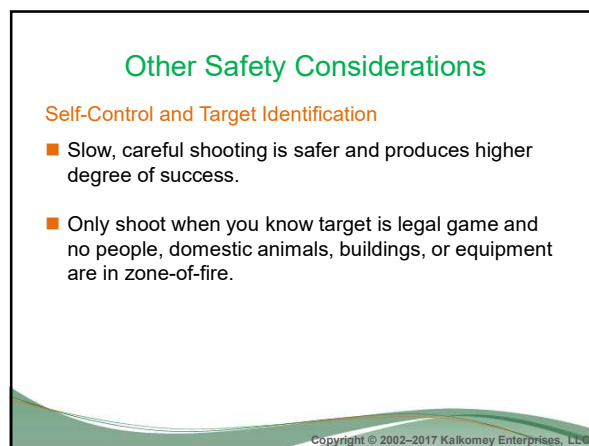
321



322



323



324



## Other Safety Considerations

### Accuracy

- Is a safety factor.
- Is essential for achieving clean kill.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

325

## Other Safety Considerations

### Alcohol and Drugs

- Don't drink and hunt!



Copyright © 2002–2017 Kalkomey Enterprises, LLC

326

## Other Safety Considerations

- Consuming alcohol before or during the hunt impairs:
  - Coordination
  - Hearing
  - Vision
  - Communication
  - Judgment
- Drugs can have a similar effect.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

327

## Hunting From Elevated Stands

- Elevated stands:
  - Place the hunter above ground level.
  - Can be tree stands placed in or against trees, or freestanding structures.
  - Are popular with both firearm and bow hunters.
  - Offer both advantages and drawbacks.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

328

## Hunting From Elevated Stands

- Advantages
  - Provide wider field of vision
  - Provide earlier detection of game
  - Position a hunter above animal's field of vision
  - Make hunter's scent harder to detect and movement less noticeable
  - Make hunter more visible to other sportsmen
  - Provide good backstop

Copyright © 2002–2017 Kalkomey Enterprises, LLC

329

## Hunting From Elevated Stands

- Disadvantages
  - Increase risk of injury resulting from falling
  - Can be difficult to carry
  - Provide no protection from cold or wind
  - Give little room for movement
  - Cannot move toward game while hunting

Copyright © 2002–2017 Kalkomey Enterprises, LLC

330

### Hunting From Elevated Stands

**Types of Elevated Stands**

- Portable tree stands that are manufactured, certified, or tested to industry standards are best. **Homemade stands should not be used.**
- Follow manufacturer's instructions, and practice installing at ground level before you go hunting.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

331

### Hunting From Elevated Stands

Hang-On Stands



Climbing Stands




Ladder Stands



Copyright © 2002–2017 Kalkomey Enterprises, LLC

332

### Hunting From Elevated Stands



Tripods, Quadpods, or Tower Stands (Freestanding)

Copyright © 2002–2017 Kalkomey Enterprises, LLC

333

### Hunting From Elevated Stands

**Elevated Stand Location**

- Place stand adjacent to game trails or where game sign is abundant.
- Place stand no higher than necessary.
- Never place stand in dead tree, in trees with large overhanging limbs, or on or near utility poles.
- Select only straight trees.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

334

### Hunting From Elevated Stands

- Locate stand downwind from animals' expected route.
- Never place stands on fence lines or near another landowner's property.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

335

### Hunting From Elevated Stands

**Fall-Arrest Systems (FASs)**

- Use a fall-arrest system (FAS) that is manufactured to industry standards.
- Never use single-strap belts and chest harnesses.
- Carefully read manufacturer's instructions for proper use of FAS, and follow all safety guidelines.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

336

### Hunting From Elevated Stands

- Make sure your FAS includes these components:
  - Full-body harness
  - Lineman's-style belt and/or climbing belt
  - Tree strap
  - Tether
  - Suspension relief strap



Copyright © 2002–2017 Kalkomey Enterprises, LLC

337

### Hunting From Elevated Stands

- Practice adjusting and using FAS, including the suspension relief strap, at ground level.
- Always wear FAS full-body harness.
- Use FAS lineman's-style belt to attach FAS full-body harness to the tree at ground level. Keep it attached throughout your hunt.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

338

### Hunting From Elevated Stands

- Use FAS tree strap and tether to attach FAS full-body harness to the tree when you are in a tree stand or a ladder stand.
  - Make sure the tree strap is at head level when you are standing.
  - Make sure you have **no** slack in the tether while seated in stand.
  - Make sure you can return to the platform if you fall.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

339

### Hunting From Elevated Stands

- Hanging motionless and suspended in your FAS after a fall can cause suspension trauma.
  - The leg straps can constrict blood flow.
  - Blood can pool in the legs.
- Suspension trauma can lead quickly to unconsciousness and death.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

340

### Hunting From Elevated Stands

- If you fall:
  - Do not panic.
  - Signal for help.
  - Get back onto platform.
  - Avoid suspension trauma.
    - Use your suspension relief strap.
    - Push off from tree, or raise your knees and pump your legs.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

341

### Hunting From Elevated Stands

- Discard any FAS that shows signs of wear or has been worn during a fall.
- Adhere to the FAS expiration date.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

342

## Hunting From Elevated Stands

### Hauling Hunting Equipment Into a Stand

- Never carry hunting equipment with you while climbing. Always use a haul line.
- Before attaching haul line:
  - Firearm: Unload it, and open the action.
  - Bow: Put arrows in covered quiver, and secure quiver to your bow.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

343

## Hunting From Elevated Stands



- Attach the haul to your equipment.
  - Firearm: Attach haul line to firearm's sling.
  - Bow: Attach haul line between bow's limb and bowstring.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

344

## Hunting From Elevated Stands

- Slip end of haul line through your belt and leave it untied.
- Put on FAS, secure yourself to tree, and climb to stand.
- After you're in the stand and secure, haul up hunting equipment, and untie haul line.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

345

## Hunting From Elevated Stands

### Elevated Stand Safety

- Buy a commercial stand.
- Read the instructions, and watch the video.
- Keep your FAS attached from time you leave ground until you get back down.
- Use a tree stand only during daylight hours.
- Practice with tree stand and FAS at ground level, gradually going higher.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

346

## Hunting From Elevated Stands

- Always use three points of contact with your hands and feet when climbing.
- Keep a firm hold on climbing system when entering or leaving a platform.
- Get enough sleep.
- Carry a signaling device.
- Take your time while installing and using an elevated stand.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

347

## Hunting From Elevated Stands

- Check your stand carefully before each use.
- Do not leave a stand attached to a tree for more than two weeks.
- Never exceed the weight limit of your stand or FAS.
- Use a haul line.
- Raise and lower all hunting equipment on the opposite side of the tree from your climbing route.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

348

### Hunting With Boats

**Trip Preparation**

- Leave a float plan with family or friends.
- Be sure boat is large enough.
- Load gear properly.
- Have everyone wear a life jacket called a personal flotation device (PFD).
- Have throwable PFDs on board.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

349

### Hunting With Boats

- Carry visual distress signals.
- Check weather forecast.
- Cancel trip if conditions aren't safe.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

350

### Hunting With Boats

**Transporting Firearms in a Boat**

- Follow rules for transporting firearms in vehicle.
- Place unloaded firearm in bow of boat with muzzle pointing forward.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

351

### Hunting With Boats

- When hunting with others:
  - Place first unloaded gun in boat's bow.
  - First person sits in the bow position.
  - Place second unloaded gun in boat's stern with muzzle pointing rearward.
  - Second person sits in the stern position.
  - Repeat procedure when unloading.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

352

### Hunting With Boats

**Zones-of-Fire in a Boat**

- Sit back-to-back with 180-degree zone-of-fire.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

353

### Hunting With Boats

**Surviving Water Emergencies**

- Always wear a U.S. Coast Guard–approved PFD.
- **Type I:** Wearable Offshore Vest
- **Type II:** Wearable Near-Shore Vest



Copyright © 2002–2017 Kalkomey Enterprises, LLC

354

### Hunting With Boats



■ **Type III:** Wearable Flotation Aid



■ **Type IV:** Throwable Device

Copyright © 2002–2017 Kalkomey Enterprises, LLC

355

### Hunting with Boats



■ **Type V:** Special-Use Devices

Copyright © 2002–2017 Kalkomey Enterprises, LLC

356

### Hunting With Boats

- If your boat swamps or capsizes, stay with the boat.
- Use items to help you stay afloat:
  - Oars
  - Decoys
  - Chest waders
  - Hip boots
- Equip your boat with a means for re-entry.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

357

### Hunting With Boats

Cold Water Immersion and Hypothermia

- Sudden immersion into cold water can result in water inhalation and drowning.
  - Prepare for boating in cold water by wearing secured PFD and layered clothing.
  - Take measures to avoid capsizing boat or falling overboard.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

358

### Hunting With Boats

- If you fall into cold water:
  - Don't panic. Hold onto something or stay still until your breathing is controlled.
  - When breathing is under control, perform most important functions first.
  - Put on PFD immediately if not wearing one.
  - Don't take your clothes off.
  - Try to reboard boat.
  - Be prepared to signal rescuers.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

359

### Hunting With Boats


- Put on PFD immediately if not wearing one.
- Don't take your clothes off.
- Try to reboard boat.
- Be prepared to signal rescuers.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

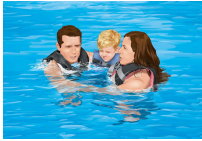
360

### Hunting With Boats

- If you cannot get out of the water quickly, protect against rapid heat loss.



Heat Escape  
Lessening  
Posture  
(HELP)



Huddle  
Retains body  
heat and increases  
survival time

Copyright © 2002–2017 Kalkomey Enterprises, LLC

361

### Hunting With Boats

Recognizing Advanced Stages of Hypothermia

When these symptoms exist, take action immediately:

- Bluish-white appearance
- Weak heartbeat
- Shallow breathing
- Rigid body muscles
- May be unconscious

Copyright © 2002–2017 Kalkomey Enterprises, LLC

362

### Hunting With ATVs

- Can be useful for traveling into back country.
- Can damage environment if used recklessly.
- Requires training and practice for rough terrain.
- Must maintain a safe speed.
- Attend an approved course.
- Get the landowner's permission.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

363

### Hunting With ATVs

- Must maintain a safe speed.
- Attend an approved course.
- Get the landowner's permission.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

364

### Hunting With ATVs

- Always follow rules for safe and ethical operation.
  - Wear a helmet.
  - Wear protective clothing.
  - Carry firearms properly.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

365

### Hunting With ATVs

- Take care when using a plastic scabbard.
- Stay on main roads and trails.
- Pick route carefully.
- Don't drive over crops or planted fields.
- Don't shoot from ATV.
- Use vehicle for getting to hunting area or hauling animal from area.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

366

### Lesson Six Review Questions

- To minimize the risk of a firearm incident in the home, you should *never* \_\_\_\_\_.

**Answer:** store the firearm and ammunition together

Copyright © 2002–2017 Kalkomey Enterprises, LLC

367

### Lesson Six Review Questions

- Name the four main causes of hunting incidents.

**Answer:**

- Hunter judgment mistakes
- Safety rule violations
- Lack of control and practice
- Mechanical failure

Copyright © 2002–2017 Kalkomey Enterprises, LLC

368

### Lesson Six Review Questions

- List the four primary rules of firearm safety.

**Answer:**

- Point muzzle in a safe direction.
- Treat every firearm with respect due a loaded gun.
- Be sure of the target and what is in front of it and beyond it.
- Keep your finger outside the trigger guard until ready to shoot.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

369

### Lesson Six Review Questions

- If three hunters are walking side by side, the hunter in the center should keep the gun pointed \_\_\_\_\_ or \_\_\_\_\_.

**Answer:** to the front; up

Copyright © 2002–2017 Kalkomey Enterprises, LLC

370

### Lesson Six Review Questions

- If three hunters are walking in single file, it is acceptable for the hunter in the middle to use the \_\_\_\_\_.

**Answer:** cradle carry

Copyright © 2002–2017 Kalkomey Enterprises, LLC

371

### Lesson Six Review Questions

- If crossing a fence while hunting alone, you should \_\_\_\_\_.

**Answer:** place the gun on the other side of the fence with the muzzle pointed away from you and then cross

Copyright © 2002–2017 Kalkomey Enterprises, LLC

372



**Lesson Six Review Questions**

■ To safely load or unload a firearm safely, you should always \_\_\_\_\_.

**Answer:**

- put the safety on
- point the muzzle in a safe direction

Copyright © 2002–2017 Kalkomey Enterprises, LLC

373

**Lesson Six Review Questions**

■ \_\_\_\_\_ is *not* a safe way to transport a firearm.

**Answer:** Loaded and in a gun rack in the rear window

Copyright © 2002–2017 Kalkomey Enterprises, LLC

374

**Lesson Six Review Questions**

■ Hunters should be spaced \_\_\_\_\_ yards apart, and each have a zone-of-fire of \_\_\_\_\_ degrees in front.

**Answer:** 25 to 40; 45

Copyright © 2002–2017 Kalkomey Enterprises, LLC

375

**Lesson Six Review Questions**

■ Consuming alcohol before or during a hunt does *not* \_\_\_\_\_.

**Answer:** enhance your chance of a successful hunt

Copyright © 2002–2017 Kalkomey Enterprises, LLC

376

**Lesson Six Review Questions**

■ \_\_\_\_\_ should be worn at all times while climbing a tree and when on a tree stand.

**Answer:** A safety harness

Copyright © 2002–2017 Kalkomey Enterprises, LLC

377

**Lesson Six Review Questions**

■ To get your firearm into an elevated stand safely, \_\_\_\_\_.

**Answer:** haul up the unloaded firearm after you have secured yourself in the stand

Copyright © 2002–2017 Kalkomey Enterprises, LLC

378

### Lesson Six Review Questions

- When hunting from a boat, it is best to always wear a \_\_\_\_\_.

**Answer:** PFD

Copyright © 2002–2017 Kalkomey Enterprises, LLC

379

### Lesson Six Review Questions


- If you fall into cold water while hunting from a boat, you should try to \_\_\_\_\_ the boat.

**Answer:** reboard

Copyright © 2002–2017 Kalkomey Enterprises, LLC

380

### Lesson Seven



## Be a Responsible and Ethical Hunter

Copyright © 2002–2017 Kalkomey Enterprises, LLC

381

### Key Topics

- Why Do We Have Hunting Laws?
- Hunter Ethics
- The Five Stages of Hunter Development

Copyright © 2002–2017 Kalkomey Enterprises, LLC

382

### Objectives

**You should be able to...**

- Give five reasons why we have hunting laws.
- State how the “father of wildlife management” defined ethical behavior.
- Describe how responsible and ethical hunters show respect for natural resources, other hunters, landowners, and non-hunters.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

383

### Objectives

- Identify public and private land where you can go hunting.
- List and describe the five stages of hunter development.
- Give three examples of what you can do to be involved in making hunting a respected sport.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

384

### Why Do We Have Hunting Laws?

- During 19th century, many game animals were hunted nearly into extinction.
  - Bison
  - Beaver
  - Elk, deer, and pronghorn

Copyright © 2002–2017 Kalkomey Enterprises, LLC

385

### Why Do We Have Hunting Laws?

#### Game Conservation

These laws:

- Establish hunting seasons that limit harvesting and avoid nesting and mating seasons.
- Limit hunting methods and equipment.
- Set “bag” limits.
- Establish check stations and game tag requirements.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

386

### Why Do We Have Hunting Laws?

#### Safety, Opportunity, and Funding

Hunting laws also:

- Establish safety guidelines.
- Offer equal opportunity for all hunters.
- Ensure adequate funding for wildlife programs.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

387

### Why Do We Have Hunting Laws?

#### Hunting Laws Ensure a Fair Chase

- In Middle Ages, hunters set rules on how they took game.
- Later, rules were developed to reduce public criticism.
  - Boone and Crockett Club
  - Ban on certain activities


Copyright © 2002–2017 Kalkomey Enterprises, LLC

388

### Why Do We Have Hunting Laws?

#### Know the Law

- Cannot use ignorance as an excuse for violating the law.
- Review state game laws before hunting.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

389

### Why Do We Have Hunting Laws?

#### The Hunter's Image Matters

- Responsible hunters welcome laws that enforce sportsmanlike hunting practices.
  - Most people are neutral about hunting.
  - Bad behavior by hunters could make those people oppose hunting.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

390

## Why Do We Have Hunting Laws?

**How Hunters Make a Positive Impact**

- Work to improve wildlife habitat.
- Help biologists.
- Encourage others to be ethical.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

391

## Hunter Ethics

- Cover behavior that has to do with issues of fairness, respect, and responsibility not covered by laws.
- Can be issues that are just between hunter and nature.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

392

## Hunter Ethics

**Hunter's Ethical Code**

- Aldo Leopold, the “father of wildlife management,” said, “Ethical behavior is doing the right thing when no one else is watching—even when doing the wrong thing is legal.”
- Hunters should respect:
  - Natural resources
  - Other hunters
  - Landowners
  - Non-hunters

Copyright © 2002–2017 Kalkomey Enterprises, LLC

393

## Hunter Ethics

- Respect Natural Resources
  - Leave land better than you found it.
  - Adhere to fair chase rules.
  - Know your capabilities and limitations as a marksman.
  - Strive for quick, clean kill.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

394

## Hunter Ethics


- Ensure that meat and usable parts not wasted.
- Treat game and non-game animals ethically.
- Abide by game laws and regulations.
- Cooperate with conservation officers.
- Report game violations.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

395

## Hunter Ethics

- Respect Other Hunters
  - Follow safe firearm handling practices.
  - Refrain from interfering with another's hunt.
  - Avoid consuming alcohol.
  - Share knowledge and skills with others.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

396

### Hunter Ethics


- Respect Landowners
  - Ask landowners for permission to hunt.
  - Follow any landowner restrictions.
  - Treat livestock and crops as your own.
  - Offer to share part of your harvest with owner.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

397

### Hunter Ethics

- Leave all gates the way you found them.
- If something is wrong or out of place, notify landowner immediately.
- Never enter private land that is cultivated or posted unless you have permission.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

398

### Hunter Ethics

- Respect Non-Hunters
  - Transport animals discreetly.
  - Keep firearms out of sight.
  - Refrain from showing photographs and describing kill when near non-hunters.
  - Do not wear bloody or dirty clothing while on the street.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

399

### Hunter Ethics

How to Ask Landowners for Permission

- Make contact early.
- Wear street clothes.
- Don't bring companions.
- Be polite.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

400

### Hunter Ethics

Landowner Complaints About Hunters

- Don't get permission to hunt.
- Don't tell landowners when they arrive or leave.
- Make too much noise.
- Leave litter behind.
- Carry loaded firearms in vehicles.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

401

### Hunter Ethics

- Drive off ranch roads.
- Don't leave gates as they were found.
- Shoot too close to neighbors or livestock.
- Leave fires unattended.
- Violate game laws.
- Drink alcohol to excess.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

402

### Hunter Ethics

If Confronted by Anti-Hunter Protesters

- Remain calm and polite. Do not argue or lose your temper.
- Never touch an anti-hunter or use physical force.
- Never threaten an anti-hunter with your firearm.
- Report hunter harassment to law enforcement authorities.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

403

### Hunter Ethics

Personal Choice

- Gray areas of ethical behavior come down to personal choice.
  - Whether or not to bait deer
  - When to shoot birds
  - Where to shoot from on private land or water




Copyright © 2002–2017 Kalkomey Enterprises, LLC

404

### Five Stages of Hunter Development

- **Shooting Stage:** Priority is getting off a shot.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

405

### Five Stages of Hunter Development

- **Limiting-Out Stage:** Success is determined by bagging the limit.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

406

### Five Stages of Hunter Development

- **Trophy Stage:** Focus is on the quality of game.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

407

### Five Stages of Hunter Development

- **Method Stage:** Process of hunting becomes the focus.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

408

### Five Stages of Hunter Development



- **Sportsman Stage:** Success is measured by total experience.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

409

### Learning to Make Wise Choices

**Involvement**

- A responsible and involved sportsman:
  - Teaches others.
  - Works with landowners.
  - Cooperates with wildlife officials.
  - Supports management efforts and groups that improve habitat.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

410

### Lesson Seven Review Questions

- Why were hunting laws established?
- To limit hunting methods and equipment?  
**Answer:** Yes
- To limit the profits of sporting goods manufacturers?  
**Answer:** No

Copyright © 2002–2017 Kalkomey Enterprises, LLC

411

### Lesson Seven Review Questions

- Why were hunting laws established?
- To set rules on how hunters take game?  
**Answer:** Yes
- To limit harvesting and avoid hunting during nesting and mating seasons?  
**Answer:** Yes

Copyright © 2002–2017 Kalkomey Enterprises, LLC

412

### Lesson Seven Review Questions

- According to Aldo Leopold, the “father of wildlife management,” ethical behavior is \_\_\_\_\_.

**Answer:** doing the right thing when no one else is watching—even when doing the wrong thing is legal

Copyright © 2002–2017 Kalkomey Enterprises, LLC

413

### Lesson Seven Review Questions

- A responsible and ethical hunter would *not* \_\_\_\_\_.

**Answer:** waste meat and usable parts of the game harvested

Copyright © 2002–2017 Kalkomey Enterprises, LLC

414

### Lesson Seven Review Questions

- Responsible hunters \_\_\_\_\_.

**Answer:** keep firearms out of sight when not hunting

Copyright © 2002–2017 Kalkomey Enterprises, LLC

415

### Lesson Seven Review Questions

- There are five distinct stages of development that most hunters will experience. The most responsible and ethical is the \_\_\_\_\_ stage.

**Answer:** sportsman

Copyright © 2002–2017 Kalkomey Enterprises, LLC

416

### Lesson Seven Review Questions

- In the \_\_\_\_\_, success is determined by bagging the limit, which can cause hunters to take unsafe shots.

**Answer:** limiting-out stage

Copyright © 2002–2017 Kalkomey Enterprises, LLC

417

### Lesson Seven Review Questions


- To bring respect to the sport of hunting, hunters can \_\_\_\_\_.

**Answer:** support organizations dedicated to improving habitat and management efforts

Copyright © 2002–2017 Kalkomey Enterprises, LLC

418

### Lesson Eight



### Preparation and Survival Skills

Copyright © 2002–2017 Kalkomey Enterprises, LLC

419

### Key Topics

- Importance of Planning and Preparation
- Topographic Maps and Compasses
- Survival Skills
- Coping With Extreme Weather
- Basic First Aid

Copyright © 2002–2017 Kalkomey Enterprises, LLC

420



### Objectives

You should be able to...

- List and describe four ways to prepare properly for hunting.
- Prepare a sample hunting plan.
- List three conditions that affect a hunter's physical ability to perform safely and responsibly.
- Describe how to dress for hunting in cold weather.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

421

### Objectives

- State why hunters should wear daylight fluorescent orange clothing.
- Demonstrate how to read a topographic map and use a compass.
- List the five primary requirements for survival.
- List the eight basic survival rules.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

422

### Objectives

- Describe three ways to signal for help when lost in the outdoors.
- Give the causes and symptoms of hypothermia, and explain how to prevent and treat it.
- Give the causes and symptoms of heat exhaustion, and explain how to prevent and treat it.
- Give three examples of why it's important for every hunter to attend first-aid and CPR training courses.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

423

### Objectives

- Demonstrate how to stop bleeding.
- Explain what to do if someone breaks a bone.
- Describe how to recognize first-, second-, and third-degree burns and how to treat them.
- Explain what to do immediately if a person suffers a chest wound.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

424

### Planning and Preparation

To plan properly:

- Be ready.
- Know your location.
- Prepare for safety.
- Tell others.

**HUNTING PLAN**

Complete this form before heading out. Check and mark with a checkmark (✓) or an "X" in the appropriate space to verify the information is correct. This form must be completed in order to successfully hunt and to ensure you are prepared in an emergency. Have this with you during your hunt. If you delay in order to avoid an emergency search!

1. Name of person filling plan: \_\_\_\_\_

2. Name of other hunters: \_\_\_\_\_

3. Name of area to hunt: \_\_\_\_\_

4. Date: \_\_\_\_\_

5. Time: \_\_\_\_\_

6. Reason: \_\_\_\_\_

7. Departing: \_\_\_\_\_

8. Arriving: \_\_\_\_\_

9. Name of person to be contacted: \_\_\_\_\_

10. Name of person to be contacted: \_\_\_\_\_

11. Name of person to be contacted: \_\_\_\_\_

12. Name of person to be contacted: \_\_\_\_\_

13. Name of person to be contacted: \_\_\_\_\_

14. Name of person to be contacted: \_\_\_\_\_

15. Name of person to be contacted: \_\_\_\_\_

16. Name of person to be contacted: \_\_\_\_\_

17. Name of person to be contacted: \_\_\_\_\_

18. Name of person to be contacted: \_\_\_\_\_

19. Name of person to be contacted: \_\_\_\_\_

20. Name of person to be contacted: \_\_\_\_\_

Copyright © 2002–2017 Kalkomey Enterprises, LLC

425

### Planning and Preparation

Physical Conditioning

- Hunting requires physical exertion.
- Some conditions may affect your physical ability and performance.
- Prepare for the hunt by getting in shape.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

426

### Planning and Preparation

**Clothing**


- Select clothing for weather you expect, and prepare for the worst.
- In warm weather, cover your skin.
- In cold weather, wear layers and wool.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

427

### Planning and Preparation



- Daylight fluorescent orange hat and outerwear:
  - Should be visible from all directions.
  - Are required in many states.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

428

### Topographic Maps & Compasses

**Reading a Topographic Map**

- Must have in remote or unfamiliar areas.
- Created from aerial photographs and reveal contours of land.

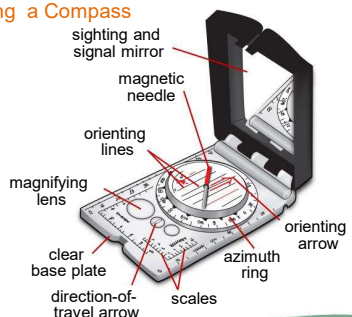


Copyright © 2002–2017 Kalkomey Enterprises, LLC

429

### Topographic Maps & Compasses

**Selecting a Compass**



Copyright © 2002–2017 Kalkomey Enterprises, LLC

430

### Topographic Maps & Compasses

**Understanding Declination**

- Compass needle points to magnetic north.
- Difference between true north (North Pole) and magnetic north (Hudson Bay area) is called declination.
- When true north and magnetic north are aligned:
  - You're at zero degrees declination.
  - Compass needle will point to true north.
- Compensate for declination when using a compass and map.

Copyright © 2002–2017 Kalkomey Enterprises, LLC


431

### Topographic Maps & Compasses

**Plotting Your Progress**

In unfamiliar terrain:

- Take frequent compass readings, and plot progress on a map.
- Pay attention to landmarks.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

432

## Topographic Maps & Compasses

### Global Positioning System (GPS)



- Is a navigation system based on a network of satellites.
- Can give users their exact location.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

433

## Survival Skills

### Rules of Survival

- Leave a hunting plan.
- Don't travel or hunt alone.
- Take plenty of food and water.
- Bring a map and a compass.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

434

## Survival Skills


- Wear layered clothing.
- Return to camp before dark.
- Never leave camp without fire-starting equipment and foil blanket.
- Don't panic if you become lost!

Copyright © 2002–2017 Kalkomey Enterprises, LLC

435

## Survival Skills

- If something goes wrong, switch into survival mode.
  - Keep a cool head.
  - Try to retrace your path.
  - If you cannot return, stay where you are.
  - Remember: Stop, Think, Observe, Plan.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

436

## Survival Skills

### Preparing a Shelter


- Start well before dark.
- Choose a site that is:
  - Dry and well-drained **and...**
  - Protected from the wind **and...**
  - Near water and firewood.
- Look for a natural shelter or build a lean-to or debris hut.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

437

## Survival Skills

- Locate your sleeping area between the shelter and your fire.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

438

### Survival Skills

**Starting a Fire**

- Choose a safe location based on the terrain.
- Collect plenty of fuel.
- Build the fire using a tepee or other method.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

439

### Survival Skills

**One Less Spark—One Less Wildfire**

To prevent wildfires:

- Make sure fires are allowed.
- Learn how to build, maintain, and put out a campfire.
- Avoid creating sparks.
- Do not leave a fire unattended.


Copyright © 2002–2017 Kalkomey Enterprises, LLC

440

### Survival Skills

**Signaling for Help**

- Prepare help signals as soon as possible.
- Use three of any signal:
  - Three shots from a firearm
  - Three blasts on a whistle
  - Three flashes with a mirror
  - Three fires
- In an open space, make a large X.
- Summon help with a personal locator beacon (PLB).



Copyright © 2002–2017 Kalkomey Enterprises, LLC

441

### Survival Skills

**Drinking Enough Water**

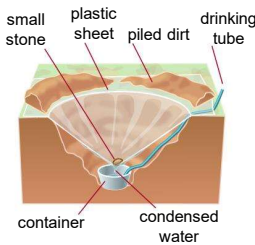
- Humans need two to four quarts of water a day.
- Pure drinking water is rare.
- Best way to purify water is by boiling.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

442

### Survival Skills

**Solar Still for Emergency Drinking Water**



Copyright © 2002–2017 Kalkomey Enterprises, LLC

443

### Survival Skills

**Finding Food**

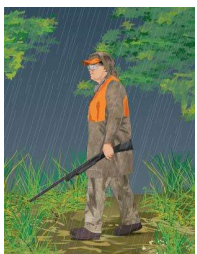
- Humans can go two weeks or more without food.
- If hunting in a remote area:
  - Learn what's edible there before you go.
  - Use your hunting equipment to harvest food.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

444

### Coping With Extreme Weather

**Hypothermia**



- Occurs when body loses heat faster than it can produce it.
- Can occur at temperatures as high as 50° F.
- Can be caused by wet or damp clothes, wind, and resting against cold surfaces.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

445

### Coping With Extreme Weather

- Prevention of Hypothermia
  - Dress properly.
  - Avoid dangerous weather conditions.
  - Dry out quickly when wet.
  - Eat high-calorie foods.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

446

### Coping With Extreme Weather

- Symptoms of Hypothermia
  - Uncontrolled shivering
  - Slow, slurred speech
  - Memory loss
  - Irrational behavior
  - Lack of body movement
  - Sleepiness
  - Unconsciousness—could lead to death

Copyright © 2002–2017 Kalkomey Enterprises, LLC

447

### Coping With Extreme Weather


- Treatment of Hypothermia
  - Find shelter for victim.
  - Replace wet clothing with dry clothing.
  - Give warm liquids to rehydrate and rewarm.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

448

### Coping With Extreme Weather

- For mild cases, use fire, blankets, or another person's body heat.
- In more advanced stages, rewarm victim slowly by one or more persons in body contact with victim. Also place insulated canteens of hot water on victim.
- Handle victim at or near unconsciousness gently. Get medical care immediately.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

449

### Coping With Extreme Weather

**Frostbite**

- Occurs when tissue freezes.
- To prevent:
  - Avoid severe weather.
  - Pay attention to head and extremities in extreme cold.
  - Wear face cover if below 0° F.

Wind Speed (mph)											
5	10	15	20	25	30	35	40	45	50	55	60
36	34	32	30	29	28	28	27	26	26	25	25
31	27	25	24	23	22	21	20	19	19	18	17
26	21	19	17	16	15	14	13	12	12	11	10
19	15	13	11	9	8	7	6	5	4	4	3
13	9	6	4	3	1	0	-1	-2	-3	-3	-4
7	3	0	-2	-4	-5	-7	-8	-9	-10	-11	-11
1	-4	-7	-9	-11	-12	-14	-15	-16	-17	-18	-19
-5	-10	-13	-15	-17	-19	-21	-22	-23	-24	-25	-26
-11	-16	-19	-22	-24	-26	-27	-29	-30	-31	-32	-33
-16	-22	-26	-29	-31	-33	-34	-36	-37	-38	-39	-40
-22	-28	-32	-35	-37	-39	-41	-43	-44	-45	-46	-48
-28	-35	-39	-42	-44	-46	-48	-50	-51	-52	-54	-55
-34	-41	-45	-48	-51	-53	-55	-57	-58	-60	-61	-62
-40	-47	-51	-55	-58	-60	-62	-64	-65	-67	-68	-69
-46	-53	-58	-61	-64	-67	-69	-71	-72	-74	-75	-76
-52	-59	-64	-68	-71	-73	-76	-78	-79	-81	-82	-84
-57	-66	-71	-74	-78	-80	-82	-84	-86	-88	-89	-91
-63	-72	-77	-81	-84	-87	-89	-91	-93	-95	-97	-98

Frostbite occurs in 15 minutes or less

Copyright © 2002–2017 Kalkomey Enterprises, LLC

450

### Coping With Extreme Weather

- Symptoms of Frostbite
  - Skin turns off-white.
  - Prickly or tingling feeling occurs as ice crystals form.
  - Pain may be present initially, then disappears as frostbite progresses.
  - In severe cases, victim experiences a loss of feeling in the affected area.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

451

### Coping With Extreme Weather

- Treatment of Frostbite
  - Warm affected area with body heat; avoid rubbing area.
  - Don't use hot water or other external heat sources.
  - Wrap with warm, dry clothing.
  - Move to a warm shelter.
  - Drink hot liquids.
  - Get medical attention.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

452

### Coping With Extreme Weather

Basics of Cold Survival Without Fire

- Wear proper clothing.
- Stay dry.
- Build a shelter.
- Avoid contact with cold surfaces.
- Wrap yourself in a thermal foil blanket
- Limit your physical activity.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

453

### Coping With Extreme Weather

#### Heat Exhaustion

- Is the opposite of hypothermia.
- Occurs when core body temperature increases.
- Usually is caused by hot, humid conditions and lack of water.


Air Temperature (°F)		Heat Index	General Effect of Heat Index								
120	115			110	105	100	95	90	85	80	75
120	120	96	96	96	96	96	96	96	96	96	96
115	115	92	92	92	92	92	92	92	92	92	92
110	110	88	88	88	88	88	88	88	88	88	88
105	105	84	84	84	84	84	84	84	84	84	84
100	100	80	80	80	80	80	80	80	80	80	80
95	95	76	76	76	76	76	76	76	76	76	76
90	90	72	72	72	72	72	72	72	72	72	72
85	85	68	68	68	68	68	68	68	68	68	68
80	80	64	64	64	64	64	64	64	64	64	64
75	75	60	60	60	60	60	60	60	60	60	60
70	70	56	56	56	56	56	56	56	56	56	56
65	65	52	52	52	52	52	52	52	52	52	52
60	60	48	48	48	48	48	48	48	48	48	48
55	55	44	44	44	44	44	44	44	44	44	44
50	50	40	40	40	40	40	40	40	40	40	40
45	45	36	36	36	36	36	36	36	36	36	36
40	40	32	32	32	32	32	32	32	32	32	32
35	35	28	28	28	28	28	28	28	28	28	28
30	30	24	24	24	24	24	24	24	24	24	24
25	25	20	20	20	20	20	20	20	20	20	20
20	20	16	16	16	16	16	16	16	16	16	16
15	15	12	12	12	12	12	12	12	12	12	12
10	10	8	8	8	8	8	8	8	8	8	8
5	5	4	4	4	4	4	4	4	4	4	4
0	0	0	0	0	0	0	0	0	0	0	0

Copyright © 2002–2017 Kalkomey Enterprises, LLC

454

### Coping With Extreme Weather

- Prevention of Heat Exhaustion
  - Drink plenty of water.
  - Take frequent breaks when hiking.
  - Dress in layers, and shed layers as physical activity increases.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

455

### Coping With Extreme Weather

- Symptoms of Heat Exhaustion
  - Pale and clammy skin
  - Weakness
  - Nausea
  - Headache
  - Muscle cramps

Copyright © 2002–2017 Kalkomey Enterprises, LLC

456

### Coping With Extreme Weather

- Treatment of Heat Exhaustion
  - Move to a cooler place.
  - Drink water.
  - Fan, but don't over-chill.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

457

### Coping With Extreme Weather

**Heat Stroke**

Treat as medical emergency—can be fatal.

- Symptoms of Heat Stroke
  - Dry, hot, and flushed skin—dark or purple color
  - Dilated pupils
  - Rapid, weak pulse
  - Shallow breathing
  - High temperature

Copyright © 2002–2017 Kalkomey Enterprises, LLC

458

### Coping With Extreme Weather


- Treatment of Heat Stroke
  - Wrap in a sheet and soak with cool water.
  - Fan, but don't over-chill.
  - Get to a hospital immediately.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

459

### Basic First Aid

- Every hunter should:
  - Take first-aid and CPR courses.
  - Carry a complete first-aid kit.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

460

### Basic First Aid

**Bleeding**

- Can be a life-threatening emergency.
- To stop bleeding:
  - Apply direct pressure on the wound.
  - Elevate limb if there's no fracture.
  - Try shutting off circulation if profuse bleeding continues.




Copyright © 2002–2017 Kalkomey Enterprises, LLC

461

### Basic First Aid

**Broken Bones**

- See if pain lasts more than a few minutes, moving injured area is difficult, or swelling in injured area.
- To transport victim a long distance:
  - Immobilize joint above and below break.
  - Splint the limb the way you found it.
- Do not remove the shoe from a broken foot.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

462



## Basic First Aid

### Burns

- First- and second-degree burns with closed blisters:  
Treat with cold water.
- Second- and third-degree burns with open blisters:  
Wrap with loose, dry dressing.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

463

## Basic First Aid

### Carbon Monoxide Poisoning

- Can be caused by improperly working camp stoves and lanterns, as well as wood and charcoal fires.
- Symptoms:
  - Headache
  - Dizziness
  - Difficulty breathing
  - Red skin
  - Loss of consciousness

Copyright © 2002–2017 Kalkomey Enterprises, LLC

464

## Basic First Aid

- To treat victims of carbon monoxide poisoning:
  - Get them to fresh air immediately.
  - Keep them lying quietly.
  - Get medical care promptly.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

465

## Basic First Aid

### Chest Wounds

- Bullet striking the chest can cause sucking chest wound—deep, open wound of chest wall that allows air into chest cavity.
- All chest injuries are very serious and need immediate medical attention.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

466

## Basic First Aid

### Shock

- Can result from any serious injury.
- Symptoms:
  - Pale, cold, clammy skin
  - Rapid pulse
  - Shallow breathing
  - Fear in victim

Copyright © 2002–2017 Kalkomey Enterprises, LLC

467

## Basic First Aid

- To treat shock:
  - Keep victim lying on his or her back.
  - Try raising victim's feet or head.
  - Keep victim's body temperature normal.
  - Get medical help quickly.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

468



## Basic First Aid

### Snakebite

- To treat:
  - Rush victim to hospital ER.
  - Do not cut or suction the bite.
  - Calm the victim.
  - Keep victim in reclining position.
  - Keep wound at or below level of heart for bites on a limb.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

469

## Lesson Eight Review Questions

- There are four areas to address when preparing for a hunting trip: be ready, know your location, prepare for safety, and \_\_\_\_\_.

Answer: tell others

Copyright © 2002–2017 Kalkomey Enterprises, LLC

470

## Lesson Eight Review Questions

- \_\_\_\_\_ would *not* be an essential part of a hunting plan that you would leave with a family member or friend.

Answer: The number of game you plan to harvest

Copyright © 2002–2017 Kalkomey Enterprises, LLC

471

## Lesson Eight Review Questions

- What color is the safest choice for clothing?

Answer: fluorescent orange

Copyright © 2002–2017 Kalkomey Enterprises, LLC

472

## Lesson Eight Review Questions

- If dressing for cold weather conditions, you should \_\_\_\_\_.

Answer:

- wear several layers of clothing instead of one heavy article of clothing
- wear wool

Copyright © 2002–2017 Kalkomey Enterprises, LLC

473

## Lesson Eight Review Questions

- When laid on a map, a compass needle points to \_\_\_\_\_.

Answer: magnetic north

Copyright © 2002–2017 Kalkomey Enterprises, LLC

474

### Lesson Eight Review Questions

- List the five primary requirements for survival.

**Answer:**

- shelter
- fire
- signal
- water
- food

Copyright © 2002–2017 Kalkomey Enterprises, LLC

475

### Lesson Eight Review Questions

- The international emergency signal for distress is \_\_\_\_\_.

**Answer:**

- three fires evenly spaced
- three shots
- three blasts of a whistle

Copyright © 2002–2017 Kalkomey Enterprises, LLC

476

### Lesson Eight Review Questions

- List four of the eight rules of survival that every hunter should follow.

**Answer:** (any four)

- Give a responsible person your hunting plan.
- Don't travel or hunt alone.
- Take enough food and water to last for several days in an emergency.

(continued on next slide...)

Copyright © 2002–2017 Kalkomey Enterprises, LLC

477

### Lesson Eight Review Questions

- Bring a map and compass, and always orient yourself before leaving camp.
- Wear layered clothing, and take extra clothing, preferably wool and polyester, with you.
- Plan outings so that you can return to camp before dark.
- Never leave camp without taking fire-starting equipment and a foil blanket.
- Don't panic if you become lost.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

478

### Lesson Eight Review Questions

- Hypothermia can be prevented by \_\_\_\_\_.

**Answer:**

- staying dry
- dressing properly

Copyright © 2002–2017 Kalkomey Enterprises, LLC

479

### Lesson Eight Review Questions

- Heat exhaustion be prevented by \_\_\_\_\_ water.

**Answer:** drinking plenty of

Copyright © 2002–2017 Kalkomey Enterprises, LLC

480

### Lesson Eight Review Questions

- Bleeding should be controlled by applying \_\_\_\_\_ to the wound.

**Answer:** direct pressure

Copyright © 2002–2017 Kalkomey Enterprises, LLC

481

### Lesson Eight Review Questions


- What should you do if a hunting companion breaks a leg and no medical help is readily available?

**Answer:** Splint the limb the way you found it without trying to straighten it.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

482

## Lesson Nine



### Wildlife Conservation

Copyright © 2002–2017 Kalkomey Enterprises, LLC

483

### Key Topics

- Wildlife Conservation
- Wildlife Management and Conservation Principles
- Wildlife Identification

Copyright © 2002–2017 Kalkomey Enterprises, LLC

484

### Objectives

**You should be able to...**

- Define “wildlife conservation” and explain how it differs from preservation.
- List the five essential elements for wildlife habitat.
- Define “carrying capacity.”
- List the factors that limit wildlife populations.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

485

### Objectives

- Explain the role of hunting in wildlife conservation.
- Give five examples of wildlife management practices, and explain how each helps conserve wildlife populations.
- Explain why the correct identification of wildlife is crucial for hunting.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

486

### Objectives

- List the five groups commonly used to divide wildlife.
- Give one example of a large mammal and some of its distinguishing features.
- Tell where to find more information on identifying characteristics, habitat, and range of common wildlife species.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

487

### Wildlife Conservation

- To sustain natural resources for future generations, we must protect them through:
  - Conservation
  - Preservation



Copyright © 2002–2017 Kalkomey Enterprises, LLC

488

### Wildlife Conservation

Lessons in Wildlife Management

- Initially, wildlife management in the United States was skewed toward protection.
  - Mule deer in Kaibab Plateau in Arizona
  - White-tailed deer in Pennsylvania
- Now wildlife managers know that conservation is more than just protecting wildlife.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

489

### Wildlife Conservation

The North American Model of Wildlife Conservation

- The seven principles are:
  - Wildlife is public property.
  - Wildlife cannot be slaughtered for commercial use.
  - Every citizen in good standing is allowed to harvest fish and wildlife within guidelines set by lawmakers.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

490

### Wildlife Conservation

- Wildlife can be killed only for legitimate purposes.
- Wildlife is an international resource.
- Wildlife management, use, and conservation shall be based on sound scientific principles.
- Hunting, fishing, and trapping shall be democratic.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

491

### Wildlife Conservation

Habitat Management


- The habitat is where a species fulfills its basic life needs: nourishment, procreation, and rest.
- Habitat loss presents greatest threat to wildlife.
- Most essential aspect of wildlife conservation is habitat management.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

492

### Wildlife Conservation

- These five essential elements must be present:
  - Food
  - Water
  - Cover
  - Space
  - Arrangement

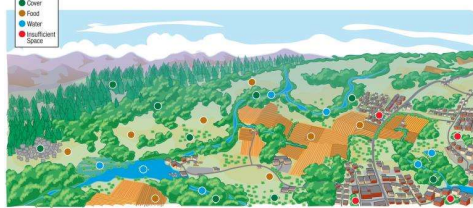


- Edge effect: Most animals are located where food and cover meet, particularly near water.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

493

### Wildlife Conservation




Copyright © 2002–2017 Kalkomey Enterprises, LLC

494

### Wildlife Conservation

**Balancing Act**

- Habitats must be in balance in order to support wildlife.
- When urban development push into wildlife areas:
  - Plants or animals may be removed from the community **and...**
  - Community may not survive.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

495

### Wildlife Conservation

**Carrying Capacity**

- Is the number of animals the habitat can support all year long.
- Can vary from year to year in an area.
- Can be changed by nature or humans.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

496

### Wildlife Conservation

- Factors that limit potential production of wildlife:

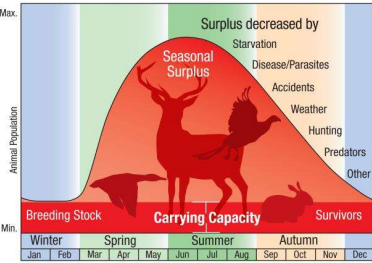


Copyright © 2002–2017 Kalkomey Enterprises, LLC

497

### Wildlife Conservation

- If the conditions are balanced, game animals will produce a surplus, which can be harvested.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

498

## Wildlife Conservation

### The Hunter's Role in Wildlife Conservation

- Regulated hunting has never caused a wildlife population to become threatened or endangered.
- Hunting is an effective wildlife management tool.
- Funding from hunting licenses has helped many game and non-game species recover from dwindling populations.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

499

## Wildlife Conservation

### Hunters and Wildlife Conservation

- Hunters help sustain game populations by:
  - Harvesting surplus animals
  - Filling out questionnaires
  - Participating in surveys
  - Stopping at hunter check stations
  - Providing samples from harvested animals
  - Funding wildlife management through license fees

Copyright © 2002–2017 Kalkomey Enterprises, LLC

500

## Wildlife Management and Conservation Principles

- Wildlife managers:
  - Maintain number of animals at or below carrying capacity.
  - Monitor breeding stock.
  - Must consider historical trends, current habitat conditions, breeding population levels, long-term projections, and breeding success.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

501

## Wildlife Management and Conservation Principles

### Wildlife Management Practices

- Monitoring Wildlife Populations
- Habitat Improvement
- Hunting Regulations
- Hunting
- Predator Control
- Artificial Stocking
- Controlling or Preventing Disease and Its Spread
- Management Funds/Programs

Copyright © 2002–2017 Kalkomey Enterprises, LLC

502

## Wildlife Identification

- Hunters must:
  - Develop wildlife identification skills.
  - Use key characteristics to distinguish between species and between male and female.
  - Try to avoid mistakes that can lead to illegal harvest of game or non-game animals.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

503

## Wildlife Identification

- Some key characteristics hunters can use:
  - Size of an animal's ears
  - Coloring
  - Scat
  - Tracks

deer      elk      moose

Copyright © 2002–2017 Kalkomey Enterprises, LLC

504

### Wildlife Identification

- One way to group species:
  - Large mammals
  - Small mammals
  - Upland birds
  - Waterfowl and wetland birds
  - Birds of prey

Copyright © 2002–2017 Kalkomey Enterprises, LLC

505

### Wildlife Identification

- "Threatened" or "endangered" species:
  - Have small populations with no surplus.
  - Are protected by federal law.



Copyright © 2002–2017 Kalkomey Enterprises, LLC

506

### Wildlife Identification

Characteristics of Mammals

- Are warm-blooded animals with hair. Young nourished with milk from mother.
- Can be carnivorous, herbivorous, or omnivorous.
- Seek to regulate their temperature.
- Have different lifespans with smaller mammals generally living shorter lives than larger mammals.
- May live in groups or be solitary.

Copyright © 2002–2017 Kalkomey Enterprises, LLC

507

### Wildlife Identification


Large Mammals

- Typically include horned animals, antlered animals, bears, and large members of the wild cat or wild dog families.
- Characteristics of horned or antlered animals:
  - Horns: Hollow, not shed
  - Antlers: Solid bone, shed annually
  - Cloven-hoofed
  - Ruminants


Copyright © 2002–2017 Kalkomey Enterprises, LLC

508



### Wildlife Identification



White-Tailed Deer




Mule Deer


Copyright © 2002–2017 Kalkomey Enterprises, LLC

509


### Wildlife Identification






Black-Tailed Deer



Pronghorn



Bighorn Sheep

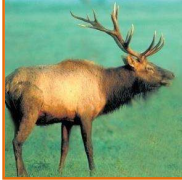




Copyright © 2002–2017 Kalkomey Enterprises, LLC


510




### Wildlife Identification





Elk






Woodland Caribou






Moose




Copyright © 2002–2017 Kalkomey Enterprises, LLC


511

### Wildlife Identification





Mountain Lion (Cougar)






Bobcat






Lynx




Copyright © 2002–2017 Kalkomey Enterprises, LLC


512

### Wildlife Identification





Collared Peccary (Javelina)






Coyote






Gray Wolf (Timber Wolf)




Copyright © 2002–2017 Kalkomey Enterprises, LLC


513

### Wildlife Identification





Mountain Goat






Black Bear





Grizzly Bear




Copyright © 2002–2017 Kalkomey Enterprises, LLC

514


### Wildlife Identification


**Small Mammals**

- Rabbits and squirrels are common small game animals.
- Furbearers—like fox and mink—are sought after primarily for their pelts.




Common Raccoon






Nine-Banded Armadillo




Copyright © 2002–2017 Kalkomey Enterprises, LLC


515

### Wildlife Identification





American Badger






American Beaver





Porcupine




Copyright © 2002–2017 Kalkomey Enterprises, LLC


516




**Wildlife Identification**




Eastern Fox Squirrel



Eastern Gray Squirrel



Red Squirrel



Prairie Dog

Copyright © 2002-2017 Kalkomey Enterprises, LLC

517

**Wildlife Identification**



Hog-Nosed Skunk



Spotted Skunk




Striped Skunk


Copyright © 2002-2017 Kalkomey Enterprises, LLC

518


**Wildlife Identification**



Wolverine



Nutria




Common Muskrat


Copyright © 2002-2017 Kalkomey Enterprises, LLC

519


**Wildlife Identification**



Red Fox



Common Gray Fox



Kit Fox (Swift Fox)

Copyright © 2002-2017 Kalkomey Enterprises, LLC

520

**Wildlife Identification**



Mink



Long-Tailed Weasel




River Otter


Copyright © 2002-2017 Kalkomey Enterprises, LLC

521


**Wildlife Identification**



Fisher



Pine Marten




Ringtail


Copyright © 2002-2017 Kalkomey Enterprises, LLC

522


### Wildlife Identification




Virginia Opossum



Eastern Cottontail Rabbit



Black-Tailed Jackrabbit



Copyright © 2002–2017 Kalkomey Enterprises, LLC

523

### Wildlife Identification

**Upland Birds**


- Include turkeys, pheasants, grouse, and quail.
- Are often found “upland.”
- Have a basic shape similar to chickens—short rounded wings good for short flights and strong legs good for running.
- Usually have more colorful feathers on males than females.

Copyright © 2002–2017 Kalkomey Enterprises, LLC


524

### Wildlife Identification


Upland Birds' Feet




Grouse



Wild Turkey



Northern Bobwhite




Scaled Quail


Copyright © 2002–2017 Kalkomey Enterprises, LLC

525


### Wildlife Identification



Gambel's Quail



Montezuma Quail (Mearns)




Mourning Dove

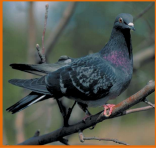
Copyright © 2002–2017 Kalkomey Enterprises, LLC

526


### Wildlife Identification



White-Winged Dove



Rock Dove (Pigeon)




American Woodcock


Copyright © 2002–2017 Kalkomey Enterprises, LLC

527


### Wildlife Identification



Greater Prairie Chicken



Lesser Prairie Chicken






Ring-Necked Pheasant

Copyright © 2002–2017 Kalkomey Enterprises, LLC

528

### Wildlife Identification

Ruffed Grouse
Wild Turkey
American Crow


Copyright © 2002–2017 Kalkomey Enterprises, LLC

529

### Wildlife Identification

**Waterfowl**

- Are warm-blooded animals that live on or near water.
- Puddle ducks:
  - Are found primarily on shallows of lakes, rivers, and freshwater marshes.
  - Prefer to feed on or near water's surface.
  - Launch themselves upward when taking off.




Puddle Duck's Foot

Copyright © 2002–2017 Kalkomey Enterprises, LLC

530

### Wildlife Identification

- Diving ducks:
  - Inhabit large deep lakes and rivers, coastal bays, and inlets.
  - Obtain most of their food by diving.
  - Run across water to build up speed to take off.
  - Eclipse plumage: Most ducks shed their body feathers twice each year. Nearly all drakes lose their bright plumage after mating, and for a few weeks resemble females. This hen-like appearance is called the eclipse plumage.






Diving Duck's Foot

Copyright © 2002–2017 Kalkomey Enterprises, LLC

531




### Wildlife Identification

Northern Pintail

Drake
Hen
Eclipse Drake

Mallard




Drake
Hen
Eclipse Drake

Copyright © 2002–2017 Kalkomey Enterprises, LLC

532




### Wildlife Identification

Gadwall

Drake
Hen
Eclipse Drake

American Wigeon




Drake
Hen
Eclipse Drake

Copyright © 2002–2017 Kalkomey Enterprises, LLC

533




### Wildlife Identification

Northern Shoveler

Drake
Hen
Eclipse Drake

Blue-Winged Teal

Drake
Hen
Eclipse Drake




Copyright © 2002–2017 Kalkomey Enterprises, LLC

534



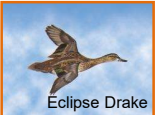


**Wildlife Identification**

Cinnamon Teal

 Drake	 Hen	 Eclipse Drake
--	--	--

Green-Winged Teal




 Drake	 Hen	 Eclipse Drake
--	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC



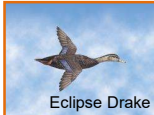
535

**Wildlife Identification**

Wood Duck

 Drake	 Hen	 Eclipse Drake
---	--	--

Black Duck



 Drake	 Hen	 Eclipse Drake
---	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC




536

**Wildlife Identification**

Whistling Ducks

 Fulvous	 Black-Bellied
---	---

Canvasback




 Drake	 Hen	 Eclipse Drake
--	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC




537

**Wildlife Identification**

Redhead

 Drake	 Hen	 Eclipse Drake
--	---	---

Ring-Necked Duck



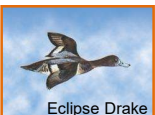
 Drake	 Hen	 Eclipse Drake
---	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC




538

**Wildlife Identification**

Lesser Scaup

 Drake	 Hen	 Eclipse Drake
--	--	--

Common Goldeneye




 Drake	 Hen	 Eclipse Drake
--	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC



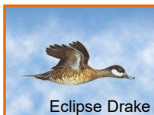
539

**Wildlife Identification**

Bufflehead

 Drake	 Hen	 Eclipse Drake
---	--	--

Ruddy Duck



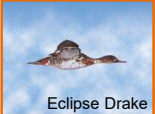


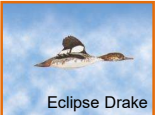
 Drake	 Hen	 Eclipse Drake
---	--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC

540

### Wildlife Identification

**Red-Breasted Merganser**






 Drake	 Hen	 Eclipse Drake
<b>Common Merganser</b>		
 Drake	 Hen	 Eclipse Drake

Copyright © 2002–2017 Kalkomey Enterprises, LLC

541

### Wildlife Identification




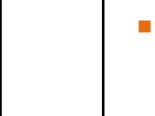
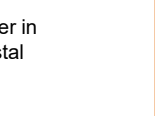
**Hooded Merganser**

 Drake	 Hen	 Eclipse Drake
<b>Trumpeter Swan</b>		
 Adult		
 Immature		

Copyright © 2002–2017 Kalkomey Enterprises, LLC

542

### Wildlife Identification

 Immature	 Adult	 Immature	 Adult	 Canada Goose
<b>Greater White-Fronted Goose</b>		<b>Snow Goose</b>		


Copyright © 2002–2017 Kalkomey Enterprises, LLC

543

### Wildlife Identification

**Wetland Birds**

- Live close to water in marshy and coastal areas.
- Include cranes and pelicans.

  
**Sandhill Crane**

Copyright © 2002–2017 Kalkomey Enterprises, LLC

544


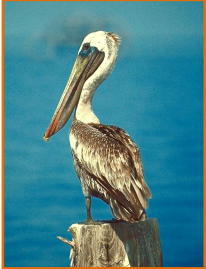
### Wildlife Identification

 Whooping Crane	 Common Snipe
---	---

Copyright © 2002–2017 Kalkomey Enterprises, LLC

545

### Wildlife Identification

 American White Pelican	 Brown Pelican
--	--

Copyright © 2002–2017 Kalkomey Enterprises, LLC

546

### Wildlife Identification

**Birds of Prey**

- Feed on mammals or other birds.
- Include eagles, falcons, and owls.
- Are found throughout North America.
- Are all protected.



Bald Eagle

Copyright © 2002–2017 Kalkomey Enterprises, LLC

547

### Wildlife Identification



Northern Harrier (Marsh Hawk)




Golden Eagle


Copyright © 2002–2017 Kalkomey Enterprises, LLC

548


### Wildlife Identification



Peregrine Falcon



Common Barn Owl



Burrowing Owl

Copyright © 2002–2017 Kalkomey Enterprises, LLC

549

### Wildlife Identification



Great Horned Owl



Eastern Screech Owl



Barred Owl

Copyright © 2002–2017 Kalkomey Enterprises, LLC

550

### Lesson Nine Review Questions

- Wildlife conservation ensures that \_\_\_\_\_.

**Answer:** renewable resources can replenish themselves indefinitely

Copyright © 2002–2017 Kalkomey Enterprises, LLC

551

### Lesson Nine Review Questions

- Wildlife preservation \_\_\_\_\_.

**Answer:** saves natural resources but with no consumptive use of them

Copyright © 2002–2017 Kalkomey Enterprises, LLC

552

### Lesson Nine Review Questions

- A habitat for wildlife must include \_\_\_\_\_.

**Answer:** space, arrangement, food, cover, and water

Copyright © 2002–2017 Kalkomey Enterprises, LLC

553

### Lesson Nine Review Questions

- The “carrying capacity” of a wildlife area is the \_\_\_\_\_.

**Answer:** number of animals the habitat can support all year long

Copyright © 2002–2017 Kalkomey Enterprises, LLC

554

### Lesson Nine Review Questions

- List four factors that can limit wildlife populations.

**Answer:** (any four)

- Disease/Parasites
- Starvation
- Predators
- Pollution
- Accidents
- Old Age
- Hunting

Copyright © 2002–2017 Kalkomey Enterprises, LLC

555

### Lesson Nine Review Questions

- Hunting is an effective wildlife conservation tool because \_\_\_\_\_.

**Answer:**

- funding from hunting licenses helps many game and non-game species recover from dwindling populations
- hunters play an important role by supplying wildlife managers with needed information from the field

Copyright © 2002–2017 Kalkomey Enterprises, LLC

556

### Lesson Nine Review Questions

- By continuously monitoring the birth rate and death rate of various species and the condition of their habitat, wildlife managers \_\_\_\_\_.

**Answer:** know how to set hunting regulations and can determine if other management practices are needed to conserve wildlife species

Copyright © 2002–2017 Kalkomey Enterprises, LLC

557

### Lesson Nine Review Questions

- Trapping and relocating animals is an example of the \_\_\_\_\_ wildlife management practice.

**Answer:** artificial stocking

Copyright © 2002–2017 Kalkomey Enterprises, LLC

558

### Lesson Nine Review Questions

- Some species are protected by law from being hunted because \_\_\_\_\_.

**Answer:** their numbers are small

Copyright © 2002–2017 Kalkomey Enterprises, LLC

559

### Lesson Nine Review Questions

- It is critical that hunters are able to identify wildlife correctly so that they don't mistakenly \_\_\_\_\_.

**Answer:** harvest illegal game animals or non-game animals

Copyright © 2002–2017 Kalkomey Enterprises, LLC

560



# Introduction to Teaching Methods

## Basic Rules of Learning Theory

Here are some basic rules of learning theory. Think of ways to implement them in your hunter education course.

1. It is the student's task to learn; however, it is your responsibility to make the student aware of the importance of learning.
2. Discussion and participation are more effective than reading and listening. Studies show that people retain about 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and hear, and 90% of what they say and do. In successful education, the student is actively involved. Passive non-activity on the part of the student results in reduced learning.
3. Learning is most effective when training sessions do not exceed two hours in length. Always schedule 15-20 minute breaks each two hours.
4. Individuals learn at different rates. Be prepared for some students to finish ahead of schedule, and for others to need extra time.
5. Students learn better when multiple teaching techniques and activities are used. Learning is also increased by stimulating several senses and by varying teaching methods.
6. Students need to know when progress is being made. Although it will not always be necessary, it helps to point out when your students are making progress, and to reinforce what progress is being made.
7. As a hunter education instructor you are involved with three types of learning: knowledge, attitude, and skill. Firearms safety and handling sections deal primarily with skills and habits, while the wildlife management and sportsmanship sections deal primarily with attitudes and knowledge. Each type of learning requires different teaching styles and methods.

## Course Objectives

A training objective answers three questions:

1. What should the students be able to do at the end of the training (or class or section)?
2. Under what conditions should they be able to perform the training?
3. How well must they be able to perform?

For example, say you are teaching firearms safety. What should the students be able to do? They should be able to handle a firearm in a safe and responsible manner. Second, under what conditions should they be able to perform the training? They should be able to open the action of a (familiar) firearm and check it; they should be able to load/unload the firearm; they should be able to maintain safe muzzle control; etc. Third, how well must they be able to perform? They should be able to handle firearms safely at all times.

## **Lesson Planning**

A lesson plan serves several purposes. It informs students what to expect; it provides motivation; it gives proper emphasis to various parts of the lesson; it helps to insure that all essential information is included; it provides a reminder for any equipment that may be needed; and it helps you to stay on schedule. You will also feel more prepared and confident if you plan your lessons ahead of time.

In general, a lesson plan should include an overview, an objective, a presentation, and a review. The overview should inform your students of the objectives and key ideas of the lesson and the time schedule for each part of the lesson (i.e.: lecture, questions, practice, etc.).

The objective of a lesson plan is to answer the question "What do I want my students to learn from the lesson?" The student should also be told under what conditions the item learned is to be performed, and how well it should be performed. The presentation is basically a list of what the students will be doing throughout the lesson or class period, and the level of performance to be achieved. Keep in mind that progress is always made from simple to complex subjects, from known material to unknown material, and from student inability to ability. The review is a brief summary of the lesson, and provides a chance to correct problems that students may have with the material or the new skill.

## **Presentation Skills**

See the charts on the following pages for different teaching methods, techniques, and teaching aids. When used in combinations, there are hundreds of possibilities.

Follow these rules to project a positive attitude to your students: Be enthusiastic; be genuine; express confidence; show respect; and give credit!

<b>Teaching Methods and Techniques</b>		
<b>Method/Technique</b>	<b>Its Uses</b>	<b>Precautions</b>
Lecture	When the subject is simple. To introduce new material. When instructor has superior knowledge.	Method can be overused. Students are passive. Speak clearly and with stage presence.
Brainstorming (listing and creating ideas as they pertain to a specific topic.)	To encourage participation and involvement. To draw out and expand ideas, attitudes, and beliefs.	Stick to the topic. Give positive reinforcement for all ideas given, whether or not they are considered realistic. See that there is no discussion of the ideas at this point; for now, ideas are just being collected.
Discussion/Role Play	To modify opinions and attitudes. To stimulate participation.	Discussion may move slowly. Group must be informed about the topic. Know when to stop it.
Demonstration	To show use of equipment. For manipulative skills. To clarify concepts/theory.	Be ready to demonstrate. Make sure all students can see. Stress safe performance.
Student Practice	To develop psychomotor skill. When essentials must be remembered. To develop good habits.	Practice under real conditions when possible. Stress safety. Small student: instructor ratio.
Reinforcement	To encourage participation. To acknowledge significant contribution to lesson. To reward correct responses.	Avoid criticism. Do not overdo correction. Understand psychology of reward and punishment.

<b>Teaching Aids</b>		
<b>Aid</b>	<b>Its Uses</b>	<b>Precautions</b>
Blackboard	Most flexible of all training aids.	Complicated drawings should be prepared before class and in different colors. Leave out unnecessary details.
Charts and posters	To show various parts of equipment. To clarify concepts and ideas. Can be viewed by entire class at once.	Keep charts and posters simple. Any lettering should be large and clear.
Models, cutaways, and actual equipment	To demonstrate the relationship of parts and the inner workings of an object. May be passed around so that each student can easily see how the object is put together.	NEVER USE LIVE AMMUNITION IN A CLASS ROOM. ONLY UNDER SAFE CONDITIONS AT A FIRING RANGE.
Pictures, photos, and news clippings	To show actual, real-life scenes to students. To open discussions about specific situations.	Due to their size, these aids should be passed between students for maximum effectiveness.

## **Teaching the Hunter Education Course**

### **Preparing To Teach**

The key to confident and effective teaching is preparation. If you master the material and plan in advance how to present it, the teaching experience will be rewarding for both you and your students. There is no substitute for adequate preparation.

The basic material that should be covered is listed in the Class Plan on pages 3 - 4. The material is covered in greater detail in the Lesson Plans on pages 5 - 48 and in even more detail in the student manual. The Class Plan gives a suggested time schedule for an eight hour course.

*Familiarize yourself with the various printed instructor aids available to help you teach.*

You have three levels of printed material - the Class Plan, the Lesson Plans, and the student manual - to use in preparing to teach and as aids while teaching:

*Class Plan.* Pages 3 - 4 of this guide provide a single sheet that gives you a recommended schedule for the class, a list of the important topics, and a place for you to note the teaching aids and classroom activities you plan to use.

*Lesson Plans:* On pages 5 - 48 of this guide are Lesson Plans that go along with each chapter of the student manual.

Each Lesson Plan gives:

- Objectives: statements of what students should have learned at completion of the lesson. These will help you set goals and keep on course.
- Lesson Material: key points from the student manual, presented in outline form, that should be covered in class. In the margins for each topic you will see these helpful icons:  
indicates the page number of the student manual on which the material is covered.

indicates that there are also illustrations in the student manual you may want to use or refer to.

-Review Questions: list of questions to ask during your instruction to help you determine the students' comprehension of the material. These questions also appear on pages 85-88 of the student manual.

*Student Manual:* You should study all of the material in the student manual before you teach.

*Decide what level of printed instructor aids is appropriate for you.*

Your teaching experience and familiarity with the material will determine which printed aids you want to use to prepare to teach and what to have in front of you while teaching.

- *Experienced:* If you have taught this course before and are well acquainted with the material, the lesson objectives and classroom activities, you may only need to use the Class Plan. This plan will help you keep on schedule and remind you of the key topics to be covered in each lesson.
- *Familiar:* If you are familiar with all of the material in the student manual, but have not taught the material before you will want to use both the Class Plan and the Lesson Plans provided in this guide. The Lesson Plans will help you focus on the key information, plan how to present it and give you ideas for questions and activities to reinforce the learning.
- *Novice:* If you are new to some of the material and have not taught this course before, you will want to use the Class Plan and the Lesson Plans provided in this guide, as well as the student manual. You may want to organize a 3-ring binder and put each chapter of the student manual behind the Lesson Plan for that chapter.

*Choose and obtain the teaching aids you wish to use.*

Variation in the presentation of the material is essential to holding the attention of students and helping them retain the information. Even adults have an attention span of only 20-30 minutes, so breaking up the class routine with various teaching aids is critical. Consider using:

- *Props:* Bring in examples of the equipment being covered - unloaded firearms with different actions, bow and arrow, unloaded muzzleloader, fluorescent orange clothing, eye and ear protection, etc.
- *Visual aids:* You may wish to use all or some of the slides from the companion PowerPoint presentation that is included with this course.

- *Sample documents:* Obtain samples of documents such as your state's hunting laws, a hunting license application, a game tag, and a hunting plan.
- *Guest speakers:* Ask a hunting law enforcement officer, or hunting equipment industry professional to speak for 10-20 minutes. The guest appearance of a law enforcement official is an excellent way to reinforce the message that hunting safely and responsibly isn't just a good idea - it's the law!

## **Teaching The Material**

Below is a suggested format for covering the material of each chapter. For long chapters, you may wish to break the material into two parts and follow the suggested format for each part. The "do's" and "don'ts" listed below will help make your teaching more effective.

*Cover each chapter by telling students what they will learn, teaching the lesson, and then summarizing what they should have learned.*

A suggested teaching format to follow for each chapter of the student manual is:

- 1) Introduction: Briefly state the lesson's objectives.
- 2) Lecture and questions: Reinforce the key safety, responsibility, and hunting law points. Encourage discussion and questions from students. Use props, sample documents or overheads as needed. Ask the review questions aloud and have the students answer aloud. If there is any confusion, clarify the material again.
- 3) Summary: Restate key points.

*Observe these teaching "do's."*

- Teach with confidence; remember you know the material better than anyone else in the room.
- Treat the students courteously; let the students know that there are no "dumb questions."
- Speak clearly and loudly enough to be heard in the back of the room.
- Vary your voice to avoid monotony; use volume, inflection and pauses to emphasize key points.
- Maintain eye contact with your students; this keeps their interest and helps you assess whether they comprehend the material.
- Encourage discussion; for example, ask the students to explain the benefits of safe hunting practices or the dangers of unsafe practices.
- When releasing the students for a break, clearly indicate when you plan to start up again.
- Be punctual when starting the course and starting back up after breaks. Take a 10-15 minute break at least every 1 1/2 to 2 hours.
- Maintain order in the classroom - remember that you are in charge.
- Encourage students to follow along in their Student Manual.

*Avoid these teaching "don'ts."*

- Don't read the material -- instead speak to the students, putting the material in your own words.
- Don't allow one or two students to dominate the class discussion - try to get all to participate.
- Don't allow yourself to get off schedule -- otherwise you will not be able to cover all of the material.
- Avoid the telling of "war stories" - instead use concise descriptions of personal experience only to make important points.
- Don't use profanity or tell off-color jokes -- you will lose respect as an instructor. Not to mention it is just plain rude.
- Avoid annoying or distracting mannerisms, such as jingling coins in your pocket or twirling a pointer.

# Preparing and Presenting a Lesson

## EIGHT REQUIREMENTS FOR EFFECTIVE TRAINING

Simply because you are presenting a lesson to your students does not mean your students will actually *learn* anything. You must first figure out how to motivate and stimulate their learning by understanding the eight fundamental requirements for training people:

1. *Desire*. People must want to learn.

\* People will not learn something simply because someone says they must.

\* People learn best when they have a strong motivation to acquire a particular skill or increase knowledge of a particular subject.

\* The desire to learn must be created by emphasizing the importance of the knowledge or skill to be learned.

2. *Need*. People learn only what they believe they need to learn.

\* Materials presented in a training program should provide an immediate aid to learning.

\* Try this approach: "This is what you do. This is how you do it. This is why you do it."

3. *People learn by doing*.

\* Get the students involved in discussions and keep them involved.

\* Provide immediate and repeated opportunities to practice or use what is taught.

\* Hands-on training with a skilled instructor is effective.

#### 4. *Situations.*

\* Situations presented in training courses must be realistic. Use actual situations as the basis for discussion.

#### 5. *Previous experience affects people's ability to learn.*

\* If the new knowledge doesn't fit with what people already know or think they know, they may reject it.

\* Training materials should convince people that the methods taught are the best.

#### 6. *People learn best in a relaxed, informal, comfortable environment.*

\* Provide opportunities for fun and fellowship.

\* Encourage discussion and questions.

#### 7. *Use a variety of training approaches and methods, and change the pace often.*

#### 8. *People want guidance and help, not grades or criticism.*

### **Advantages to using a Training Team**

A. Tasks may be shared.

B. Each team member's job is easier and more enjoyable.

C. Team members motivate and support one another.

D. A wider range of experience enhances course quality.

E. Each team member may do the job for which he or she is best suited.

F. New team members learn by working with experienced individuals.

G. Backup is available in case of emergency.

H. A greater number of students may be accommodated.

I. Instructors may more easily keep their training commitment to the Hunter Education program

### **Group Discussion**

Instead of lectures, all training sessions are designed to immerse the students totally in the training process. Trainers lead the students from the known to the unknown, the simple to the complex, using the students' knowledge to build upon. The purpose is to arouse the interest and curiosity of the students so that they express ideas, gain information on the topic, and learn from the other group members.

Use group discussion to:

- Create an informal atmosphere.
- Share ideas and broaden viewpoints.
- Stimulate interest in the subject.
- Help students express their ideas.
- Identify problems and explore solutions.
- Get participation from persons who hesitate to speak.

Some guidelines for participants in a discussion are to:

- Focus discussion on the learning objectives.
- Be an active part of the group.
- Listen and learn.



- Discuss completely, but do not argue.
- Respect other students and their opinions. Learn to take criticism and live with differing opinions.
- Contribute ideas related to the subject.
- Ask questions to clarify ideas.
- Work to solve common problems.
- Be clear and brief--no speeches.
- Write down good ideas.
- Adhere to the time limit.

## **TRAINING AIDS**

Training aids support the trainers, not replace them! Anything trainers can show their students to help them better understand the subject is an audiovisual aid. Training aids include still photos, charts, flannel boards, chalkboards, mechanical devices, models, transparencies, and videotapes or dvd's.

Training aids are used to:

- Attract attention
- Arouse interest
- Clarify spoken explanations
- Give unity to an idea
- Make more learning possible in less time
- Aid in retention

An effective training aid, no matter which type is used, has some common characteristics.

It:

- Relates to the subject.
- Explains an idea, shows a method, or explains a procedure.
- Is large enough to be clearly visible to everyone in the audience.
- Has lettering that is large and bold.
- Lists only main points, not a lot of detail.
- Accents important points either by bright colors or underlining.
- Is sturdy enough to be used again.
- Is portable and easily moved.

Many mechanical devices make excellent instructional aids for firearm trainers. Few such aids are available for purchase, but you can devise or adapt mechanical devices to help you teach. For instance, a regular sliding door bolt simulates the locking action of a bolt-action rifle--and it bears the same name! Other mechanical devices are a sighting bar, triangulation equipment, and similar aids well-known to most firearm trainers.

When working with electric training aids (e.g., overhead projectors and VCRS), have a backup plan in case of a power outage. This plan may include using handouts or a flip chart to help you teach the course.

## **LESSON OBJECTIVES**

The most important factor in developing a lesson plan is meeting the lesson's objective.  
**BASIC SKILL, KNOWLEDGE, AND ATTITUDE**

Hunter Education Instructors teach the basic skills, knowledge and attitude necessary for safe and responsible hunting. *Of the three, attitude is the most important.*

## **10 COMMANDMENTS OF GUN SAFETY**

1. TREAT EVERY GUN WITH THE RESPECT DUE A LOADED GUN. THIS IS THE CARDINAL RULE OF GUN SAFETY.
2. CARRY ONLY EMPTY GUNS--TAKEN DOWN OR WITH THE ACTION OPEN--INTO AUTOMOBILE, CAMP, OR HOME.
3. ALWAYS BE SURE BARREL AND ACTION ARE CLEAR OF OBSTRUCTIONS, AND THAT YOU HAVE ONLY AMMUNITION OF THE PROPER SIZE FOR THE GUN YOU ARE CARRYING.
4. ALWAYS CARRY YOUR GUN SO THAT YOU CONTROL THE DIRECTION OF THE MUZZLE, EVEN IF YOU STUMBLE. KEEP SAFETY ON UNTIL YOU ARE READY TO SHOOT.
5. BE SURE OF YOUR TARGET BEFORE YOU PULL THE TRIGGER.
6. NEVER POINT A GUN AT ANYTHING YOU DO NOT WANT TO SHOOT--WHETHER LOADED OR EMPTY.
7. NEVER LEAVE YOUR GUN UNATTENDED UNLESS YOU UNLOAD IT FIRST. STORE GUNS AND AMMUNITION SEPARATELY BEYOND REACH OF CHILDREN OR CARELESS ADULTS.
8. NEVER CLIMB A TREE OR FENCE OR JUMP A DITCH WITH A LOADED GUN. NEVER PULL GUN TO YOU BY THE MUZZLE.
9. NEVER SHOOT AT A FLAT, HARD SURFACE OR THE SURFACE OF WATER.
10. AVOID ALCOHOLIC DRINKS BEFORE OR DURING SHOOTING.

## OUTLINE FOR 10 HOUR COURSE

To cover all of the material in our handbook in even moderate detail requires considerably more than ten hours. Many instructors take the additional time necessary to do a complete job. To make the minimum ten-hour courses effective will require your utmost care in planning and presentation.

Actually, a ten-hour course doesn't permit much more than eight to nine hours of actual instruction. When you add up the time for review prior to giving the final exam, testing and review of the mistakes on the test, it will surely total nearly one to two hours. It should be obvious that some of our material will have to be covered in a very short summary, so the bulk of available time is spent on safe gun handling, ethics and sportsmanship, and principles of conservation. Despite many instructors' interest in first aid, survival, archery, black powder and related items, there's simply no way these things can be covered thoroughly in the short time available. The same applies to lengthy personal anecdotes or other accounts of hunting and fishing prowess.

Although the time allocated for these specialty areas will be limited, they must not be ignored as there will be questions on the test covering all areas in the course outline.

The test has 100 questions. They are divided into seven categories with the quantity per category based on the amount of time allocated for each category in the outline as follows: Firearms Safety and Gun Handling, 30 percent; Sportsmanship and Hunter Ethics and Hunter Responsibility, 20 percent; Principles of Wildlife Management, 15 percent; Survival and First Aid, 10 percent; Black Powder, 10 percent; Archery, 10 percent; Game Care, 5 percent. The purpose of the following outline is to clearly identify, by topic and time, the essential components of our minimum course. This is the recommended outline; additional time to cover other topics may be added by the instructor.

Film titles listed in the outline are suggested only. They may be omitted or substituted as desired by the instructor. **The use of films should be limited to not more than 4 films per class.**

Each instructor may develop his own course outline as long as the minimum requirements are met and the outline is approved by the regional coordinator. (See "Hours Required", "Topics Required", and "Restricted Topics"). The following is a suggested outline for a minimum ten-hour class.

## SUGGESTED COURSE OUTLINE

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
I. Getting Started Sign in, hand out student handbooks, obtain signed permission slips as required.	Student Record form, permission slips, student handbooks	Does not count as class time
<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
II. Introduction Welcome, introductions, general announcements, brief course overview and requirements for certification.	Handbook	(30 min.)
<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
iii. Hunter Responsibility & Ethics A. Ethics, Sportsmanship B. Wildlife Identification C. Alcohol & Drug Use D. Rules & Regulations E. Game Care	Film "The Sportsman" or "The Measure of the Hunt"  Wildlife I.D., Ducks at a Distance  Hunting regulations	(Two hours)
<b>Subject/Activity</b>	<b>Resource/Materials</b>	<b>Time Schedule</b>
IV. Firearms Safety A. The need for firearms safety B. The 10 Commandments C. Safely handling firearms	Handbook	(Two hours)

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
V. Firearms	Handbook	(One hour)
A. Rifles		
B. Shotguns		
C. Handguns		
D. Ammunition		

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
VI. Principles of Wildlife Management	Handbook and/or Video "Wildlife Habitat and the Hunter" or "Wildlife Management Techniques"	(One hour)

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
VII. Misc. Topics		(Two hours)
A. Archery	Handbook and/or "Basic Archery Techniques"	
B. Black Powder	Handbook and/or "Muzzleloader Safety"	
C. Survival/First Aid	Handbook and/or "Survival"	
D. Boating and hunting safety		

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
VIII. Course Review	Video "Firearms Safety and the Hunter" or "Hunters Safety"	(One hour)
Summarize key points		

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
IX. Final Examination	Student Exam	(One hour)

<b>Subject/Activity</b>	<b>Resources/Materials</b>	<b>Time Schedule</b>
X. Grade exam, review frequently missed questions, issue certificates.		<b>(30 min.)</b>

## I. GETTING STARTED

Review the "Introduction" portion of the Instructor Handbook. Sign in students, hand out student handbooks, obtain signed permission slips as required. While waiting for class to begin, have the students read the introductory pages of the handbook.

## II. INTRODUCTION

General announcements should include necessity for attendance and attention, successfully passing student exam.

Explain that the purpose of the course is to promote safe hunting, the principles of conservation, and to further ethical and sportsman-like conduct. Its purpose is not to create expert marksmen, or to cover the wide variety of hunting-related activities where comprehensive training can be obtained elsewhere.

Make certain that all present can see and hear the speakers and any audio visual materials to be used. Ask anyone having difficulty to raise their hand, or otherwise let you know immediately.

Advise the students that the last four pages of the new student handbooks have some special information such as Fish and Game laws, Cal-Tip, Outdoor California and information on Project Wild for their schools. Mention that the students will get to keep their manuals and should review the material in it from time to time. Also, successful students should be advised of the importance of keeping their hunter safety certificates in a safe place for future use such as hunting out-of-state, etc.

## III. Hunter Responsibility and Ethics Show movie "Sportsman":

- A. Each hunter should develop a code of hunter ethics. This code is often referred to as the Hunters Code or the Code of Ethics.
  1. Review the six rules comprising the NRA Code of Ethics.
  2. Responsibility to the landowner.
    - a. Failing to ask permission to hunt is one of the main complaints landowners have against hunters. A hunting license does not give a person the right to trespass.
    - b. In California, written permission must be obtained to hunt on private property.
    - c. The hunter should remember he/she is a guest.
      - (1) Leave gates as found.
      - (2) Don't disturb livestock or crops.
      - (3) Offer to share game with landowner.
    - d. Public lands should be treated as a prized possession.
  3. Responsibility to yourself.
    - a. Wear blaze orange to be easily seen. Deer hunters should avoid wearing white or brown.
    - b. Be familiar with your firearm and equipment.
    - c. Do not exceed your physical limitations.
    - d. Carry a survival kit.
    - e. Avoid fatigue and over-eagerness as these are prime causes of accidents.
  4. Combine safety and ethical behavior to help insure the future of sport hunting.

- B. Responsibility to the resource. (Includes wildlife identification)
  - 1. Confine shooting to the species being hunted. Species identification is critical.
  - 2. Good marksmanship assures quick, humane kills. Judge distance and shoot only within range.
  - 3. Proper game care includes keeping meat clean, dry, and cool.
  - 4. Dirt, heat and moisture are the prime causes of game spoilage.
- C. Use of alcohol and drugs should be avoided while hunting or shooting.
- D. A safe, ethical hunter obeys hunting laws.
  - 1. Review the three basic reasons for hunting laws.
    - a. Insure safety and welfare of people.
    - b. Insure everyone an equal opportunity to hunt.
    - c. Protect and conserve wildlife.
      - (1) Closed seasons protect game during winter stress and reproductive seasons.
      - (2) Bag limits allow the maximum number of hunters to share the allowable harvest.
  - 2. People who break game laws are criminals.
    - a. They are stealing wildlife that belongs to all people.
    - b. They may be fined, jailed and lose their hunting privileges and/or equipment.
    - c. Mention the Cal-Tip program.
  - 3. More written laws become necessary as more people hunt on less available land.
    - a. Review the Public View of Hunting,
    - b. Copies of the laws can be obtained from places that sell licenses or from the Department of Fish and Game.
  - 4. A true sportsman also obeys the unwritten or moral laws.
    - a. Take only what's needed even if it's less than the bag limit.
    - b. Have respect for wildlife and the habitat.
      - (1) Try to instill this respect in others.
      - (2) Let others know when their behavior is out of line.
      - (3) Report violators and be willing to testify if necessary.
      - (4) Current law requires a person to report the killing or wounding of a person or domestic animal to the Department of Fish and Game within 48 hours.
      - (5) Slob hunters create a bad effect on public attitudes toward hunting.
- E. Game Care
  - 1. Good sportsmen must understand and practice proper game care. Keeping game meat clean, dry, and cool is an important hunter responsibility.
  - 2. Prompt and proper skinning of deer helps to speed cooling which preserves quality and helps prevent spoilage.
  - 3. Don't carry your deer home across the hood of the car. It will get hot and spoil and it is offensive to others. If you waste your game you can be arrested.

#### **IV. Firearms Safety**

##### **A. Need for Firearms Safety**

- 1. Almost 60% of casualties are caused by persons under age 21.
- 2. Surveys show firearms are present in 75% of homes in U.S. and that 70% of firearms deaths occur in the home.
- 3. Accidents are caused by ignorance or disregarding safety rules – "Only improperly handled firearms are dangerous, but any improperly handled firearm can kill."

## B. Ten Commandments of Hunter Safety

Explain and discuss each of the ten commandments

1. Watch that Muzzle! Be able to control the direction of the muzzle even if you should stumble.
2. Be sure of your target before you pull the trigger; know identifying features of the game you hunt.
3. Treat every firearm with the respect due a loaded firearm.
4. Be sure the barrel and action are clear of obstructions and that you have only the ammunition of the proper size for the firearm that you are carrying.
5. Unload firearms when not in use. Take down or have the actions open; firearms should be carried in cases to the shooting area.
6. Never point a firearm at anything you do not want to shoot; avoid all horseplay with a firearm.
7. Never climb a fence or tree or jump a ditch with a loaded firearm; never pull a firearm toward you by the muzzle.
8. Never shoot a bullet at a flat, hard surface or water; at target practice be sure your backstop is adequate.
9. Store firearms and ammunition separately beyond the reach of children and careless adults.
10. Avoid alcoholic beverages before or during shooting.

## C. Firearms Handling

1. Stress the need to be watchful and alert whenever firearms are present.
  - a. Review the seven times to be especially alert.
  - b. Explain "Hangfire" and why to wait to open the action if the round does not go off when the trigger is pulled.
2. Explain and discuss the three primary rules of safe firearm handling.
  - a. always point the muzzle in a safe direction,
  - b. treat every firearm as if it were loaded,
  - c. be sure of your target -- and beyond.
3. Firearm safety rules apply to all firearms.
4. Discuss the major causes of accidents.
  - a. Safety violations
  - b. Hunter judgment
  - c. Lack of skill
5. Discuss the various methods of carrying a firearm.
  - a. No matter what method is used, be sure:
    - (1) safety is on,
    - (2) finger is outside the trigger guard,
    - (3) always point the muzzle in a safe direction, and
    - (4) keep the firearm unloaded until you begin to stalk game.
  - b. Do not point a firearm at anything you do not wish to shoot. Remind the student against using the scope in place of the binoculars. Have students operate the different firearm actions and demonstrate the common carrying positions.
6. Positive identification of your target is essential.
  - a. Be sure it's a legal game animal with a safe backstop.
  - b. Never shoot until you can see the whole animal.
  - c. Never shoot at a movement or sound.
7. A good hunter learns to shoot accurately.
  - a. Know your own skill and when you can make a clean kill.



- b. Pass up a shot which may only wound the game.
- c. The best backstop to use when practicing is a steep, high bank, free of rocks.
- 8. Explain "Zone of Fire" (The largest single cause of accidents).
  - a. Never let any firearm point at another hunter.
  - b. When separated, know where each hunter is going to be.
- 9. Handling firearms safely at home is just as important as in the field.
- 10. Transportation of firearms requires safe handling. Always unload your firearm:
  - a. when you get to the car - never put a loaded firearm in any vehicle,
  - b. before getting into or out of a boat,
  - c. if you stop for any purpose,
  - d. when coming in range of a cabin or dwelling,
  - e. before crossing or climbing a fence.
- 11. Firearms should be properly stored when not in use.
  - a. Firearms should be locked in a rack or box.
  - b. Store ammunition in a separate place from firearms.
- 12. Proper cleaning and care keeps firearms working properly.
  - a. Old firearms in uncertain condition should be checked by a gunsmith.
  - b. Inspect before and clean firearms after each hunting trip.
  - c. Use oil on metal parts. Apply sparingly with a soft cloth or dropper.
  - d. Too much oil in the bore can cause high pressure to build up -- run a cleaning patch through to remove excess oil.
  - e. Always be certain your firearm is unloaded prior to cleaning.
- 13. Discuss safe loading and unloading of firearms.

## V. Firearms

### A. Rifles

- 1. Named because of rifling in the barrel. Rifling causes the bullet to spin, making it fly point first with better accuracy and greater range.
- 2. Caliber is the measurement of the diameter of the bore, the distance between the lands, usually given in hundredths of an inch. Rifles are often named by caliber. DISCUSS relationship of sizes, smallest to largest (.22; .25; .30; etc)
- 3. The action is the part of the firearm that loads, unloads and fires the ammunition. Explain and discuss safety practices when picking up any firearm. Muzzle control, open action, check chamber, check magazine. If you don't know how to work the action, don't experiment, ask the owner.
  - a. Discuss single-shot and repeater actions.
  - b. Demonstrate (if possible) and discuss each type of action: break, bolt, pump or slide, lever and semi-automatic.
- 4. The stock is the handle to hold the firearm. Show the butt and forearm – which may be separate from the butt.
- 5. The barrel is the metal tube through which the bullet is fired.
- 6. Sights are used to aim a firearm. Show and discuss the three types: Open sights, peep or aperture sights and telescopic sights. Explain the unsafe practice of using telescope sights in place of a pair of binoculars.
- 7. The magazine stores ammunition and is attached to or part of the firearm. Show a magazine(s) and demonstrate its use.
- 8. Most safeties block only the trigger so it cannot be pulled. Do not depend on the safety as it may wear out or fail to work.

### B. Shotguns

1. Shotguns differ from rifles primarily because:
  - a. the bore is smooth EXCEPT FOR RIFLED SLUG BARRELS, and
  - b. they usually shoot shot.
2. The choke controls the spread of shot as it leaves the barrel. Compare to the nozzle on a water hose. Discuss full choke, modified choke, improved cylinder and cylinder bore. DISCUSS most constricted to least constricted.
3. Most shotguns are named by gauge. Show different gauges and explain how the gauge is determined. DISCUSS size relationship, smallest to largest.
4. Actions of shotguns are the same as rifle actions. Shotguns may have one or two barrels.

#### C. Handguns

1. Handguns or pistols are like very short rifles. They are named because they are designed to be held in one hand.
2. The three types of action are revolver, semi-automatic and single shot. Show and discuss.

#### D. Ammunition

1. Ammunition used in a rifle or pistol is called a cartridge, ammunition for a shotgun is called a shotshell.
2. The parts include powder, primer, bullet or shot, and a case.
  - a. Powder burns, produces gas which creates pressure and drives the bullet or shot out of the barrel.
  - b. The primer explodes when struck sharply and ignites the powder. Both center fire and rimfire cartridges have primers. Explain and contrast centerfire vs. rimfire.
  - c. Describe what happens when ammunition is fired.
3. Only ammunition that matches the firearm should be carried. Discuss the problem of 20 ga. shell slipping down the chamber in front of a 12 ga. shell. Discuss the ranges of rifle and shotgun ammo, .22 over one mile etc. Explain why to carry only one size of ammo.

#### E. Review Shooting fundamentals

#### F. Discuss glossary of terminology

### VI. Principles of Wildlife Management

- A. Includes all wild animals, even though most are not hunted.
  1. Based on biological knowledge.
  2. Must consider human activities and their wildlife effects.
  3. Has to consider **M** plants and animals in an environment (the "entire biota").
  4. Must aim for conservation (wise use), not preservation (non-use).
- B. Habitat
  1. The key to wildlife survival
  2. It must supply all of wildlife's needs.
    - a. Food, cover, water, and space.
    - b. Arrangement of these to provide "edge" – the area wildlife concentrates.

- )
- C. Carrying Capacity -- the maximum number of each wildlife species' habitat can support without loss of habitat quality or wildlife numbers.
    - 1. Excess wildlife
      - a. Surplus animals must die.
      - b. Habitat may be damaged and future carrying capacity lowered.
    - 2. Only habitat improvement will increase wildlife numbers.
    - 3. Use example of a bucket in a container to demonstrate (refer to your handbook). Only with a larger bucket (better or more habitat) can we increase carrying capacity (wildlife numbers).
  
  - D. Succession – where habitat and animal populations gradually change.
    - 1. Unless altered by external factors, succession eventually will stop.
    - 2. Wildlife prefers middle-range habitat called "intermediate successional stages".
    - 3. We can cause these by activities like burning, brush removal or lumbering.
  
  - E. Population Dynamics -- how wildlife numbers change over time
    - 1. Depends on how birth rate and death rate compare.
    - 2. Birth rates for wildlife vary.
    - 3. Death rates are generally high in wildlife.
      - a. Starvation (habitat-related) is most important.
      - b. Climate can have severe effect and can't be controlled.
      - c. Predation, disease and parasites: not serious in good habitat w/healthy populations.
      - d. Hunting – our most controllable factor.
        - (1) Used to take excess animals that otherwise would be lost to starvation, climatic changes and predation.
        - (2) Can easily be adjusted by seasons, limits, and methods of take.
        - (3) To control the numbers of animals at or below carrying capacity so that no damage is done to the animals or their habitat.
  
  - F. Informed Public Consent
    - 1. Public Education
      - a. Essential for understanding and support of management programs.
      - b. Some opponents to hunting think that it has seriously endangered some wildlife species.
      - c. Habitat destruction is a major cause of extinction of some species.
      - d. Sport hunting has never caused a species to become rare, endangered or extinct.
    - 2. The Future of Wildlife
      - a. It depends upon people
      - b. Requires knowledge – understand the facts.
      - c. Avoid emotional reactions.
      - d. Support habitat maintenance or improvement programs.
      - e. Support management organizations.
      - f. Support hunting and trapping as necessary management tools.
      - g. Support program funding -- from both hunters and non-hunters.
      - h. Remind the students to show the information on Project Wild to their teachers.

VII. Misc. Topics

- (<sup>N</sup> W
- A. Archery
    - 1. Safety is our basic objective. You should mention that:
      - a. A bow-stringer is the safest (and easiest) way to string a bow.
      - b. Immediately after stringing, check to make sure the string is secure in the nocks.
      - c. Of all types of quivers, a bow quiver with broadhead cover is the safest type to use in hunting.

V

- d. Modern bows have as much range as some shotguns, and arrows are actually more dangerous than shot pellets at the longer ranges.
  - e. Any cracked or damaged arrow should be broken and destroyed instead of being repaired. Place in a garbage can when you return home, don't litter.
  - f. Broadhead arrows are the type required for big game hunting. They can easily cause serious wounds unless handled carefully. They must be kept razor sharp from tip to heel on all edges, including inserts.
2. Basic bow shooting techniques help to develop proficiency, for example:
- a. Stand at right angles to the target when shooting.
  - b. Always nock arrows at the same point on the bowstring.
  - c. The seven basic steps in shooting a bow are: position, nocking, drawing, aiming, holding, releasing and follow-through.
  - d. Review the basic parts of an arrow.
  - e. Review the Archery regulations.
  - f. Proficiency is best developed by practice, with good coaching.
  - g. The best place to aim at a deer for a quick, clean kill is in the heart/lung area.
  - h. Bow hunting organizations such as California Bowmen Hunters and the International Bowhunter Education Foundation offer excellent, comprehensive courses for those with this special interest.
  - i. Make sure to review information on tracking wounded game.

#### B. Black Powder and Muzzleloaders

1. Another area of considerable complexity, and one where our brief coverage must address is safety, not proficiency. Remember shooting glasses for eye protection.
  - a. Black powder shooting means black powder only. Smokeless or progressive burning powders are unsafe to use in any muzzleloader.
  - b. These firearms can be stored loaded and cannot be checked by opening their actions. The best way of checking is by the ramrod/measure method.
  - c. Make sure to unload firearm by removing the cap from the nipple prior to crossing fence or other obstacle.
  - d. Remind students to never pour powder from the horn directly into the barrel, but to use a measure.
  - e. The ball must be seated firmly against the powder.
  - f. There are special seasons for hunting with black powder weapons in California.
  - g. Half cock is the safety position for the hammer on muzzle loading weapons.
  - h. Shooters wanting more information and proficiency in shooting either flintlocks, (where ignition is from flint and steel sparks), or caplocks (where ignition is by percussion caps) should join a muzzleloaders club. The National Muzzleloading Rifle Association offers comprehensive training through many such clubs.

#### C. First Aid and Survival (Show film "Survival")

1. Often go hand-in-hand.
2. Even though they're very important, there isn't time to go into detail, and excellent "outside" courses are available.
  - a. Knowledge of first aid can help save someone's life, and can be obtained through basic and advanced Red Cross courses.
  - b. Survival courses are less readily available, but libraries contain excellent publications on the subject.

- (1) Food, water, and shelter, obtained and used in a calm, cool manner, are the basic survival requirements.
- (2) Review STOP: Sit down, Think, Observe, Plan.
- (3) Hypothermia kills more people outdoors than does any other single factor.
- (4) Water is essential to support life for all but short periods, but people can live quite a few days without food.
- (5) In seeking shelter, the location should be chosen with care. A tall tree on top of a hill is a poor spot in an electrical storm.
- (6) Knowledge of such survival basics can be obtained by detailed review of our handbook, and through specialized training materials.

#### D. Boating Safety and Hunting

1. Hunting from small boats can be especially hazardous.
  - a. One shouldn't ever try to stand up in them, even when shooting.
  - b. Discuss the safety hazards of having a dog in a small boat.
  - c. Remind students to unload firearms prior to placing into or removing from boats.
2. Show film "Firearms Safety and the Hunter"

### VIII. Comments for summary and review

- A. One or more of the four films may be eliminated and the instructor may present some practical "mock" instruction. Such instruction could include, but is not limited to crossing a rope fence, loading and unloading a firearm with dummy ammunition, etc.
- B. Review what's been discussed through outline topics in Roman numerals, capital letters and Arabic numbers, with occasional additional detail where obviously needed. Topics to be tested are highlighted in orange in the instructor's version of the student manual.
- C. Explain that no topic has been thoroughly covered, and many only slightly mentioned. No one will leave the course fully informed or totally safe. Safety is a full-time effort requiring lots of practice.
- D. Every student has a continuing obligation not only to apply what has been learned here, but to build their knowledge through further study and practice of the fundamentals of safety, conservation, and sportsmanship.
- E. Contact with American Red Cross, National Muzzleloading Rifle Association, National Bowhunter Education Foundation, NRA-affiliated rifle and pistol clubs, U.S. Coast Guard, Department of Boating and Waterways, etc., etc., can make a wealth of other specialized courses available.
- F. Thank students for their interest and attention. Ask if anyone has questions on any part of the course that still isn't clear to them.

### IX. Final Examination

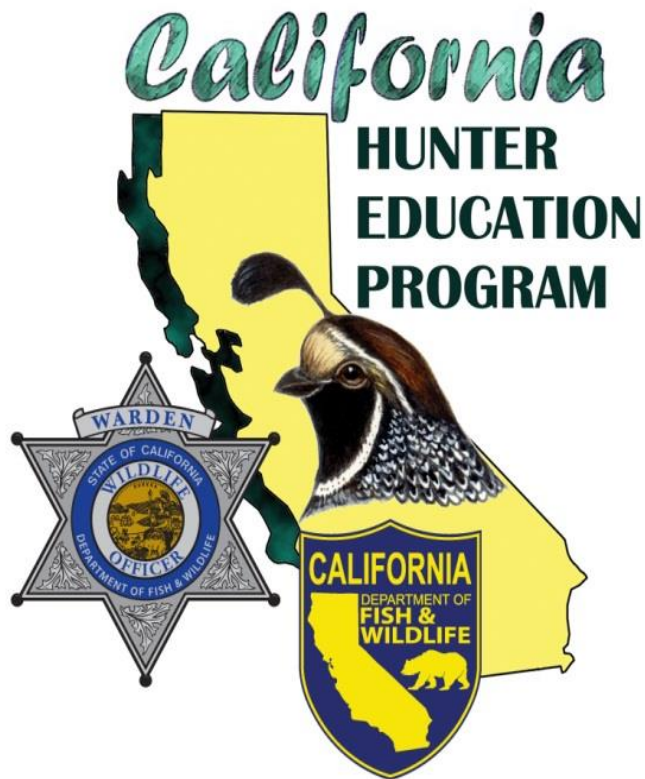
- A. Administer exam -- collect and grade answer sheets. Discuss questions missed. Collect tests and issue certificates. Announce future class schedules. It is helpful to

) provide student class critique forms (no name required) before students leave, and a receptacle where forms can be placed for later review.

- B. Based on student examination results and critique comments, evaluate effectiveness of your presentation. Make written notes of areas where future courses should be modified or emphasis shifted to improve students' understanding.

# Home Study/On-line Hunter Education Course

## Instructor Manual California Department of Fish and Wildlife



August 2015

## Table of Contents

<b><u>Title</u></b>	<b><u>Page</u></b>
Study Options.....	3
❖ Workbook packets	
❖ Internet sites	
Expenses.....	3
Review.....	4
Class Length.....	4
Instructors.....	4
Course Outline.....	4
Practical Test.....	4
Written Test.....	5
Recommended Class Materials.....	5
Student letter.....	6
Internet/On-line Options.....	7
❖ Today's Hunter	
❖ Hunter Course	
❖ California Hunter Ed Course	
❖ International Hunter Education Association (IHEA)	
IHEA Affidavit.....	8
Abbreviated Outline.....	9
Extended Outline.....	11
Practical Firearms Test.....	17
Home Study/ On-line Exam.....	19
Home Study/On-line Exam Answer Sheet HEI Key.....	32
Home Study/On-line Exam Answer Sheet.....	33



# Home Study/On-line Course General Information

## Study Options

### 1. Workbook Packets

Packets should be prepared ahead of time so they will be complete and consistent for the students. Students should have at least two weeks for studying. The following should be included in the packet:

- Student Hunter Education Manual
- Home Study Workbook
- Hunting Regulations (mammal, waterfowl, and upland game)
- Introduction letter
- Phone numbers for further information about the class
- Miscellaneous booklets (Hunter's Handbook and other informational pamphlets)

### 2. Internet Sites

There are five internet sites students can study on. Each site has a substantial amount of information, and all have review tests. The Today's Hunter, Huntercourse.com and Hunter Ed Course sites will give the student a completion voucher, and have some of the necessary California regulation information. Today's Hunter, Huntercourse.com and Hunter Ed Course are sites that charge the student for the service provided.

The International Hunter Education Association (IHEA) site is free of charge at this time, but does not give the student a completion certificate. The student will have to sign the affidavit form when taking your class. It also does not have California regulation information, so students will have to acquire the Mammal and Waterfowl regulation booklets from a license agent or from you. Today's Hunter and IHEA also have a Spanish version of the on-line course.

Today's Hunter - <http://www.hunter-ed.com/ca>

Hunter Course - <http://www.huntercourse.com/usa/california>

Hunter Ed Course - <http://hunteredcourse.com/state/online-hunter-safety-course-california/>

IHEA - <http://homestudy.ihea.com>

IHEA Spanish - <http://homestudy.ihea.com/espanol/>

## Expenses

Some of the people who sign up will not show up on class day. To prevent students from abusing the procedure this way, and to help you prepare for the class, you may find it best to charge a registration fee when students initially sign up. The cost of holding the class is then spread out to all who receive the

materials, and the charge to each person can be less. This may also encourage students to study and attend the classroom session.

An alternative, if you charge at all, is to collect expenses on the day of the class. Because you will not know how many students will attend, this method may or may not cover any expenses you have incurred.

## **Home Study/On-line Classroom Session**

### **Review**

Remember, the classroom session is a review only. If the students have studied, they will already have been exposed to all the information and answers they need to pass the written exam. Do not “teach the test” by trying to address all the exam questions. That defeats one purpose of a home study/on-line program, which is to allow students to learn at home. It also rewards those who do not take the time to study at home.

### **Class Length**

Another purpose of the home study/on-line program is to minimize the amount of time spent in a classroom. By following the provided outline, you will be able to keep your instruction and testing time to four hours. You will be able to hit the important points, and will probably cover about 50% of the exam material.

### **Instructors**

Team teaching is the preferred method for this course. The pace is fast, and one instructor often catches a point missed by another. The practical test will run more smoothly with at least three instructors. With a class size of 15-20, three instructors can rotate students through the stations and easily complete this section within the 30 minute time frame.

### **Course Outline**

An abbreviated outline is provided with the number of test questions relating to each subject and suggested time for instruction on each. You should use this as a guide to help stay in the four hour time frame.

If you wish to use the extended outline, it covers at least 50 % of the exam questions, and can be altered to fit your teaching style.

It takes determination and self-control to stay within the suggested time frames. If you get into too much detail in any one area, you will soon find yourself behind, and the class will be longer. Force yourself to move at a faster pace, and don't worry if you do not cover every point.

### **Practical Test**

One of the critical sections of this session is the practical test. Here you can watch the students as they handle firearms to determine if they are proficient. Some students may be new to firearm handling. They may be unfamiliar with different types of firearms and will need some coaching. If a student repeatedly handles firearms unsafely, you should take appropriate

action. This may include additional instruction at the time or failure of the class. As an instructor, you have the responsibility to provide certificates only to those students you believe will be safe and responsible in the field.

### **Written Test**

The home study/on-line exam is more detailed than the traditional course exam. It has no true/false questions and it contains a few fill-in-the-blanks. It was designed specifically to test for knowledge gained either from the workbook or from the internet sites. It is difficult to pass if a student has not studied. Most students can complete the test within an hour, but be prepared for an occasional student who may require more time due to reading or comprehension problems. The answer key is the same as the regular course.

### **Recommended Class Materials**

- Firearms - Long guns: one of each type of action
  - Handguns: revolver and semi-auto
  - Muzzleloader
- Ammo - Ammunition displays or examples
  - Dummy cartridges and shot shells
- Archery - Bow
  - Arrows with varied points
- Survival kit
- Rope for simulated fence for practical test
- Video – *Sportsman's Role in Wildlife Management*
- Miscellaneous - trespass permission slips, and other DFG materials/pamphlets

### **Student letter**

Included with the student study packet (*see page 6*)

Dear Student,

Thank you for enrolling in the California Hunter Education Home Study/ On-line Program.

By enrolling in this class you have taken it upon YOURSELF to study and learn the necessary information to pass the final Hunter Education exams and obtain your California Hunter Education Certificate. The four hour classroom session will serve only as a review of what you have studied in your course materials. It cannot and will not cover everything you need to know to pass the course.

Please study the Student Hunter Education Manual and other study guides enclosed in this packet. Particular attention should be paid to the chapters on Hunter Responsibility, Wildlife Management, Firearms, and Archery. We have also provided the latest California Hunting Regulations for your use. There are only a few questions on the test regarding regulations, so please do not spend all of your time studying them. The enclosed Hunter Education Manual and study guides contain most of the information you need to know.

You are also required to complete the Home Study Workbook. It must be turned in at the beginning of the classroom session. This course has been designed to let you review these materials at your own pace in the comfort of your home. We cannot stress enough that it is up to YOU, the student, to STUDY. If you take time to LEARN this material, you should pass this course and earn your Hunter Education Certificate.

At the end of the classroom session you will be required to pass a written examination plus a practical test of your firearms handling and safety skills. The written test is comprised of 100 questions, multiple choice and fill-in-the-blank. You may also be required to write the ten commandments of shooting safety. The practical test may consist of handling a loaded or unloaded firearm, demonstrating how to properly cross a fence with a firearm, demonstrating proper muzzle control of a firearm, and/or other similar skills. **IF YOU ARE A MINOR UNDER THE AGE OF 18, A PARENT OR LEGAL GUARDIAN MUST ACCOMPANY YOU TO THIS SESSION TO SIGN A PERMISSION FORM ALLOWING YOU TO HANDLE FIREARMS.**

Once again, thank you for enrolling in this course. Good luck!

The four hour follow-up course will be held at:

---

---

Contact Phone: \_\_\_\_\_

## Internet/On-line Options

### 1. Today's Hunter

<http://www.hunter-ed.com/ca>

This site will provide you with a numbered voucher which you will need to enroll in the four hour follow-up course. This site also has some necessary California specific regulation information you will need. This site has the option to narrate the material throughout the course in English or Spanish. This site also has a "study guide" for students. The administrator of this site charges a fee at the end of the course to print off the voucher.

### 2. Hunter Course

<http://www.huntercourse.com/usa/california>

This site will provide you with a numbered voucher which you will need to enroll in the four hour follow-up course. This site also has some necessary California specific regulation information you will need. This site has the option to narrate the material throughout the course. This site also has a "hunter safety practice test" for students. The administrator of this site charges a fee at the end of the course to print off the voucher.

### 3. Hunter Ed Course

<http://hunteredcourse.com/state/online-hunter-safety-course-california/>

This site will provide you with a numbered voucher which you will need to enroll in the four hour follow-up course. This site also has some necessary California specific regulation information you will need. This site will narrate the material throughout the course. The administrator of this site charges a fee to get started.

### 4. International Hunter Education Association (IHEA)

<http://homestudy.ihea.com>

If you use this site, you will be required to sign an affidavit at the classroom session stating that you have completed and passed all the tests on the site. This site is free of charge. This site does NOT provide California specific regulation information, so you will need to obtain the free Mammal and Waterfowl booklets available from license agents, or study on-line at

<http://www.dfg.ca.gov/about/hunting>

IHEA also has a Spanish version of the on-line course which can be viewed at <http://www.homestudy.ihea.com/espanol>

### IHEA Affidavit

All students completing IHEA on-line site must sign the affidavit form.  
(see page 8)

## International Hunter Education Association (IHEA) Certification

If you have used the IHEA website to study for this Home Study/ On-line course, you must read the following statement and certify that it is true.

*I hereby certify that I have taken all the quizzes and tests at the IHEA website, and that I have passed all of them with at least an 80% score.*

<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>

## Home Study/On-line Classroom Session Outline Abbreviated Outline

<u># Related Test Questions</u>	<u>Topic</u>	<u>Time Allotted</u>
	<b>Student Registration/Introductions</b>	10 minutes
10	<b>Hunter Responsibility</b> Ethics Rights/Privileges Landowners Poaching	15 minutes
17	<b>Wildlife Conservation and Management</b> Video – <i>Sportsman’s Role in Wildlife Management</i> (Skip veterinarian section and last waterfowl section) Principles of Wildlife Management <i>**The CA version of Sportsman’s Role in Wildlife Management the above sections were deleted so the video can be played straight through**</i>	25 minutes
	<b>BREAK</b>	5 minutes
	<b>Firearms Descriptions and Safeties</b>	20 minutes
7	Rifles Parts, Actions, Safeties	
5	Shotguns Parts, Actions, Safeties	
2	Handguns Parts, Actions, Safeties	
4	Muzzleloaders	
15	<b>Firearms Handling and Safety</b> Ten Commandments Carrying Shooting Zones Fences/Obstacles Cleaning/Storage	15 minutes
9	<b>Ammunition</b> Parts, Calibers, Gauges	10 minutes

<b><u># Related Test Questions</u></b>	<b><u>Topic</u></b>	<b><u>Time Allotted</u></b>
8	<b>Shooting</b> Fundamentals Positions, Sights, Firing Skill Leading, Vital areas, Shooting Decisions	10 minutes
6	<b>Archery</b> Types of bows, Arrows, Points Parts Tree Stand Safety	10 minutes
8	<b>Survival</b> Preparedness Map, Compass, First aid kit, Food/water Hypothermia If lost	10 minutes
5	<b>Wildlife ID and Game Care</b>	5 minutes
12	<b>Regulations</b> Residence safety zones Trespass Using another's license/tag Firearms and ammo Caliber restrictions Plugged shotguns	10 minutes
	<b>BREAK</b>	10 minutes
	<b>Practical Test</b> Firearms handling safety Fence crossing Muzzle control	40 minutes
	<b>Written Test</b>	45 minutes



# Home Study/On-line Classroom Session Extended Outline

Initial announcements - Instructor introductions (10 min)

This is a review only of the important subjects

There will be a practical firearm handling portion -NEED PARENT'S SIGNATURE ON STUDENT RECORD FORM IF STUDENT IS UNDER 18

## **Hunter Responsibility** (15 min)

- Hunters are often alone, so they must act responsibly by obeying the laws, respecting other's properties, and using good sense without someone telling them to. This is collectively known as the Hunter's Code, or Hunter's Ethics. Basically it means to do what is right
  - Examples are: not taking a questionable shot, leaving gates as you find them, shooting only within your effective range
- Hunting is a privilege, not a right. Some rights are guaranteed by law, such as freedom of speech
  - Privileges can be taken away. If we want to continue hunting, we must demonstrate we are responsible
  - Most people in the country believe it is okay to hunt, as long as animals are used for meat and are not wasted
- Breaking the law at any time is considered poaching

## **Wildlife Conservation and Management** (25 min, including video)

- Remember that good habitat is the best thing for wildlife
- The amount of wildlife that habitat can support is the carrying capacity. If there are too many animals for the habitat to support, excess animals will probably die
  - Legal hunting helps remove these excess animals and keep the population within their habitat limit
  - Wildlife managers try to keep the number of animals just below the number that the habitat will support
  - Prior to our understanding of habitats, deer on the Kaibab were allowed to overpopulate, with a resulting crash of population when deer died because the habitat couldn't support them. Many starved, which is the most important death rate factor for many animal populations.
- The best habitat provides food, water, shelter, and space
  - It is most important that these factors are arranged properly
  - Two of the tools wildlife managers use to keep these arrangements are fires and timber harvests

These keep habitat in various stages of succession, which is the gradual change from one habitat type to another as plant communities grow.

Most wildlife do better at the edges of habitat types, where two different types of habitats come together

### **Firearms: Descriptions and Safeties**

(20 min)

- Primary difference rifle/shotgun
  - Shotgun barrels are smooth, rifle/handguns have lands and grooves spiraling down the barrel (rifling).
- 3 main parts of rifle/shotgun
  - Action-does all the work (demonstrate)
  - Barrel- guides the projectile
  - Stock-part that allows you to hold onto the gun
- 5 types of common actions
  - Bolt Action-most common hunting action and usually the strongest
  - Lever Action - point out that old lever rifles have no safety
  - Pump or Slide Action-most common shotgun action
  - Semi-automatic-NOT an automatic, must pull trigger for each shot  
Often mistakenly called 'automatic' because they are "autoloaders" the action does all the work automatically
  - Break Action-generally used/found on shotguns
- Single shot/Repeater-magazines
  - Single shots must be loaded/reloaded by hand for each shot
  - Repeaters use a magazine to hold ammunition
  - Different magazines for different guns: Removable, fixed (non-removable), rotary, tubular
- Safety (s) on guns
  - Carry gun with the safety on at all times
  - Take safety off ONLY just before you shoot
  - NEVER, NEVER trust your safety-it is a mechanical device and can fail!
- Sights
  - Three main types: open, peep, telescopic
  - Sights compensate for gravity and loss of velocity (speed)
  - When adjusting open sights (sighting-in), move the REAR sight in the direction you want the bullet to go on the target.
- Handguns
  - Parts of a Revolver: Barrel, Cylinder, Frame, Grip  
Cylinder holds ammo; it is the part that brings up a fresh round to fire; it turns, thus 'revolver'  
Single action revolver must be cocked for each shot; double action only needs trigger pull  
There ARE NO SAFETIES on revolvers. ALWAYS carry with the hammer down on an empty chamber
  - Semi-Automatic: Barrel, Frame, Grip, Slide

A magazine holds ammo, and the slide moves back and forth to chamber a fresh round for firing

Most semi-autos have a safety, but they don't all work the same

➤ **Black Powder/ Muzzleloading**

- Use only black powder or Pyrodex in muzzleloaders or black powder guns.

Black powder and pyrodex produce LESS pressure than modern gun powders. If you run out of the proper powder, do NOT substitute smokeless powder

- Checking for loaded muzzleloader

Use your ramrod. Before you load your gun for the first time, you should have dropped your ramrod into the barrel, and marked it so you would be able to tell that you have an unloaded gun. If you drop the ramrod into the barrel and it doesn't drop all the way down to this mark, something is in your barrel, probably a load of powder and bullet!

- No safety. Half-cock not safe!!
- Hang Fire – when the muzzleloader (or any firearm) doesn't fire when you first pull the trigger. Keep the muzzle pointed in a safe direction, as the firearm may fire after a delay.

**Firearms Handling and Safety**

(15 min)

➤ **Primary rules of firearms safety**

- **CONTROL** the direction of the muzzle. ALWAYS POINT THE GUN IN A SAFE DIRECTION

A "safe direction" is away from people and things you don't want to shoot/kill; It may be up, down, to the side

As you hunt and move around this direction will change. Practice handling your gun is the only way to make this "second nature" to you.

- **TREAT** every firearm as if it were loaded-ALWAYS!

Every time you pick-up or handle a gun, first thing you must do is check to see if it is loaded. Every time

- **IDENTIFY YOUR TARGET AND BEYOND**

Don't shoot game that is NOT legal. You don't want to shoot somebody or something in the background. You must have backstop for your bullets. The best backstop for target shooting is a dirt bank cleared of rocks

➤ **Methods of Carrying – demonstrate**

- Shoulder, cradle, double hand, elbow, sling, trail

➤ **Zone of fire**

- The area in which a hunter can shoot safely

➤ **Shooting from a boat**

- NEVER stand-up to shoot; shoot while seated in the bottom of the boat or on a seat in the boat
- Fences and Obstacles
  - Unload firearm before crossing; action open, muzzle away
  - Demonstrate one person/two person crossing
- Cleaning and Storage
  - Clean after use; watch for obstructions in barrel
  - Oil lightly; store horizontal or muzzle down to prevent oil build-up
  - Store firearms separately from ammunition

## **Ammunition**

(10 min)

- Caliber vs gauge
  - Caliber is the measurement of the diameter of the bore, usually in hundredths or thousandths-of-an-inch. Can be in millimeters  
Generally, the bigger/larger the number, the larger/bigger the bullet and/or cartridge
  - Gauge is determined by the number of pure lead balls, the same diameter as the barrel, that it takes to weigh one pound
- Parts of a cartridge
  - Case (hull or shot shell when dealing with shotgun ammo)
  - Primer; rimfire has primer in the rim; center-fire in center
  - Powder
  - Bullet or shot-a projectile
- How ammo works
  - The firing pin strikes the primer, primer explodes and ignites the powder, powder burns very rapidly producing PRESSURE which sends the bullet down the barrel
- Ammunition markings/identification
  - All modern commercial ammo is marked on the head or back of the case with the caliber and type of cartridge that it is; the box of ammo is also marked. On your gun, someplace-usually on the barrel, the caliber is stamped/marked
  - Only carry ammo for the gun you are using. This is especially true if you are using a shotgun. NEVER carry 20 gauge and 12 gauge ammo

## **Shooting**

(10 min)

- Fundamentals
  - Positions - practice positions you may use in the field.  
In the field when shooting a rifle, be as stable as you can - use a tree, rock, etc

- Sights - open and peep sights are more limited than telescope  
Shotgun often has only a bead at the front
- Firing - with rifle just squeeze trigger slowly, as your target is usually stationary  
With shotgun point and pull or slap the trigger, as you have a moving target
- Skills - practice makes perfect
- Using firearms is all about safety  
Do not shoot until you are absolutely sure of your target and what is beyond it. Better to take a few seconds now than to be sorry for the rest of your life

### **Archery**

(10 min)

- Bows - compound and recurve are the most popular
  - Compounds use cams of some kind to ease the holding weight and increase speed
  - Recurve no sites, no let-off
  - Use a bowstringer to put string on recurves
- Arrows - made of wood, fiberglass, aluminum, or carbon
  - Should be matched in stiffness to the bow
  - Should be the right length for you and your bow
- Points - practice points for targets
  - Broadheads should be razor sharp to work - they cut blood vessels
  - Most accidents with points and broadheads are self inflicted
- Treestands - many archers use them. Do not climb with equipment in hand. Use a haul line and safety harnesses

### **Survival**

(10 min)

- Always carry a survival kit with you when hunting
  - It should include items which will help you survive minor injuries and a stay overnight in the field
- If you get hurt, or realize you are lost, panic is your worst enemy
  - STOP (sit, think, observe, plan)
- Hypothermia - loss of heat, can happen even on warm days
  - If you have to stay out overnight, shelter will help prevent it. A small fire will make you feel better and may help, too

## Wildlife ID and Game Care

(5 min)

- Know what you are shooting at, and know the law so you know what you can shoot at. If in doubt, don't shoot
- If you do shoot something, both hunter ethics and the law dictate that you find the game and take care of it and not waste it
  - Biggest causes of meat spoilage - dirt, heat, moisture
  - Field dress your game as soon as possible

## Regulations

(10 min)

- Many are related to ethics
  - Respect other's properties
    - Don't trespass - hunt on private land with written permission only
    - Don't shoot close to buildings (150 yards)
- Don't use someone else's license or tags
- Some are related to safety
  - Don't shoot from vehicles; don't even have a loaded firearm in a vehicle
  - Don't shoot from or across roads
- Know the rules for the firearm you are using
  - You can't possess firearms when hunting under archery only season/tag
  - Shotguns must be plugged, so it may hold only three shells
- Know the rules for the game you are after
  - Legal limits - bag limits are usually daily, possession limits may be two days' worth
  - Tags - some animals, like big game, can't be hunted without a tag
- You will lose your license if you have three violations in five years

## Practical Firearms Test

**Instructors:** Three recommended

**Equipment:** Enough rifles and/or shotguns to have at least two at each station.

Try to have a variety of actions.

Simulated fence; can be rope tied to chairs if done in classroom

Dummy cartridges and shot shells

**Procedure:** Split class into sections, and have each go to a station. Rotate when finished, either as a group or singly.

**Time:** Approximately 30 minutes.

**Objective:** Improve student's safety practices. Look for individuals who are unable to apply safety principles after correction.

### Station 1

What is the first thing you do when you pick up a gun?

*Answer: Check to see if it is loaded (Have student demonstrate how to physically and visually check)*

Show where the caliber is stamped on this firearm

*Watch to make sure student controls muzzle*

Show how to load this firearm using dummy rounds.

*Watch to make sure student controls muzzle. Assisting with loading is okay*

Show how to unload this firearm.

*Have student demonstrate*

Show how you would apply and release the safety.

*Watch to make sure student controls muzzle. Assisting with safety operation is Okay*

### Station 2 (Can be combined with #1 or #3)

Identify three cartridges or shot shells.

*Have student point out markings and identification*

How would you carry your firearm with another hunter on your right?

*Have two students demonstrate*

How would you carry your firearm with another hunter on your left?

*Have two students demonstrate*

How would you carry your firearm with another hunter on both sides of you?

*Have two students demonstrate*

How would you carry your firearm with another hunter in front of you?

*Have two students demonstrate*

How would you carry your firearm with another hunter behind you?

*Have two students demonstrate*

How would you carry your firearm with another hunter facing you?

*Have two students demonstrate*

**Station 3**

Show how to cross a fence alone

*Have student demonstrate*

Show how to cross a fence with another hunter

*Have two students demonstrate*



# Home Study/On-line Course Final Examination

March 2014

1. One basic difference between a rifle and a shotgun is:
  - a. All shotguns have two barrels
  - b. The majority of shotguns do not have rifling in the barrel
  - c. The rifle action is different from a shotgun's action
  - d. Rifles shoot only bullets while shotguns shoot only shot
  
2. The five most common types of hunting rifle actions are:
  - a. Break, bolt, rotating cylinder, lever, and semi-automatic
  - b. Pump, lever, full-automatic, bolt, and break
  - c. Lever, bolt, break, pump, and semi-automatic
  - d. Full-automatic, rotating cylinder, lever, bolt, and semi-automatic
  
3. Four types of shotgun choke from **most open shot pattern** to **tightest shot pattern** are:
  - a. Full, modified, improved cylinder, cylinder
  - b. Full, field, modified, improved cylinder
  - c. Cylinder, improved cylinder, modified, full
  - d. Cylinder, modified, improved cylinder, full
  
4. Of the following which is the smallest shotgun gauge?
  - a. 20 gauge
  - b. 28 gauge
  - c. 10 gauge
  - d. 12 gauge
  
5. Caliber is the measurement of the:
  - a. Diameter of the bore
  - b. Weight of the bullet
  - c. Weight of the action
  - d. Length of the bullet
  
6. The four main parts of a cartridge are the primer, bullet, \_\_\_\_\_, and \_\_\_\_\_.
  
7. When hunting game mammals with a shotgun in California, it cannot be capable of holding more than \_\_\_\_ shells.
  - a. 1
  - b. 3
  - c. 2
  - d. There is no limit
  
8. The three main parts of a rifle are:
  - a. Front sight, rear sight, and firing pin
  - b. Action, stock, and barrel
  - c. Trigger, bolt, and sling
  - d. Action, magazine, and barrel

9. The best back stop for target practice is a:
  - a. Dirt bank cleared of rocks
  - b. Lake at least one-mile across
  - c. Group of old tree stumps side by side
  - d. Sturdy rock wall
  
10. When hunting in a line of hunters:
  - a. Always point your firearm to the right
  - b. Always point your firearm to the left
  - c. Always point your firearm up
  - d. Always point your firearm in a safe direction.
  
11. A full choke is more effective at longer ranges because:
  - a. The pattern is wide and loose at longer distances
  - b. The shot goes faster at greater distances
  - c. The pattern is tighter over greater distances
  - d. The full choke is NOT effective at longer ranges
  
12. A bullet fired from a .22 cal. rimfire will travel about:
  - a. 1/2 mile
  - b. 1 mile
  - c. 12 miles
  - d. 13 yards
  
13. Which of the following is not one of the usual types of sights on a rifle?
  - a. Open
  - b. Telescope
  - c. Bead
  - d. Peep
  
14. The action of a rifle refers to:
  - a. How smooth it operates
  - b. The parts which load, fire and eject the empty cartridge
  - c. How much it recoils when fired
  - d. How far it will shoot a bullet
  
15. Choose the largest caliber:
  - a. .243
  - b. .30-06
  - c. .25-06
  - d. .270
  
16. Ammunition for a shotgun is generally called a:
  - a. Bullet
  - b. Pellet
  - c. Shotshell
  - d. Wadcutter
  
17. A \_\_\_\_\_ on a shotgun helps control the spread of shot as it leaves the barrel.

18. Which of the following is NOT one of the primary or basic rules of gun handling?
- Always carry your firearm with the muzzle pointed up
  - Always control the direction of a firearm's muzzle
  - Treat every firearm as if it were loaded
  - Always be sure of your target and what is beyond it
19. Which of the following is against the law in California?
- Shooting a wild pig from inside a vehicle
  - Hunting deer with a .22 caliber center fire cartridge
  - Hunting big game with a muzzle loading rifle using a .40 caliber bullet
  - Hunting pheasants or migratory game birds with archery using flu-flu fletching
20. When are you sure a firearm is completely unloaded?
- Only when you visually and physically check the chamber and magazine.
  - When someone tells you.
  - Only when the action is open.
  - When you pull it out of a case.
21. What is the least steady position used by rifle hunters?
- Standing
  - Kneeling
  - Sitting
  - Prone
22. What are the two styles of primers used in modern ammunition?
- Casefire and rimfire
  - Centerfire and rimfire
  - Rimfire and casefire
  - Centerfire and flashfire
23. When shooting a shotgun at a moving target, a good rule to remember is:
- Aim a shotgun, squeeze the trigger
  - Point a shotgun, pull (slap) the trigger
  - Point a shotgun, squeeze the trigger
  - Aim a shotgun, jerk the trigger
24. Always control the \_\_\_\_\_ of your firearm, pointing it in a safe direction and keep your finger off the \_\_\_\_\_ until you are ready to fire.
25. Which of the following is true about firearm safeties?
- All firearms have at least two safeties
  - Safeties are mechanical devices that sometimes fail
  - Safeties are mechanical devices that never fail
  - The safety must be on before a firearm can be unloaded

26. The proper way to determine if a muzzle loader contains powder and shot is to:
- Pour water down the barrel
  - Use a ramrod as a measuring device
  - Shine a light down the muzzle
  - Blow down the muzzle to see if air passes through the flash hole
27. The rule in sight adjustment is:
- Move the rear sight in the same direction you want to move the shot on the target
  - Move the front sight in the same direction you want to move the shot on the target
  - Never move the sights on a firearm
  - Move the rear sight in the opposite direction you want to move the shot on the target
28. According to the California Fish and Game Code, it is ILLEGAL to possess a loaded rifle or shotgun with an unexpended cartridge in the chamber in which of the following places?
- While walking on a roadway open to the public
  - Within 50 yards of a parked vehicle
  - Within a vehicle on a way open to the public
  - Within 150 yards of an occupied dwelling
29. When you witness a wildlife crime:
- You should confront the person
  - Report it to Cal-TIP (CA Turns In Poachers)
  - Do nothing
  - Fire a warning shot
30. When squirrel hunting, it is okay to shoot:
- Only when you have identified your target as a squirrel and it is clear to do so
  - When you think you saw a squirrel
  - At any movement in the brush
  - When you hear the bushes move
31. In hunting, "zone of fire" means the:
- Pattern of a shotgun blast
  - Distance a rifle bullet will travel
  - Forest fire danger zone
  - Area into which each hunter will shoot safely
32. Before crossing a fence alone with a firearm, the hunter should make sure the:
- Firearm is placed on the ground, unloaded, with the action open, and the muzzle pointed away from the hunter
  - Firearm is placed on the ground with the muzzle pointed in a safe direction
  - Firearm is placed on the ground with the safety "on"
  - Safety is "on" and the muzzle is under control
33. A hunter wearing \_\_\_\_\_ will be more easily seen by other hunters.

34. If you are carrying a firearm and slip, stumble, or fall, the most important thing to do is:
- Keep a firm hold of the firearm and control muzzle direction
  - Protect the firearm from damage
  - Hold the muzzle up so it doesn't get plugged with dirt
  - Throw the firearm making sure the muzzle is pointed away
35. If you think you see game running through brush you should:
- Shoot immediately before it gets out of range
  - Take the safety off and aim the gun in that direction
  - Wait until you can identify the game and have a safe shot
  - Use your scope to get a better look
36. The safety on a firearm should be in the **ON** position:
- Anytime you are in the field
  - Only on the range
  - When your dog finds game
  - Until just before you pull the trigger
37. You should not carry 20 gauge shot shells while hunting with a 12 gauge because:
- You may not get enough shells in the magazine
  - It is against the law and you could get arrested
  - You may get too many shells in the magazine
  - The smaller ammunition may obstruct the barrel
38. The \_\_\_\_\_ eye gives better information to the brain than the other eye.
39. During the season, the legal shooting hours for big game in California are:
- From sunrise to sunset
  - From one-half hour before sunrise to one-half hour after sunset
  - From sunrise to one-half hour after sunset
  - From one-half hour before sunrise to sunset
40. While quail hunting, you should keep your finger:
- On the trigger with the safety on.
  - On the trigger with the safety off.
  - Off the trigger until ready to shoot.
  - a or b.
41. Which of the following field carries provides the best control of the muzzle?
- Shoulder carry
  - Double hand/ two hand carry
  - Sling carry
  - Trail carry
42. The carrying capacity of an area of land is the:
- Amount of food available to wildlife
  - Number of wildlife the habitat can support
  - Highest number of young born in one season
  - Amount of water the land can hold before flooding

43. Which of the following answers contain only habitat factors?
- Water, food, and hunting
  - Space, seasons, and arrangement
  - Edge effect, air, and food
  - Arrangement, food, and space
44. The term surplus is often used to describe the number of wildlife:
- Living on a game refuge at the end of hunting season
  - Above what the daily bag limit allows for harvest
  - Above the carrying capacity
  - That will breed the following year
45. The key to wildlife survival is:
- Good habitat
  - Complete protection
  - Supplemental feeding in poor weather
  - Increased birth rates
46. Legal recreational hunting:
- Is a tool of wildlife management
  - Helps wildlife by reducing some of the excess animals from the habitat
  - By itself, has never led to the extinction of any species
  - All of the above
47. Edge effect is:
- The change to vegetation over time
  - The area where two types of vegetation meet
  - The effect a predator has on its prey
  - The first and last days of the hunting season
48. Wildlife management should be based on:
- Voter initiatives
  - Science and sound research
  - A committee's feelings
  - Letters to the editor
49. Much of the financing for wildlife management comes from:
- Garage sales
  - Income taxes
  - Sales taxes
  - Tax on firearms, ammunition, and archery equipment
50. While hunting, you slip and fall in the mud and the muzzle of your shotgun becomes obstructed. You should:
- Point the firearm in a safe direction and shoot the obstruction out
  - Remove all ammunition from the firearm and clear the obstruction
  - Immediately poke a stick or similar object down the muzzle
  - Carefully wipe any mud off the front sight and keep hunting

51. An animal that kills other animals for food is called a:
- Rooster
  - Vegetarian
  - Varmint
  - Predator
52. One of the leading factors for high death rate in wildlife is:
- Starvation
  - Climate
  - Hunting
  - Predation
53. Wildlife management means:
- Management of all animals, man, and the habitat
  - Management of game animals and habitat
  - Controlling wildlife populations
  - Controlling biotic succession
54. The term succession in wildlife management means:
- Gradual changes to habitat over a period of time
  - The number of wildlife that survive at the end of any given year
  - The number of wildlife needed for the reproduction of a species
  - The positive affect good hunters have on the non-hunting community
55. During the 1800's, what kind of hunting led to a great decline in wildlife populations in North America?
- Market hunting
  - Regulated hunting
  - Recreational hunting
  - Sport hunting
56. The term conservation in wildlife management means:
- Wise use of resources
  - Non use of resources
  - Full use of resources
  - Half use of resources
57. According to the California Fish and Game Code, while hunting how far is the safety zone (in which you cannot shoot without permission from the owner) around a building?
- 150 yards
  - 100 yards
  - 1000 feet
  - 100 feet
58. Every hunter should learn to judge distance and shoot at game only within his/her:
- Sights
  - Field of vision
  - Home range
  - Effective range

59. Hunting laws help to:
- Insure the safety and welfare of people
  - Provide everyone an equal opportunity to hunt
  - Protect and conserve wildlife
  - All of the above
60. When you are done hunting you should:
- Leave your firearm loaded
  - Shoot out the remaining ammunition
  - Immediately put your firearm in a case
  - Completely unload your firearm
61. All hunters should develop a set of moral standards which will help make them better sportsmen or sportswomen. These standards are called:
- Hunter's ethical code
  - Hunter's safety code
  - Conservation code
  - Game regulations
62. Hunter Education is important because it:
- Helps sell camouflage clothing
  - Keeps old instructors busy
  - Teaches ethics, safety, and responsibility
  - Spends government money
63. Any hunter who kills or wounds, or sees another person kill or wound a person or domestic animal, must report the incident to the Department of Fish and Game within \_\_\_ hours.
- 48
  - 36
  - 24
  - 72
64. It is okay to violate the law a little by taking game 30 minutes before shoot time because:
- It's never okay to violate the law
  - It's ethical, as long as the game is not wasted
  - It's okay as long as they don't take an over limit
  - It's okay as long as they quit 30 minutes before shoot time ends
65. Which of the following is generally considered to be a person's right in California?
- Membership in a club
  - Freedom of speech
  - Hunting
  - Driving a car
66. In California, when hunting on fenced property that is not your own, you must have:
- Written permission from the land owner in your possession
  - Successfully completed a course in hunter education and have the course certificate in possession
  - Verbal permission from the land owner or the agent of the land owner
  - The most recent copy of the hunting regulations in possession while hunting



67. All of the following statements about the Hunter's Code are true except one. Which of the following is NOT correct?
- The hunter's code is a set of written laws that tell hunters how to act
  - The hunter's code encourages actions that other hunters can approve of
  - The hunter's code encourages actions and attitudes that show responsibility and respect
  - Hunter's codes are based upon respect for game, the land we live on, and others' rights
68. While hunting in California, which game mammal does not require a tag to hunt?
- Rabbit
  - Bear
  - Deer
  - Wild pig
69. The maximum number of birds or mammals which may be lawfully taken by any one person during a specified period of time is called the: \_\_\_\_\_.
70. Only point a firearm at:
- Something you intend to shoot
  - Movement or sound in the brush
  - A patch of fur
  - Anything as long as your gun is unloaded and the safety is on
71. Which of the following is not a California Fish and Game law?
- Pistols using .22 cal. rimfire ammunition may be used to take big game
  - Game Wardens are authorized to inspect licenses, equipment and game taken
  - Deer hunters must fill out and punch tags immediately after taking a deer
  - No person shall nock an arrow on a bow string while in or on any vehicle
72. Which of the following is the safest way to string a long bow or a recurve bow?
- Use a bow stringer
  - Step through method
  - Push-pull
  - Instep pull
73. Which of the following is a true statement in regards to how the public views hunting?
- The vast majority of people have hunted at some time in their lives
  - Most people think hunting should be discontinued
  - The majority of people approve of hunting game for meat
  - Most people don't mind if hunters break hunting laws
74. The California Fish and Game Code provides that the Fish and Game Commission shall revoke the hunting privileges of any person who is convicted of \_\_\_\_ violations of the state's hunting laws or regulations within any five-year period.
- 2
  - 3
  - 4
  - 5

75. To safely bring equipment into a tree stand you should:
- Throw it up to the stand before you climb up
  - Use a hauling line to pull it up after you are in the stand
  - Hold it in your weak hand as you climb
  - Unload it and put it over your shoulder before climbing into the stand
76. Broadheads should be kept:
- Razor sharp at all times
  - In a metal box at all times
  - Nocked at all times
  - Dull so that you don't cut yourself
77. While hunting during the archery-only season, you should:
- Carry crossbow bolts in a non-fire position until ready to shoot
  - Carry all handguns unloaded and holstered
  - Carry all firearms in locked containers or zipped-up backpacks
  - Never possess any firearm
78. What is the most accurate statement about archery hunting?
- There are only two popular types of bows - long bows and compound bows
  - Most bow hunting accidents are caused by other bow hunters
  - It is important that the equipment be matched to both itself and the user
  - When carrying arrows in the field, a quiver should be used to protect the arrow's fletching
79. Gates should always be:
- Climbed over
  - Left the way you found them
  - Closed after you pass through
  - Left open until you leave
80. If you need to cross an obstacle when hunting you should:
- Completely unload your firearm before attempting to cross
  - Gently toss your firearm onto the other side
  - Use your firearm as a crutch/walking stick to gain additional support
  - Make sure your safety is on and use a cradle carry while crossing
81. How should a caplock muzzleloader be made safe before crossing an obstacle?
- Fire the gun to unload it
  - Unload the firearm by using the ball screw
  - Remove the cap from the nipple
  - Place the hammer on "safe"
82. Sometimes a muzzleloader doesn't fire immediately when the trigger is pulled. This is called:
- Out of the pan and into the fire
  - A short fuse
  - All fired up
  - A hang fire

83. Smokeless powder:
- Develops more pressure than black powder
  - Develops about the same pressure as black powder
  - Develops less pressure than black powder
  - Develops exactly the same pressure as black powder and can be used interchangeably
84. All of the following are field dressing gear - for big game except:
- A pair of tweezers to remove ticks
  - A whetstone to re-sharpen knives
  - A light belt axe or saw to split the carcass
  - A game bag to transport meat
85. Which of the following is NOT against the law in California?
- Sell or trade game taken under the authority of a hunting license
  - Hunt wild pigs using a shotgun loaded with slugs
  - Throw away the carcass of any dead mammal or bird within 150 feet of the waters of the state
  - Hunt while in possession of another person's hunting license or tag
86. When lost and signaling for help, the standard signal is to blow on a whistle, or shoot in a safe direction:
- 1 time
  - 3 times
  - 2 times
  - 4 times
87. When you become lost you should Sit down, Think, Observe and:
- Drink water
  - Plan what to do next
  - Scream for help
  - None of the above
88. Which of the following would be considered an unsafe hunting activity?
- Shooting at waterfowl while standing in a boat
  - Shooting at waterfowl wearing chest waders on a windy day
  - Hunting waterfowl with a 10 gauge magnum shotgun
  - Hunting waterfowl with two hunters in the same blind
89. When game is at the top of a hill or ridge:
- It is safe to shoot as long as there are no buildings within 5 miles of the ridge
  - It is always best to pass up the shot
  - It may be okay to shoot when you are sure no one is on the other side of the ridge
  - It is safe to shoot if on private property
90. When storing rifles or shotguns it is best to always:
- Store the firearms muzzle pointed up
  - Store the firearms separate from ammunition
  - Store firearms by greasing actions
  - Store the firearms in cases that have been zipped closed

91. Firearm accidents don't just happen, they are caused by:
- Too many hunters
  - Disregard for safety rules
  - Not enough game
  - Too many game laws
92. One of the first stages of hypothermia is:
- Talking very fast
  - Walking in circles
  - Uncontrolled shivering
  - Sore feet
93. Hypothermia means:
- Dizziness from lack of food and water
  - Dizziness from excessive deep breathing
  - The body is losing heat faster than it can produce it
  - The body is gaining heat faster than it can lose it
94. When lost in the field, the first thing to do is to:
- Find a good spot to build a fire
  - Build a lean-to or other shelter
  - Eat something to perk up your spirits
  - Admit to yourself that you are lost
95. What two things would be most helpful to you to stay overnight in a survival situation?
- Knife and shelter
  - Water and a compass
  - Food and water
  - Shelter and fire
96. In your survival kit you should carry:
- Something to start a fire
  - Something to read
  - A washcloth
  - A notebook
97. The three main causes of meat spoilage in the field are:
- Dirt, heat, and moisture
  - Lead shot, dirt, and heat
  - Heat, moisture, and un-removed sent glands
  - Dull knife, poor skinning and no game bag
98. After you are sure the deer is dead, and you have tagged it, the next thing to do is:
- Field dress the carcass
  - Wash and rinse the carcass
  - Skin and bleed the carcass
  - Bleed and then wash the carcass

99. When lost in the field, a person's greatest enemy is:

- a. Hypothermia
- b. Panic
- c. Severe cold
- d. Severe heat

100. Drinking alcohol or using drugs affects:

- a. Hearing and vision
- b. Coordination
- c. Judgment
- d. All of the above

# Hunter Education Home Study/On-line Exam Answer Sheet

**CONFIDENTIAL**

NAME \_\_\_\_\_ BIRTHDATE \_\_\_\_\_ DATE \_\_\_\_\_

Please mark the answer sheet with an X on the appropriate letter which corresponds to the best answer.  
Read each question thoroughly. Blank lines are for fill in the blank questions.

(Rev 7/09)

- 
- |                          |                     |               |
|--------------------------|---------------------|---------------|
| 1. a b c d               | 35. a b c d         | 68. a b c d   |
| 2. a b c d               | 36. a b c d         | 69. Bag Limit |
| 3. a b c d               | 37. a b c d         | 70. a b c d   |
| 4. a b c d               | 38. Dominant/Master | 71. a b c d   |
| 5. a b c d               | 39. a b c d         | 72. a b c d   |
| 6. Case/Shell - Powder   | 40. a b c d         | 73. a b c d   |
| 7. a b c d               | 41. a b c d         | 74. a b c d   |
| 8. a b c d               | 42. a b c d         | 75. a b c d   |
| 9. a b c d               | 43. a b c d         | 76. a b c d   |
| 10. a b c d              | 44. a b c d         | 77. a b c d   |
| 11. a b c d              | 45. a b c d         | 78. a b c d   |
| 12. a b c d              | 46. a b c d         | 79. a b c d   |
| 13. a b c d              | 47. a b c d         | 80. a b c d   |
| 14. a b c d              | 48. a b c d         | 81. a b c d   |
| 15. a b c d              | 49. a b c d         | 82. a b c d   |
| 16. a b c d              | 50. a b c d         | 83. a b c d   |
| 17. Choke                | 51. a b c d         | 84. a b c d   |
| 18. a b c d              | 52. a b c d         | 85. a b c d   |
| 19. a b c d              | 53. a b c d         | 86. a b c d   |
| 20. a b c d              | 54. a b c d         | 87. a b c d   |
| 21. a b c d              | 55. a b c d         | 88. a b c d   |
| 22. a b c d              | 56. a b c d         | 89. a b c d   |
| 23. a b c d              | 57. a b c d         | 90. a b c d   |
| 24. Muzzle - Trigger     | 58. a b c d         | 91. a b c d   |
| 25. a b c d              | 59. a b c d         | 92. a b c d   |
| 26. a b c d              | 60. a b c d         | 93. a b c d   |
| 27. a b c d              | 61. a b c d         | 94. a b c d   |
| 28. a b c d              | 62. a b c d         | 95. a b c d   |
| 29. a b c d              | 63. a b c d         | 96. a b c d   |
| 30. a b c d              | 64. a b c d         | 97. a b c d   |
| 31. a b c d              | 65. a b c d         | 98. a b c d   |
| 32. a b c d              | 66. a b c d         | 99. a b c d   |
| 33. Blaze/Flouesc Orange | 67. a b c d         | 100. a b c d  |
| 34. a b c d              |                     |               |

**CONFIDENTIAL**

# Hunter Education Home Study/On-line Exam Answer Sheet

NAME \_\_\_\_\_ BIRTHDATE \_\_\_\_\_ DATE \_\_\_\_\_

Please mark the answer sheet with an X on the appropriate letter which corresponds to the best answer.  
Read each question thoroughly. Blank lines are for fill in the blank questions.

(Rev 7/091/12)

- |             |             |              |
|-------------|-------------|--------------|
| 1. a b c d  | 35. a b c d | 68. a b c d  |
| 2. a b c d  | 36. a b c d | 69. _____    |
| 3. a b c d  | 37. a b c d | 70. a b c d  |
| 4. a b c d  | 38. _____   | 71. a b c d  |
| 5. a b c d  | 39. a b c d | 72. a b c d  |
| 6. _____    | 40. a b c d | 73. a b c d  |
| 7. a b c d  | 41. a b c d | 74. a b c d  |
| 8. a b c d  | 42. a b c d | 75. a b c d  |
| 9. a b c d  | 43. a b c d | 76. a b c d  |
| 10. a b c d | 44. a b c d | 77. a b c d  |
| 11. a b c d | 45. a b c d | 78. a b c d  |
| 12. a b c d | 46. a b c d | 79. a b c d  |
| 13. a b c d | 47. a b c d | 80. a b c d  |
| 14. a b c d | 48. a b c d | 81. a b c d  |
| 15. a b c d | 49. a b c d | 82. a b c d  |
| 16. a b c d | 50. a b c d | 83. a b c d  |
| 17. _____   | 51. a b c d | 84. a b c d  |
| 18. a b c d | 52. a b c d | 85. a b c d  |
| 19. a b c d | 53. a b c d | 86. a b c d  |
| 20. a b c d | 54. a b c d | 87. a b c d  |
| 21. a b c d | 55. a b c d | 88. a b c d  |
| 22. a b c d | 56. a b c d | 89. a b c d  |
| 23. a b c d | 57. a b c d | 90. a b c d  |
| 24. _____   | 58. a b c d | 91. a b c d  |
| 25. a b c d | 59. a b c d | 92. a b c d  |
| 26. a b c d | 60. a b c d | 93. a b c d  |
| 27. a b c d | 61. a b c d | 94. a b c d  |
| 28. a b c d | 62. a b c d | 95. a b c d  |
| 29. a b c d | 63. a b c d | 96. a b c d  |
| 30. a b c d | 64. a b c d | 97. a b c d  |
| 31. a b c d | 65. a b c d | 98. a b c d  |
| 32. a b c d | 66. a b c d | 99. a b c d  |
| 33. _____   | 67. a b c d | 100. a b c d |
| 34. a b c d |             |              |

Student has demonstrated knowledge in the Ten Commandments of Firearm Safety.



Valued HEI,

Attached is another step in the transition to the new Event Management system. Effective January 1, 2016 all Hunter Education Certificates issued must be in the new format. As you order class supplies for your 2016 classes you will be issued the new style certificates.

What has changed? The new cards no longer have a pre-printed Hunter Ed Certificate Number. Instructors will now transfer three things from the class rosters to the new Hunter Ed Certificates.

- 1) The students KE# produced when they register for a class
- 2) Student Name
- 3) Student Date of Birth

As before, always make sure you use permanent ink.

What hasn't changed? All California Hunter Education Students who successfully pass the course can leave the class, card in hand, and purchase a Hunting License immediately.

On January 1, 2016 all of the old Hunter Education Certificates that you may possess will become invalid. Please return all old certificates to the Sacramento Hunter Education office. If you don't have any of the pre-paid mailing envelopes we provide, please request them so you don't have to go out of pocket for mailing fees.

We appreciate the due diligence that you all have shown so far in keeping up with these changes. We will continue to provide more information and the transition to Event Management will be one of the focuses of this year's conference trainings.

Please just take a few moments to review the attachment we think you will find the change minimal and easy to follow.

If you have any questions feel free to reach out to your District Coordinator.

Thank You.



Below is the example of the new Hunter Education Certificate of Completion. Effective January 1, 2016:

 <p>NATURAL RESOURCES AGENCY DEPARTMENT OF FISH AND WILDLIFE <b>HUNTER EDUCATION PROGRAM</b> CERTIFICATE OF COMPLETION <i>This is to certify that</i></p> <p><b>Nick Buckhunter</b></p> <p>DATE OF BIRTH: <b>01/02/2001</b>      <b>KE8202805</b> CERTIFICATE NUMBER</p> <p><i>has completed a State certified Hunter Education Training class under the direction of the undersigned instructor.</i></p> <p>INSTRUCTOR: <b>R. Peizman</b></p> <p>DATE: <b>1/1/2016</b>      HET#: <b>9304</b></p> 	<p>CalTIP 1-888-334-2258 www.wildlife.ca.gov</p> <p>I hereby agree: (1) That at <b>all times</b> I will handle my gun so that it is pointed in a safe direction; (2) That I will make <b>absolutely certain</b> of my target before shooting at it; (3) That while hunting I will never release the safety device, or cock my gun, until actually ready to shoot.</p> <p>Signed: <u>XXXXXXXXXXXXXXXXXXXX</u> (Hunter's Signature)</p>
---	---

All of the information on the new certificates will come from the class rosters created by Event Manager. Information will be written on the card by the Instructor in permanent ink. (ie. Sharpie)

Example below, items transferred from roster to certificate circled in red:

### Traditional Hunter Education

[Print | Back](#)

Hunter Hill Community Center - 01/09/2016 - 10:00 AM

Bart Bundesen

Student Roster: 5 Students

#### **Buckhunter, Nick**

HECert#: **KE8202805**  
Email: nbuckhunter@web.com  
Address: 1 No Spikes St  
Hunttown, CA 95664

Phone: (707)899-6541  
DOB: **01-02-2001**  
Gender: Male

#### **Gobblerstrut, Linda**

HECert#: KE8202808  
Email: lstrut@tom.com  
Address: 96 Big Beard Way8  
Hunttown, CA 95664

Phone: (707)899-6577  
DOB: 05-01-1980  
Gender: Female

#### **Hunter, Tim**

HECert#: KE8202804  
Email: thunter@web.com  
Address: 1 Hunt Dog St  
Hunttown, CA 95664

Phone: (707)899-6541  
DOB: 01-01-2000  
Gender: Male

#### **Mallard, Mike**

HECert#: KE8202806  
Email: mmallard@web.com  
Address: 1 Duck Blind Rd  
Hunttown, CA 95664

Phone: (707)899-6541  
DOB: 02-01-2000  
Gender: Male

# Event Manager Training Exercises

---

## How to get started using Event Manager

A non-production environment for Event Manager is available for training purposes. Once you have completed the training exercises below, feel free to explore the training site (don't worry – you won't break it).

Please note, ALL information will eventually be deleted from the training site.

Training Site URL: <http://preview.register-ed.com/>

Username Format: “ca\_” + first initial + last name + HEI#

Password format: last name followed by 1

Your username and password can be updated and provided to you by a state administrator.

### Example:

Name: Robert Smith

HEI#: 3749

Username: ca\_rsmith3749

Password: smith1

## Log in to Event Manager

- 1) Open the following page in your web browser: <http://preview.register-ed.com>.
- 2) At the bottom-right of the page, click on “Agency Login”.
- 3) Using the “Robert Smith” example above, enter your username and password. Your state agency administrators can assist you with this if needed. Then, click “Log in”.
- 4) You might be required to verify your email address or enter an email address. Follow the on-screen directions to complete the email address verification.

## Update your Profile

- 1) Choose “Manage My Profile” from your Instructor homepage.

- 2) Enter a new password in the "Password" and "Confirm Password" textboxes.
- 3) Enter a PIN for federal reporting in the "PIN" and "Confirm PIN" textboxes.
- 4) Enter a new password hint, secret question, and secret answer.
- 5) At the bottom of the page under "How Do You Want Students To Contact You?" make sure you are happy with the contact settings.
- 6) Click "Save Changes". Then, click "Home" at the top of the page to go back to your Instructor homepage.

## Use Event Manager to Schedule a Class

- 1) Choose "Program Locations" from your Instructor homepage.
- 2) Select the type of class ("program") you normally teach. The page will refresh showing all of the locations available for this program.
- 3) Find the location where your classes are usually held using the location search form at the top of the page. You may search by location name, address, city, zip code, or county.
- 4) Select "Create Location" if your location does not appear in the list. If the map does not seem to show the location you want, check your address and press "Refresh Map."
- 5) Schedule an Event for an upcoming Friday and Saturday by selecting "Schedule an Event" from the list of location results. Example:
  - 5:30 pm – 8:30 pm, October 23
  - 11:00 am – 5:00 pm, October 24
- 6) Configure the event settings:
  - Limit enrollment to 10 students.
  - Check the wait list size. A good waitlist may be about 50% of the desired enrollment.
  - Enter "special instructions" to tell students something important about your class.
- 7) Click "Create Event."
- 8) Select the event by clicking on it in the calendar.

- 9) Note: Before your event is visible to students, an administrator must review and approve the event.

## How do students register for the class?

- 1) Open a new browser window or tab to <http://preview.register-ed.com>.
- 2) Find your class by selecting California from the state dropdown, select the type of class ("program") you normally teach.
- 3) Locate your class by date (listed chronologically) or enter the event location zip code. If your location is new, the longitude and latitude may not have been calculated yet. This can easily be fixed by finding the location in the administration area and selecting "Refresh Map" and then pressing "Save Changes."
- 4) Review the event details and click on "Register Now."
- 5) Enter sample student details. You may want to enter a different physical address than mailing address for one or more of your students. Use your personal email address for at least one of your students.
- 6) When you click "Next," you're able to add another student to this registration. The system is configured to not allow more than one registration per email address. If a family wants to attend an event together, this is the best way for a family to register. This is called "Group Registration."
- 7) Click "Continue to step 2: Review & Confirm."
- 8) Group registration is still available from this subsequent page. To confirm registration, select the checkbox next to "I understand the policies listed above" and click "Complete registration."
- 9) After a few minutes, you should get a registration confirmation email.
- 10) Register as many students as you'd like.

## How do I know students have registered for my class?

### Instructors

- 1) From your instructor home page, select "My Event Enrollments" or browse your events from the Event Schedule (Events from the top menu).
- 2) On the left navigation, select "Search" in the Events section.

- 3) Select "Upcoming" from the Search for Events dropdown and press Search. If your event is not in the results, try to extend the number of days to include by entering a number larger than 30 in the text box and press search again. And select your event from the results.
- 4) On the Event Administration page, select "Event Roster" and review your class registrations.

## Roster Management

- 1) Using the event roster, you may: view and edit students; remove students or move them to a different class; and send emails to students.
- 2) To view or edit a student, select their last name and click the view or edit buttons on the pop-up window.
- 3) To access the other functions, select one or more students from the roster by putting a checkbox next to their name (you may select the entire roster by putting a checkbox next to the "Last Name" header at the top of the roster. Select the function you'd like to perform from the "With selected" dropdown at the bottom of the roster and press "Go."
- 4) Send an email to the entire roster.
- 5) Select all students by putting a check mark in the box next to the "Last Name" header at the top of the roster.
- 6) In the "With Selected" dropdown at the bottom of the roster, choose "Send Email" and press Go.
- 7) On the following page, enter a subject and message and press "Send Message."
- 8) Selected students will get an email from your email address that includes the information you provided as well as a link to manage their class registration. Using the link, students may get directions to the event.
- 9) **Note:** it is very important to notify students if there are class changes such as a date or time change or a location change. The system will not automatically notify students of event changes.

## How do I manually add a student to a class?

### Instructor

- 1) Find your event as shown in the “How do I know students have registered for my class?”
- 2) From the Event Roster page, select “Add Student.”
- 3) Enter student details. Note that when you type in a zip code, the city and state are automatically determined.
- 4) You may automatically send a student a registration confirmation email using the “Notify student via Email?” dropdown at the bottom of the form.
- 5) Press “Create New Registration” when you’ve entered all information.

## How do I assign instructors to assist with my class?

- 1) Find your event as shown in the “How do I know students have registered for my class?”
- 2) From the Event Roster page, select “Add or Remove Instructors” from the event menu.
- 3) Search for the instructor(s) you’d like to add to your event using the Available Instructors table and search form.
- 4) Place a checkmark next to the instructor you’d like to add and select “Assign Instructor” from the “With Selected Instructors” dropdown at the bottom of the page. Press “Go.” The selected instructor has been added to the “Current Instructors” list at the top of the page. Repeat until you have added all of the assistant instructors you’d like to add.
- 5) Note that you may build a favorite list from available instructors. If you generally teach with certain instructors, you may find it convenient to build a favorite list and add instructors to your event from your favorite list.

## How do I record hours for my instructors and myself?

- 1) Find your event as shown in the “How do I know students have registered for my class?”
- 2) From the event roster, select “Enter Results” from the event navigation on the right side of the page.

- 3) The results page shows tabs where you may enter instructor result information and another tab for student results. Press the "Edit" button on the "Instructor Information" tab.
- 4) Each instructor (primary and assistants) must enter his or her own event information for every day of the event. Each instructor may see the details entered by other instructors but only a person logged in with the assigned instructor username and password may enter or edit his or her details.
- 5) Enter hours for each field on the form for each day of the event. Enter your pin number and press "Save."
- 6) If you need to record time for a day that is not on the form, add another day using the "Add Another Date" link at the bottom of the form.
- 7) If you don't remember your PIN number, you may easily reset it at any time through your profile which may be accessed through the "Profile" menu item.
- 8) If the Instructor Information tab shows "incomplete" after you've entered all of your information, select "Edit" again and check to see if there are any error messages for any of the instructors on the event.
- 9) **Note:** if one or more instructors assigned to the event cannot enter information electronically, all instructors must submit a signed paper form to be scanned and uploaded to the event.

## How do I record grades for my students?

- 1) Find your event as shown in the "How do I know students have registered for my class?"
- 2) From the event roster, select "Enter Results" from the event navigation on the right side of the page.
- 3) The results page shows tabs where you may enter instructor result information and another tab for student results. Press the "Edit" button on the "Student Results" tab.
- 4) Enter a final result for each student on the roster. If a student did not attend all days of an event, left early or never showed up, select the appropriate value from the dropdown.
- 5) You may enter additional information in the "Comments" box for students.
- 6) Once you have entered all necessary information, select "Save" at the bottom of the page.

- 7) If the Student Results tab still shows "incomplete" after entering results, select "Edit" again and check to see if there are any error messages for any of the students.
- 8) After you have successfully entered instructor information and student results and both tabs show "Completed" (and the last day of the event is today or in the past), you will be able to Review and Submit your results. At the bottom of the results page, click the "Review & Submit" button.
- 9) Review all information for accuracy and make updates as necessary by going back to the event roster and selecting enter results.
- 10) Once you are satisfied with all information, select an Agency employee who should review the event results and press "Submit Results."
- 11) For training purposes, Kalkomey Support is an option in the dropdown list.
- 12) The selected employee will receive an email asking them to review and approve results.



# Event Manager

California Department of Fish and Game

12 October 2015

# Event Manager

- Getting logged in and updating my profile
- Getting logged in as an Instructor
- Creating an Event
- Student Registration
- Event Results
- Common Issues

# Getting Logged In

- <http://preview.register-ed.com>



The screenshot displays the Register-Ed website interface. At the top, a navigation bar contains the following links: "Already registered?", "Update registration", and "Cancel registration". The main content area features a large banner with the text "Find Events. Get Registered." and a sub-headline: "Discover safety education events from agencies and organizations across the United States of America." To the left of the banner is a circular logo with the text "REGISTER ED" and "FIND EVENTS • GET REGISTERED" around a central graphic. Below the banner, there is a search bar with the placeholder text "Please select a state..." and a "Menu" dropdown button. At the bottom of the page, there are links for "Need a little help?", "Frequently Asked Questions", and "Contact Us". The "Agency Login" link is circled in red in the bottom right corner. The "kalkomey" logo is visible in the bottom right corner of the page.

# Username and password

- Username Format: `ca_{first initial}{last name}{HEI#}`
  - Kalkomey will provide a file of all usernames and passwords.
- Password Format: last name followed by 1
  - All lowercase, no spaces or punctuation.
- Example for **Robert Smith, HEI# 3749**
  - Username: `ca_rsmith3749`
  - Password: `smith1`

# Email Verification

## Verify Your Email Address

### ✓ Verification Email Sent

We have sent a verification message to [abitara@kalkomey.com](mailto:abitara@kalkomey.com). Please check your email and follow the instructions provided. If you still haven't received your verification email, request a new verification message or enter your email address in the form below.

A valid email address is required. Please update your email address using the provided form.

After providing your email address, you will be sent a verification email with further instructions.

You will not be able to log in to Event Manager until your email address has been verified.

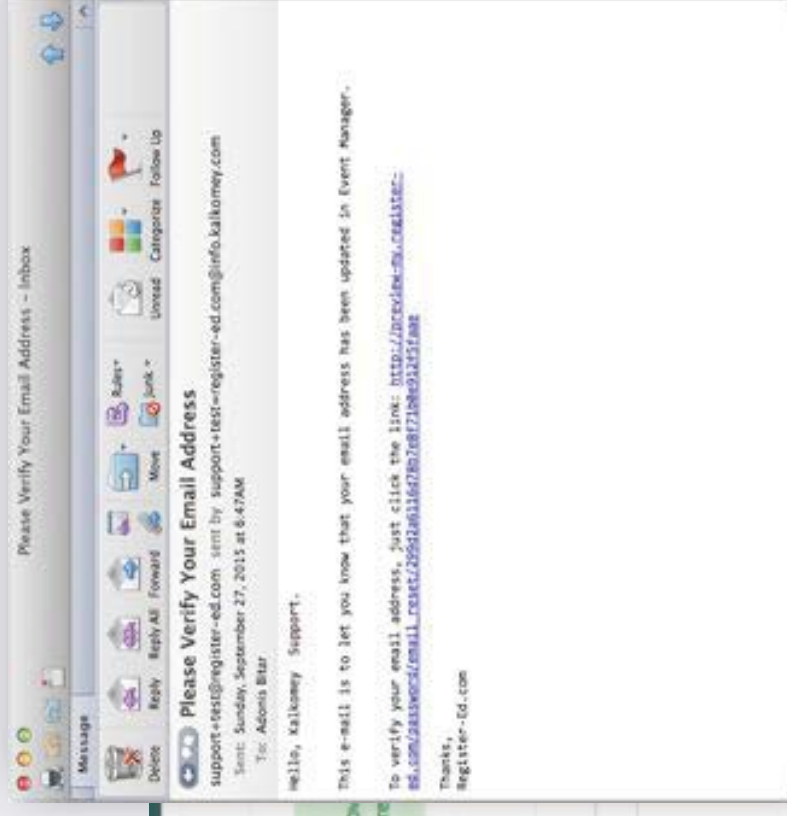
## New Email Address

Email Address



Reset

Submit



# Instructor Control Panel

Welcome to your instructor control panel. Here you can set up your events, select event locations, view and print event rosters, input event results, and modify your profile.

Choose one of your upcoming events or choose an item from the menu below to get started.

[Home](#)
[Profile](#)
[Events](#)
[Locations](#)
[Enrollments](#)
[Results](#)

**MY UPCOMING EVENTS**

10/29/2015	Traditional Hunter Education (PFS Ranger Station - Prater Park)	
10/16/2015	Bowhunter Education Program Howe park	
10/14/2015	Traditional Hunter Education The Home Church	
10/22/2015	Traditional Hunter Education (Leeds gun store & range)	

[Manage My Profile](#)
[My Event Schedule](#)
[Program Locations](#)
[My Event Enrollments](#)
[My Event Results](#)

[Download the Instructor guide.](#)

© 2008-2015 Kalkomey, Inc. All Rights Reserved [Email Event Manager Support](#)

# Creating an Event

---

# Instructor Control Panel

The screenshot displays the Instructor Control Panel interface. At the top, a navigation menu includes links for Home, Profile, Events, Locations, Enrollments, and Results. Below the menu, a central area contains a list of events under the heading "My upcoming events". The events listed are:

- 10/09/2015 Traditional Hunter Education Upper Ranger Station - Prater Park
- 10/16/2015 Bowhunter Education Program Howe park
- 10/24/2015 Traditional Hunter Education The Home Church
- 10/23/2015 Traditional Hunter Education North gun store & Range

Below the event list, there are several interactive buttons: "Manage My Profile", "My Event Schedule", "Program Locations", "My Event Enrollments", and "My Event Results". A red rectangular box highlights the "My Event Schedule" button, which features a calendar icon. To the right of these buttons is a link that says "Download the instructor guide." At the bottom of the page, there is a copyright notice: "© 2008-2015 Kalkomey, Inc. All Rights Reserved." and a support link: "Email Event Manager Support".



# Start with Location and Program



- List will only include programs assigned to instructor.

# Find and Select Location

**Locations**  
Traditional Hunter Education

Showing All Locations - Select a Search Option

Search

Showing All Locations - Select a Search Option.

Available for this program.  
If these locations, click on the "Schedule Event" link.

Angieles Ranges  
[Schedule an Event](#) | [More Information](#) | [Edit](#)

12651 Little Tujunga Cyn Rd  
Lake View Terrace, CA 91342  
Rooms: Training center/classroom  
Capacity: 32  
Please call the range office 818 899-2255 ext 2 for class schedule/availability and sign up

Create Location

# Add New Location

**Locations**

Traditional Hunter Education

Showing All Locations - Select a Search Option

[Search](#)

**All**

Name  
Address  
City  
Zip Code  
--- Additional Fields ---  
County

Available for this program.  
If these locations, click on the "Schedule Event" link.

[Schedule an Event](#) | [More Information](#) | [Edit](#)

20451 S Laurel Rd  
Tracy, CA 95304  
**Capacity:** 40

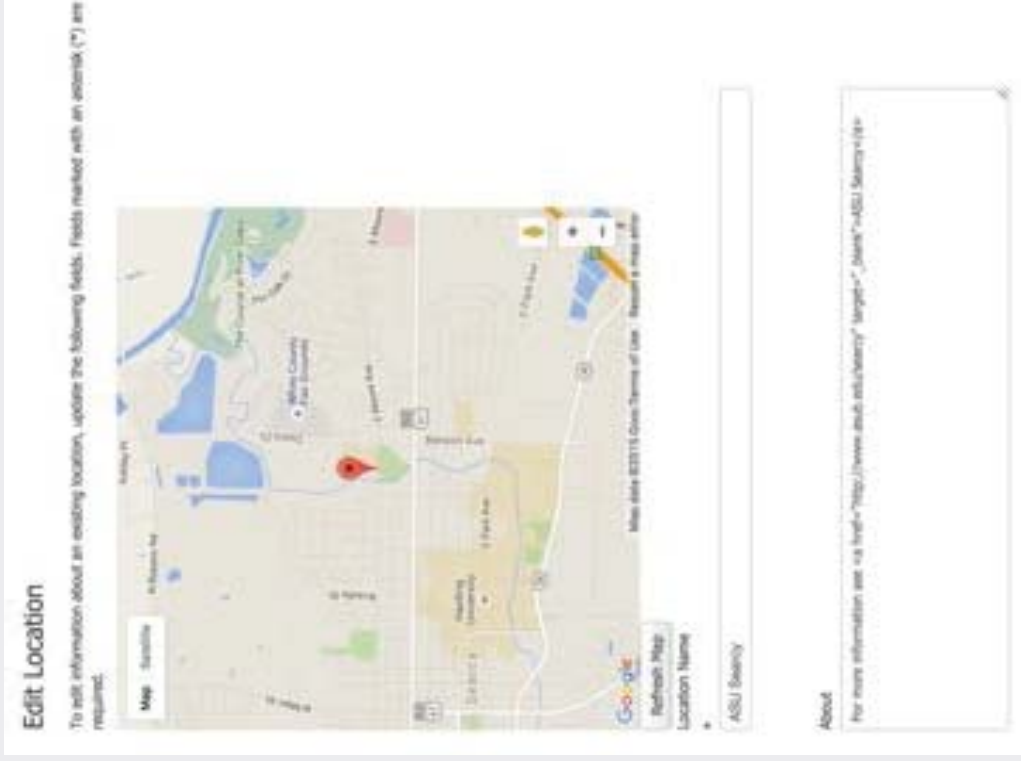
**Angeles Ranges**  
[Schedule an Event](#) | [More Information](#) | [Edit](#)

12651 Little Tujunga Cyn Rd  
Little View Terrace, CA 91342  
**Rooms:** Training center/classroom  
**Capacity:** 32  
Please call the range office 818 899-2255 ext 2 for class schedule/availability and sign up

[Create Location](#)

# Location Fields

Use “About” to provide information about this location with every event that uses this location.



## Create an Event

To create an event, fill in any missing data for date, time, program and location. Web Registration Capacity defaults to the capacity that has been assigned to the selected location. However, if you wish to allow more or fewer online registrations for this event, you may edit the Web Registration Capacity.

<< October 2015 >>

S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

START: 9 : 00 : AM

END: 5 : 00 : PM

Add Event Date

Program  
Traditional Hunter Education

Location  
Apple Valley Gun Club

Event Capacity  
75

Wait List Capacity  
38

Special Instructions

Current Schedule  
10/26/2015 - 9:00 AM to 5:00 PM | Remove

Options

- This is a public event.
- This event will be visible to students: 10/7/2015 - 10/26/2015.
- Students can register for this event: 10/7/2015 - 10/26/2015.
- Students can cancel registrations: 10/7/2015 - 10/25/2015.
- Notifications are disabled.
- Cancellation Notifications are disabled.
- Wait list is enabled. How does wait list work?

Cancel Create Event

1. Select and add Date(s)
2. Check capacity
3. Provide instructions if necessary, especially “Special Registration”

# Options

- Event Type: Public / Private
- Shown on Calendar (Visible Date)
- Registration Dates
  - Regular
  - Special Registration
- Cancellation Window
- Notifications
- Wait List

**Options**

- This is a public event.
  - Public  
It will appear on the public calendars. Instructors may also register students manually.
  - Private  
It will not appear on the public calendars. Instructors must register students manually.
- This event will be visible to students: 9/27/2015 - 10/9/2015.
  - From: 9/27/2015 To: 10/9/2015
  - Do not display this event.
- Students can register for this event: 9/27/2015 - 10/9/2015.
  - From: 9/27/2015 To: 10/9/2015
  - Do not allow open registration.
- Students can cancel registrations: 9/27/2015 - 10/8/2015.
  - From: 9/27/2015 To: 10/8/2015
  - Do not allow cancellations.
- Notifications are [disabled](#).
- Cancellation Notifications are [disabled](#).
- Wait list is [enabled](#). [How does wait list work?](#)

# Wait List

## Wait List & Invitation Automation

Handling Wait List sign-up, sending out invitations to register, tracking invitations, and updating Wait List status are completely automated. No action is required on your part. Read below to learn how it works.



### Wait List Becomes Active

When the last seat is filled for this event, Wait List automatically becomes active\*, and Wait List sign-up is displayed to students on the registration website.

\*Once the Wait List is active it stays that way, even if students cancel their registrations.



### Invitations Automatically Sent

Invitation emails are automatically sent to individuals on the Wait List, as seats become available, in the order they signed up. Each invitation is valid only for one registration for this event.



### Invitation Expiration

If an invitation expires\*, or is explicitly declined by the recipient, a new invitation is automatically sent to the next person on the Wait List.

\*Each invitation is only valid for the respective event and will expire after 24 hours.

### Wait List Statuses

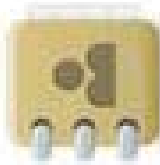
**Invited** = An invitation to register has been sent to the person's email address.

**Declined** = The invitation to register was explicitly declined by the person invited.

**Expired** = The invitation to register was not used within the allotted time period.

# Instructor Team

## Event Enrollments



Below is a list of your scheduled events, including enrollment for each event. Click on an event action to view a roster of currently registered students. You also may edit or delete events that do not have any students currently registered. However, if students have already registered for an event and you need to edit or delete that event, you must contact your program's Administrator.

ID	Action	Status	Event Information	Date and Time	Enrollment
63440	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">Delete</a>	Activation Pending	Online Course and Follow-Up Class Storobus County Harvest Hall	11/18/2015 03:00 PM	<div style="width: 0%;"></div>
63445	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">Delete</a>	Activation Pending	Bowhunter Education Program The Range	10/30/2015 01:00 PM	<div style="width: 0%;"></div>
63443	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">Delete</a>	Activation Pending	Traditional Hunter Education Seed's gun store & Range	10/22/2015 08:00 AM	<div style="width: 0%;"></div>
63447	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">Delete</a>	Activation Pending	Traditional Hunter Education The Home Church	10/14/2015 09:00 AM	<div style="width: 0%;"></div>
63448	<a href="#">View</a>   <a href="#">Edit</a>   <a href="#">Cancel</a>	Active	Bowhunter Education Program Home park	10/10/2015 09:00 AM	<div style="width: 10%;"></div>



# Add Instructors

**Event Roster** 3 / 49 9

**Bowhunter Education Program**  
Edit This Event | Unschedule & Remove

**Location:** Howe park  
**Instructors:** Kalkomey Support (primary)  
**Schedule:** Saturday, October 10, 2015 9:00am - 5:00pm

● Student View ▲ CSV | PDF ● Normal | Extended

Home Profile Events Locations Enrollments Results

Add Student

Invite Student

Add or Remove Instructors

Upload or Delete Files

Enter Results

Last	First Name	MI	Suffix	City	State	Zip	Phone	DOB	Gender
Manning	Amy			Glen Ridge	CA	34944	(437)801-7148	10-28-1982	Female
Manning	Flavia	I		Oakville	CA	53299	(275)779-0889	09-09-2002	Female
Wilkins	Guy	Q		Netcong	CA	32362	(782)775-5817	08-08-2002	Male

With selected:

**Wait List** (0/1) ● How does wait list work?

● There are currently no students waiting.

© 2008-2015 Kalkomey, Inc. All Rights Reserved [Email Event Manager Support](#)

# Instructor Favorites

### Manage Instructors

You can have more than one instructor per event, but only one primary instructor. All instructors have the same rights and privileges with regard to the event, but the primary instructor is listed as the contact for the event and listed as the primary instructor on the report sent to the state.

**Indicates Primary Instructor (P/I)**

**Current Instructors**

<input type="checkbox"/> P/I	Action	Instructor Name (Last, First MI)	Email
<input checked="" type="checkbox"/>	<a href="#">MAKE PRIMARY</a>	Support, Kalkomey	troten@kalkomey.com

With Selected Instructors: [ Select Action ] [ Go ]

**You now have instructor favorites!** Any instructor you frequently assign to events can now be marked as a favorite instructor. Add or remove as needed using the "Select Action" menu.

**My Favorites** ★

<input type="checkbox"/>	Instructor Name (Last, First MI)	Email
<input type="checkbox"/>	Bundesen, Bart	★ bart.bundesen@wildlife.ca.gov
<input type="checkbox"/>	Clague, Shawn	★ Shawn.clague@wildlife.ca.gov
<input type="checkbox"/>	Saetrum, Fam C	★ no-email@boat-ed.com

With Selected Instructors: [ Select Action ] [ Go ] - OR - Assign All Favorites

**Available Instructors**

[ All ] [ Showing All Instructors - Select a Search Option ] [ Search ]

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

<input type="checkbox"/>	Instructor Name (Last, First MI) ▲	Email
<input type="checkbox"/>	Avi, Linda	no-email@boat-ed.com

# Student Registration

---

# Student Registration



REVIEWED AND APPROVED BY:  
California Department of Fish & Wildlife  
<https://www.wildlife.ca.gov/>

You're registering for:

## Bowhunter Education Program

Registration Open 37 of 40 seats remaining

Register Now

### LOCATION & SCHEDULE

#### Meeting on:

Saturday, October 10, 2015

9:00am - 5:00pm

#### Located at:

Hoese park  
2201 Cottage way  
Sacramento, CA 95826  
[Get directions](#)



### DETAILS

#### Requirements

Instructors will provide requirements for individual courses.

#### Instructed by:

Kalkomey Support

#### Cancellation Policies

You must cancel your registration before Saturday, October 10, 2015, at 9:00am.

#### Minimum-Age Policy

All registrants for this event must be 11 years of age by October 10, 2015.

### ABOUT THE PROGRAM

#### Overview

Comprehensive classes for bowhunters are available through the International Bow Hunter Education Program. These classes fulfill the Bowhunter Education requirements in other States. California does not currently have a Bowhunter Education requirement. **Please note that this class is separate from and does not apply to receiving your Hunter Safety Certificate.**

Register Now



# Manual Registration by Instructor

Event Roster 3 / 46 Normal | Extended

**Bowhunter Education Program**  
[Edit This Event](#) | [Unschedule & Remove](#)

Location: [Howe park](#)  
 Instructors: Kalkomey Support (primary)  
 Schedule: Saturday, October 10, 2015 9:00am - 5:00pm

<input type="checkbox"/>	Last	First Name	MI	Suffix	City	State	Zip	Phone	DOB	Gender	HECcert#
<input type="checkbox"/>	Manning	Amy			Glen Ridge	CA	34944	(437)801-7148	10-28-1982	Female	8202709
<input type="checkbox"/>	Manning	Flavia	J		Oakville	CA	53299	(275)779-0889	09-09-2002	Female	8202710
<input type="checkbox"/>	Wilkins	Guy	Q		Wetong	CA	32362	(762)775-5817	08-08-2002	Male	8202708

With selected:

# Event Results

---

# Event Results

## Results

63448

### Bowhunter Education Program

Location: [Howe park](#)  
Instructors: [Kalkomey Support \(primary\)](#)  
Schedule: Saturday, October 10, 2015 9:00am - 5:00pm

**Please complete the following information**

Event Information [Incomplete](#)

Instructor Information [Incomplete](#)

Student Results [Incomplete](#)

[Event Results](#)

<a href="#">Add Student</a>
<a href="#">Add or Remove Instructors</a>
<a href="#">Upload or Delete Files</a>
<a href="#">Go to Roster</a>

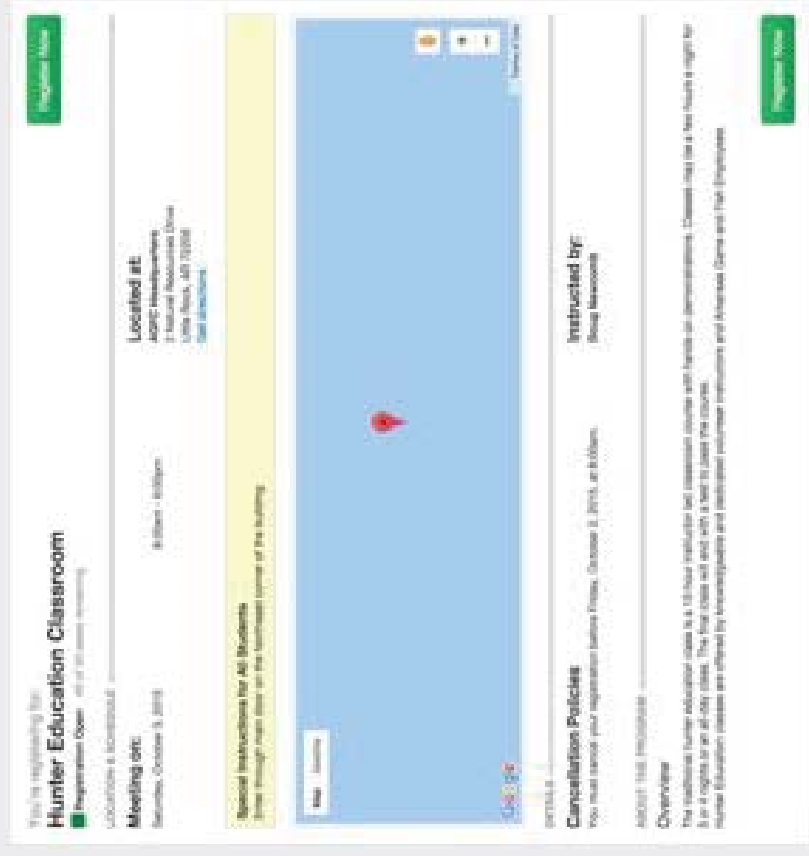
# Common Questions

---



# Can't find event on calendar

- Could be...
  - Location
    - Is it correct on the map?
  - Event Status (not approved)
  - Event Detail Settings
    - Check Dates



Results won't  
"turn green"

The screenshot shows a web interface for 'Instructor Information'. At the top, there are two dropdown menus: 'Event Instructors' (set to 'Kalkomey Support') and 'Primary Instructor' (set to 'Bart Bundeas', which is highlighted with a red box). Below this, the 'Primary Instructor' is listed as 'Kalkomey Support'. A table shows data for 'Wednesday, October 7, 2015':

Category	Value
Prep Hours*	1
Class + Field Hours*	7
Travel Hours*	1

Below the table is a '+ Add Another Date' link. At the bottom, there is a 'PIN #' field and a disclaimer: 'By entering your PIN you certify that the information you have entered is correct.' A 'Download the daily hours report.' button is located at the top right of the interface.

Missing or bad  
value may be for  
a different  
instructor.

# Can't edit a location

- Once a location has been used on an event, it should never be edited; a new location should be created instead.
- Editing a location also changes all past events.

AGFC East Central Regional Office  
[Schedule an Event](#) | [More Information](#) | [Edit](#)

1201 Highway 49 North  
Brinkley, AR 72021  
**Capacity:** 50

AGFC Headquarters  
[Schedule an Event](#) | [More Information](#)

2 Natural Resources Drive  
Little Rock, AR 72205  
**Capacity:** 50

AGFC Monticello Regional Office  
[Schedule an Event](#) | [More Information](#) | [Edit](#)

771 Jordan Drive  
Monticello, AR 71655  
**Capacity:** 50

# Wait List Progress



**Wait List** (Active) [How does wait list work?](#)

<input type="checkbox"/>	Name (Last, First)	Phone	Email	City	Status	Added On
<input type="checkbox"/>	Leyman, Suz	(999) 999-9999	email@not-gmail.com	Hornell	Created	06/13/2015 at 9:54pm
<input type="checkbox"/>	Smith, Beth	(999) 999-9999	email@not-gmail.com	Hornell	Created	06/14/2015 at 6:33am
<input type="checkbox"/>	miles, brian	(999) 999-9999	email@not-gmail.com	hornell	Created	06/14/2015 at 10:15am
<input type="checkbox"/>	Burdick, Courtney	(999) 999-9999	email@not-gmail.com	albion	Created	06/15/2015 at 12:49am
<input type="checkbox"/>	Rahr, zachary	(999) 999-9999	email@not-gmail.com	Canisteo	Created	06/15/2015 at 8:11pm
<input type="checkbox"/>	vantreesse, beverly	(999) 999-9999	email@not-gmail.com	canisteo	Created	06/15/2015 at 8:23pm
<input type="checkbox"/>	vantreesse, iliana	(999) 999-9999	email@not-gmail.com	canisteo	Created	06/15/2015 at 8:32pm
<input type="checkbox"/>	tinkler, tonia	(999) 999-9999	email@not-gmail.com	almond	Created	06/15/2015 at 8:53pm
<input type="checkbox"/>	Calkins, Carl	(999) 999-9999	email@not-gmail.com	Pavilion	Created	06/17/2015 at 8:36am
<input type="checkbox"/>	Mead, Jesse	(999) 999-9999	email@not-gmail.com	Hornell	Invited	06/17/2015 at 12:55pm

With selected:

[Add a Person to the Wait list](#)

- [Add Student](#)
- [Invite Student](#)
- [Add or Remove Instructors](#)
- [Upload or Delete Files](#)
- [Enter Results](#)


- Monitor wait list using the “Invite Student” page.

# Wait List Progress

Invite student page shows when invitations were sent and status of each invitation.

1. Registered
2. Declined
3. Expired

## Invitations

 Wait List is 'Active' for this event. People on the wait list are automatically invited to register as seats become available and in the order they entered wait list. It is NOT necessary or advisable to invite additional students to register. [Tell me how wait list works.](#)

The 'Sent Invitations' tab lets you view the status of your sent invitations. Since this event is not available for registration, only the 'Sent Invitations' tab is displayed.

### Sent Invitations

Status	Recipient	Date
Declined	email@not-gmail.com	2015-09-14 12:51:00
Expired	email@not-gmail.com	2015-09-15 16:15:01
Expired	email@not-gmail.com	2015-09-17 00:15:01
Expired	email@not-gmail.com	2015-09-17 00:15:01
Expired	email@not-gmail.com	2015-09-17 00:15:01
Expired	email@not-gmail.com	2015-09-17 00:15:01
Expired	email@not-gmail.com	2015-09-17 00:15:01
Registered	email@not-gmail.com	2015-09-17 07:44:59
Expired	email@not-gmail.com	2015-09-18 02:15:02
Expired	email@not-gmail.com	2015-09-18 02:15:02
Expired	email@not-gmail.com	2015-09-18 02:15:02
Expired	email@not-gmail.com	2015-09-18 02:15:02
Expired	email@not-gmail.com	2015-09-18 16:15:01
Expired	email@not-gmail.com	2015-09-18 16:15:01
Declined	email@not-gmail.com	2015-09-18 07:53:14
Expired	email@not-gmail.com	2015-09-19 04:15:01
Expired	email@not-gmail.com	2015-09-19 04:15:01
Expired	email@not-gmail.com	2015-09-19 04:15:01
Expired	email@not-gmail.com	2015-09-19 10:15:01

[Return to Roster](#)