

## Basic Instructor Lead Course Outline for use with Today's Hunter in Utah

1. Why is it important to take Hunter Education? (IHEA 1-1, Textbook page 4, Exam #17)
  - To reduce hunting and shooting related injuries and fatalities.
  - To develop safe and ethical behavior.
  - To learn and follow Utah law.
  - To continue the heritage of hunting.
  
2. The 4 Primary Rules of Firearm Safety (IHEA 2-4, Textbook- pg.50, Exam #50)
  - Treat every firearm with the respect due a loaded firearm.
  - Always point the muzzle in a safe direction.
  - Be sure of your target, and what is in front of and beyond it.
  - Keep your finger off the trigger until you are ready to shoot.
  
3. Basic parts of a Firearm the first step to becoming a responsible hunter is to know your firearm and how to use it safely. (IHEA 2-2, 2-3, Textbook- pg 6 Exam #7)
  - Stock—serves as platform for supporting action and barrel and is held by shooter
  - Action—loads and fires ammunition and ejects spent case.
  - Barrel—that part of the firearm through which a projectile travels
  - Differences between rifles and shotguns
  
4. Actions (IHEA 2-5, Textbook- pgs 12-13, Exam #4)
  - The action of a firearm is made of parts that load, fire, eject and/or unload the cartridge or shotshell.
  - Bolt, lever, semi-auto, pump, break action
  
5. Safeties (IHEA 2-2, Textbook-pg 14, Exam #22)
  - A safety is located around the receiver of the firearm and is a device that blocks the action to prevent the firearm from shooting.
  - Safeties are mechanical devices that can fail. Never rely on a safety as an alternative to safe firearm handling.
  
6. Ammunition (IHEA 2-2,2-6, 2-7, 2-13, Textbook-pgs 9-10,16, 19, Exam #46, #47)
  - Parts of Rifle and Pistol Ammunition-Case, primer, powder, projectile
  - Parts of Shotgun Ammunition-Hull, primer, powder, wad, shot(projectile)
  - Differences between rifle and shotgun ammo
  - Failure to fire, what to do when a misfire or hang fire occurs
  - What does rifling do?
  
7. Correctly match Firearms with proper Ammunition (IHEA 2-8, Textbook- pg. 19, Exam #35)
  - Caliber (or gauge) and chambering stamped on barrel, end of cartridge or shot shell, also marked on ammo box.
  - No rimfire ammo of any caliber is legal for hunting white-tailed deer, mule deer, desert bighorn sheep and pronghorn antelope.
  - Keep track of ammo and do not mix gauges or calibers. Be certain no 20 gauge ammo mixes in with 12 gauge ammo. A 20 gauge shell can inadvertently fit into 12 gauge chamber along with a 12 gauge shell behind it.

8. Know you firearm's effective range! (IHEA 5-7, Textbook- pg. 20, Exam #13)
- A firearm's range varies caliber to caliber, gauge to gauge. It is critical to understand at what distances your firearm could cause injury and also at what range you are able to make a clean, ethical kill.
  - Select a proper firearm and ammunition for the game to be hunted
9. How far can a bullet travel? (IHEA 2-14, Textbook pg.20)
- Remember that a bullet travels a lot farther than you think.
10. Safely Cleaning and Storing Firearms (IHEA 2-16, 2-17, Textbook- pg.22, Exam #2, #11)
- Clean Firearms have fewer malfunctions and are safer.
  - Steps to cleaning. Unload, keep muzzle pointed in safe direction, clean inside and out, wipe down with oil.
  - Firearms should be stored unloaded, lightly oiled, in a locked location and separate from ammunition.
  - Storage location should be cool and dry
11. Be an accurate shooter (IHEA 2-11, Text book- pg.23-26, Exam #23)
- Good marksmanship is hitting your target accurately and consistently.
  - Dominate eye
  - Practice often at a shooting range.
  - When hunting, being accurate with your firearm is critical for a clean, ethical kill.
  - Proper fundamentals(position, sight alignment, sight picture, breath control, trigger squeeze follow through)
12. Shots to the Vital Areas (IHEA 5-4, Textbook- pg.36, Exam #25)
- Heart and lungs are vital organs.
  - Learn where the vital organs are located inside the animal you are hunting.
  - Aim for the vital organs for a clean, ethical kill.
13. Wait for the best Shot Angle! (IHEA 5-4, Textbook- pg.36-37, Exam #16)
- A broadside shot is the most effective shot on deer, antelope and other large game animals.
14. Other Shot Angles (IHEA 5-4, Textbook- pg.37, Exam #16)
- Quartering towards and quartering away still give an opportunity to hit the vital organs.
  - Head-on is not recommended- high potential for crippling, waste of meat.
  - Never take rear end shot.
15. After the Shot (IHEA 5-5, Textbook- pg. 37-38, Exam #9)
- When approaching a downed deer or other large animal, you should pause above and behind the animal's head and watch the chest cavity for any movement.
16. Field Care of Game (IHEA 5-6, Textbook- pg.38-39, Exam #10)
- Proper cleaning and processing harvested game will insure high quality meat for the table.
  - Bacteria spoils meat. Three factors increase the growth of bacteria: heat moisture & dirt.
  - Cool down meat ASAP.

17. Correctly Tagging

- If a game animal requires it, a tag should be completed and secured to the animal immediately after the kill.

18. Legal Transportation of Game

(IHEA 5-6, Textbook- pg.39, Exam # 27)

- Tagged to final destination
- Proof of sex
- Legal Quartering
- Proof of Species- (waterfowl)
- Wildlife Resource Document- transfer of game

19. Safely Loading & Unloading

(IHEA 2-9, Textbook- pg.56, Exam #18)

- Many accidents occur when loading and unloading a firearm.
- Always treat every firearm as if it were loaded.
- To safely load or unload a firearm you should always point the muzzle in a safe direction and make sure the safety is on.
- NOTE: Some models of rifles will not allow you open the bolt if the safety is on.

**(Hands-on Exercise- see: Lesson Plan 1- Firearm Status Check) (IHEA 2-9)**

20. Hunting Safety

(IHEA 3-5, 3-12, 3-18, Textbook- pgs 57, 59, 62, Exam #31, #44)

- Good judgment before and during hunting is critical to being a safe hunter.
- You are responsible for your behavior and its consequences to yourself, to others, to wildlife and to property.
- Clearing an obstruction from the barrel
- Avoid Alcohol and drug consumption before and during the hunt.
- Importance of wearing a Personal Floatation Device(PFD)

**(Hands-on Exercise- see: Lesson Plan 2- Safe Firearm Handling) (IHEA 2-10)**

21. Common Causes of Hunting Incidents

(IHEA 2-1, Textbook- pg.51, Exam #15)

HUNTER JUDGMENT

- Victim out of sight /moved into shooter's line of fire
- Victim covered by shooter swinging on game
- Victim mistaken for game
- Horseplay with loaded firearm
- Use of alcohol or drugs

CARELESS HANDLING

- Improper Loading/Unloading gun
- Dropped firearm
- Discharge of firearm in or around vehicle
- Improper crossing of an obstacle
- Walking with loaded firearm

22. Safely Transporting Firearms

(IHEA 2-15, Textbook- pg.57, Exam #21, #30)

- Never transport a loaded firearm in a gun rack, visible through the windows.
- It should be unloaded, cased, and not in view.
- Be sure to unload magazines, remove bolt if possible.
- Ammunition should be stored separately from firearms.
- No loaded Firearms on an ATV

### 23. Safe Firearm Carries

(IHEA 3-2, Textbook- pg. 53, Exam #24)

#### **(Hands-on Exercise- see Lesson Plan 3- Safe Firearm Carries) (IHEA 3-2)**

Muzzle control, safety on, finger off trigger.

- Two- Handed Carry-The two-handed carry provides the most control of your firearm.
- Trail Carry-The trail carry uses one arm to carry the firearm, leaving the other free for balance.
- Shoulder Carry- The shoulder carry balances the rifle or shotgun on your shoulder, controlling the firearm by a hand on the grip. This is a good carry when walking beside someone or behind others. It is not a good carry if others are behind you. When at a shooting range the correct shoulder carry for a break action shotgun would be with the action open, unloaded, barrel pointing down and forward, controlled by both hands.
- Cradle Carry- The cradle carry rests the gun across your forearm and elbow. The hand easily secures the firearm by grasping the stock. It is a comfortable carry that reduces arm fatigue.
- Elbow or "Side" Carry- The elbow or "side" carry is a very comfortable carry for break-action firearms. The pivot of the open action rests easily in the crook of your elbow and down over your forearm. Others can easily see that your action is safe and open.
- Sling Carry- A sling carry uses a sling placed over your shoulder to support the firearm. Keep your hand on the sling while walking to keep the firearm from slipping. It is a good carry when walking with others.

### 24. Safe Carries in a Group

(IHEA 3-2, Textbook-pg.54, Exam #38)

- When hunters are walking in a group, each hunter must choose a carry that keeps their muzzle in a safe direction and away from each other.
- As the terrain changes, the choice of carry may change.

### 25. Safely Crossing Obstacles

(IHEA 3-1, 3-10, Textbook- pg.55, Exam #49)

- Obstacles are more than just fences.(brush and logs, rocky steep terrain)
- When hunting alone and crossing a fence with a firearm, unload, place the gun on the ground, muzzle covered, pointed away from you on the other side of the fence, then cross.
- How to safely enter and exit a ground blind

#### **(Hands-on Exercise- see Lesson Plan 4- Fence Crossing) (IHEA 3-10)**

### 26. Steps for Crossing Obstacles with a Partner

(IHEA 3-10, Textbook- pg.55, Exam #43)

- Muzzle in a safe direction

- Unload both firearms
- One hunter crosses fence
- Unloaded firearms passed over fence
- Other hunter crosses

27. Safe Zone of Fire

(IHEA 3-3, Textbook- pg.58, Exam #12, #33)

**(Hands-on Exercise- see Lesson Plan 5- Safe Zone of Fire) (IHEA 3-3)**

A hunter's "zone-of-fire" is the area in which a hunter can safely shoot. Many accidents occur because someone shoots outside of their safe zone of fire.

- Generally it is between 10 and 2 o'clock.
- Be ready to adjust as conditions dictate.
- When in doubt, pass on taking a shot.
- Hunter orange is essential, especially when hunting quail or pheasant.
- Maintain constant awareness of your companion's positions and communicate frequently.
- Anticipate hazards and when you may lose sight of each other.

28. Use Eye and Ear Protection

(IHEA 2-12, Textbook pg.27, Exam #28)

- Wearing eye and ear protection is mandatory at the shooting range.
- Wearing eye and ear protection is a wise choice when hunting, especially when bird hunting.

29. Tree Stand Safety

(IHEA 3-6, 3-8, 3-9 Textbook- pg. 59-61, Exam #19)

- When hunting in a tree stand you should always use an approved fall arrest system.
- When climbing up or down always maintain 3 points of contact with the ladder and if possible use a lineman's climbing belt.
- When moving a firearm or bow into an elevated stand always use a haul line to bring it up or down.

Safely Enter or Exit Elevated Blinds

(IHEA 3-7, 3-9, Textbook- pg.61, Exam #29)

- Muzzle always in safe direction.
- Always unload your firearm.
- Use a haul line.
- Recovering from a tree stand fall

30. Attitude

( Exam # 1)

- Is most important to be able to learn about hunting and to become an ethical hunter.
- Hunting is a privilege.

31. Reasons for Hunting Laws

(IHEA 4-1, Textbook pg. 65, Exam #48)

- Public Safety
- Conservation of Natural Resources
- Fair Share
- Equal Opportunity
- Fair Chase

32. Ethical Hunting

(IHEA 5-2, Textbook- pg.65)

- Good hunting ethics are NOT usually covered by written laws.
- "Ethical behavior is doing the right thing when no one else is watching, even when doing the wrong thing"

is legal. "Aldo Leopold

33. Ethical Hunters (IHEA 5-1, 5-2, 5-3, Textbook- pg.66-67, Exam #37)
- Make every effort for quick, clean kills.
  - Tries to minimize pain and suffering of animals.
  - Do not waste meat and usable parts.
  - Follow game laws and regulations.
  - Handle firearms safely and insist others do, too.
  - Leave the land better than they find it.
  - Fair chase
34. Respect for Natural Resources (IHEA 5-1, Textbook- pg.66, Exam #37)
- Responsible hunters treat both game and non-game animals with respect.
35. Image Matters (IHEA 5-2, Textbook- pg. 66, Exam #3)
- Don't offend non-hunters by careless display of game.
  - Don't give anti-hunters an opportunity to exploit your behavior.
  - Don't transport an exposed carcass. Meat will taste better if you quarter it and transport iced in a cooler.
  - When taking pictures: clean up blood, tuck in tongue, fold legs in natural positions. Don't straddle. Display tag. If firearms are visible: muzzle in safe direction, actions open.
36. Utah Laws and Regulations (IHEA 4-3, Textbook pg.64, Exam # 36)
- Most of the hunting regulations are published each year in the Outdoor Annual. Rules and regulations change, and you must be up-to-date on those changes. Always read the current issue to know these changes and be sure to check the specific area listing where you hunt.
  - Electronic versions are usually the most accurate.
37. Valid Utah Hunting License
- You must have a current and valid Utah hunting license to hunt in Utah. Hunting some animals also requires specific "tags".
38. The Three Questions (Hands on Exercise #6, Exam # 45)
- Before taking any shot always ask yourself:
  - Is it safe?
  - Is it legal?
  - Is it ethical/responsible?
  - Example- if animals are close together or one behind the other, wait for a clear shot on the one you want when it gives you a good shot angle. If you don't get a clear shot, pass on the shot.
39. Wildlife Identification (IHEA 4-2, 4-4, Textbook pg. 86, Exam #6)
- It's important for hunters to correctly identify the animals they will harvest.
  - Prevent unintentional killing of non target animals

- Prevent “mistaken for game” incidents
- Characteristics to consider when identifying wild life

40. Hunter Orange (IHEA 3-11, Textbook- pg. 71, Exam #14)

- The safest and most important clothing choice for hunting is fluorescent orange clothing.
- Not a color found in nature, visible at long distance and through some types of cover.

41. Plan your hunt - hunt your plan (IHEA 3-15, Textbook- pg.70, Exam #20)

Essential information:

- Where you are hunting
- Who you are hunting with
- Specific directions of the route to your hunting area, when you expect to return home. Leave a copy with a family member or friend.

42. Preparation for Hunting (IHEA 3-13, 3-16, 3-19, Textbook- pg.71 Exam #26, #42)

- Be in good physical condition.
- Be in good health- take along needed medications.
- Be in good mental health- proper judgement and attitude.
- Wear proper clothing- layer, anticipate weather.
- Carry a survival kit- signal devices, cell phone, shelter construction, fire building, first aid, water, food.
- Become certified First Aid and CPR.

43. Priorities for Survival (IHEA 3-13, 3-14, Textbook- pg. 74-75, Exam #39)

- S.T.O.P. Mental Awareness- if lost, admit it. Make a plan.
- First Aid
- Shelter
- Fuel-fire
- Signaling
- Water
- Food

44. International Emergency Signal for Distress (Textbook- pg.75)

- Three shots evenly spaced, three blasts from a whistle evenly spaced, or three fires evenly spaced.

45. Hypothermia (IHEA 3-17, Textbook- pg. 76-77, Exam #32)

#### SYMPTOMS

- Uncontrolled shivering
- Slow, slurred speech
- Memory loss
- Irrational behavior

#### TREATMENT

- Remove wet clothing
- Get out of wind
- Warm victim with blanket or dry clothing

- Body-to-body Contact
- Move to warm shelter

#### 46. Heat Exhaustion

(IHEA 3-17, Textbook- pg.78, Exam # 41)

##### SYMPTOMS

- Pale clammy skin
- Headache
- Nausea
- Muscle cramps

##### TREATMENT

- Drink water
- Move to shade or cooler place

#### 47. Necessities to sustain wildlife

(IHEA 1-5, 1-6, Textbook- pg. 83, Exam #5)

- Food
- Water
- Cover
- Space
- All these in a suitable Arrangement

#### 48. Carrying Capacity

(IHEA 1-7, Textbook- pg. 84, Exam #34)

- The maximum number of animals that the environment can support, given the amount of food, water, cover, and other necessities available in the environment.
- Carrying capacity is dynamic and can change from season to season and from year to year.
- Regulated hunting, fishing, and trapping are important tools for preventing populations of certain species from exceeding the carrying capacity of their habitat.

#### 49. The Hunter's Role in Wildlife Conservation

(IHEA 1-2, 1-3, Textbook- pg.84, Exam #40)

- We no longer have a large number of free-ranging, large predators. Hunting helps populations of animals stay in balance with available food, water and cover.
- "The central thesis of game management is this: game can be restored by the creative use of the same tools which have heretofore destroyed it – ax, plow, cow, fire, and gun." Aldo Leopold

#### 50. Who pays for Wildlife Conservation in America?

Hunters!

(IHEA 1-4, Textbook- pg. 5, Exam #8)

- 1937- Congress approves the Federal Aid in Wildlife Restoration Act, also known as the Pittman-Robertson Act.
- Other similar laws passed, now known collectively as Wildlife and Sport Fish Restoration (WSFR) programs.
- Money collected by federal government through excise taxes on sporting arms, ammunition, archery and fishing equipment is distributed back to states by the U.S. Fish & Wildlife Service. WSFR has provided over \$12 billion nationwide to:
  - Restore wildlife habitat
  - Fund wildlife management
  - Conduct research
  - Support Hunter Education



51. Will you be a Hunting Ambassador?

- As a safe and ethical hunter, your behavior and judgment can inspire many to be like you.
- Reach out to others and help the tradition of hunting endure and flourish.

**(Hands-on Exercise- see Lesson Plan 6- Skills Trail) (IHEA 3-4)**

## Exercise 1- Firearm Status Check Treat Every Firearm as if It Is Loaded

**Objective:** Students will safely handle a firearm when checking it to assess whether it is loaded or unloaded. Students will know how to safely transport a firearm in a gun case.

**Time Allotted:** 10 minutes

**Materials:** Three - dummy firearms with different actions and matching dummy ammunition. Gun cases, at least one hard. Saf-T-Plugs for shotguns. Alternative mock firearms in case real firearms cannot be used.

**Preparation:** Firearms are loaded with dummy ammo, with safeties left off, and put in cases (bolt action in hard case) and place on top of table.

**Introduction:** Ask class, "Why is it wise to treat every firearm as if it is loaded?"

**Presentation:** This section may be easier to read if the statements were bulleted or numbered. Indicate cased firearms and ask class, "So how does that apply to this situation?" What should I do?" If answers are correct, follow their direction, if not interject.

Choose the case with a bolt action rifle. Tell students that first, before opening the case, it should be pointing in a safe direction.

First, open the case.

Second, visually inspect the action, "It's closed and could be loaded."

Third visually inspect the safety, "It's off, so I'll put it on."

Fourth, take firearm out of the case. "I'm going to take the firearm out of the case, keeping my fingers outside the trigger guard and muzzle pointed in a safe direction"

Fifth, open the action. (Note: Some firearms must have the safety off to open the action) Dummy round ejects. "It was loaded".

Dummy round ejects. It was loaded.

"Now, I'm going to show you how to safely case and transport a firearm." Make sure the firearm is safe by checking to see if magazine is empty . (Open and close action 2 times) "I'm going to visually check the magazine and the chamber to make sure both are clear." Now I'm going to remove the bolt.(If demonstrating with a rifle.) If the magazine is detachable, remove it, too. (If demonstrating with a rifle.) Put it back in the case with muzzle pointed in a safe direction. . Place the bolt and magazine where they won't come in contact with each other or the firearm. "Now anyone opening this case can see immediately that this firearm is unloaded."

**Activity:** Call a student up to remove the next cased firearm. Call up another student to assist. Instructor should make necessary corrections to both students. Have the students switch roles for last firearm inspection. For shotguns, give them a Saf-T-Plug to place in the firearm before putting it back in its case. .

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

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

## Exercise 2- Safe Firearm Handling

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

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

**Time:** 15 minutes

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

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

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

(Variation- have gun loaded with dummy ammo round, keep grasp of gun and don't let volunteer have it. Take back and eject round) Say, "We will demonstrate the best way of passing a firearm from one person to another."

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

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

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

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

## Exercise 3- Safe Field Carries

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

**Time Allotted:** 15 minutes

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

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

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

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

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

**Evaluation:** Ask for four new volunteers. Have each student carry a firearm. Arrange the students in a single file line where they can point muzzle in at least one safe direction. Have everyone start with a two handed carry. Then ask each student from front to back of the line which carries are safe for them to use. You can call up four more students and have them face the class in a line (as if they were quail or pheasant hunting) and ask them which carries were safe for them to use. You could also arrange people in a small group to simulate a group of hunters

standing around talking and ask them to demonstrate the safe carries. Observe how the students obey instruction, mind their muzzles (in relation to each other and class) and keep fingers off trigger. Give praise throughout and also at the conclusion to the entire group.

**Summary:** Because using the two-handed carry can make a hunter tired, it is good to know the different types of carry. A hunter must also know, for safety reasons which carry is safest for the situation in which they are hunting. Reinforce to the group that the two handed carry is by far the safest. Muzzle “awareness” is a must, no matter the carry type.

## Exercise 4- Fence Crossing

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

**Time Allotted:** 20 minutes

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

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

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

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

- 1) Find the place where you are going to cross the fence, then go at least one post down from crossing spot.
- 2) Point muzzle in safe direction.
- 3) Make sure safety is on.
- 4) Unload firearm, put ammo in pocket.
- 5) Take off your hat and place it under the "fence" on other side.
- 6) Keeping the muzzle in a safe direction, place the firearm on the other side of the "fence" with the barrel pointing away from crossing spot. Barrel tip rests on hat.
- 7) Go back to crossing point and cross fence. Try to cross under fence. If you must climb over try not to damage or alter fence. Climb at a sturdy post and use post to carry most of your weight (gloves are good here). If a tree is growing near the post use it to help distribute weight if safe to do so.
- 8) Pick up firearm. Keep muzzle in safe direction, fingers outside of trigger guard.
- 9) Check barrel for obstructions.
- 10) Reload and put safety on.
- 11) Many people say that they would prop the firearm upright leaning on the fence and then cross. This is dangerous if the firearm is loaded. Also point out that even if it's not loaded and it falls it may get broken, scratched and the scope sights may be knocked off.

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

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



7) Hand back gun.

8) Safely reload and put safety on.

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

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

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

## Exercise 5- Safe Zone-of-Fire for Indoor Setting

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

**Time Allotted:** 15-20 minutes

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

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

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

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

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

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

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

**Evaluation:** Assess each student in their role as hunter. Watch for safe muzzle control, two-handed carry, fingers outside the trigger guard until ready to shoot, staying within their safe zone of fire and passing up questionable

shots. Ensure that students communicate with each other and transfer the firearms safely from one person to the other, as in Exercise 2 – Firearm Handling.

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

## Exercise 6-Short Skills Trail

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

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

**Time Allotted:** 30 minutes

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

**Preparation:** An ideal site would be outside, have some variety of terrain and cover to make the experience as realistic as possible. Being able to hide one scenario from another also helps the class stay focused on one situation before seeing the other, but is not necessary. A well-defined path to follow is preferable. Each of the 7 scenarios will require their own set up along the trail.

**Vehicle:** Inside, the firearms should be in their cases, loaded with dummy ammo, 2 hunter orange vests and hats, the ammo box, canteen and binoculars.

**Dove:** arrange dove in a tree or on the ground. Place a handful of corn on the ground and cover with leaves/grass.

**Waterfowl:** 3-4 duck decoys, 1 owl (or other protected bird). Large, dark plastic lawn trash bag, sheeting or mat.

Place ducks very close together on the "water" (trash bag). Place owl in a tree to the side (or on the ground).

**Turkey:** 2 gobbler decoys, one hen, mannequin dressed in full camo or stuffed camo overalls. In obvious view, set the hen in front of the gobbler. Off to the side, in a clear area, place the other gobbler. Behind it, 15 to 20 yards in the line of fire, place the mannequin in camo to simulate another hunter, Preferably it would be sitting with its back against a tree and some cover in front.

**Awareness:** shed antler, rubber rattlesnake. Place antler in noticeable spot off trail, place rubber rattlesnake within "striking" distance without being too obvious. May camouflage with grass.

**Deer:** A white-tailed deer decoy, preferably a "grazing" deer with head down. Place the decoy so that the body is recognizable but the head is not so that from the trail the sex cannot be determined. Between the deer and the trail, create a "fence," using rope or surveyors tape.

Ideally the trail would be a loop, beginning and ending at the vehicle. If circumstances don't allow, a configuration could be set up around a classroom during the break for lunch.

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

Presentation:

**Scenario 1- Leaving the Vehicle**

Vehicle Set Up: Inside, the firearms should be in their cases, loaded with dummy ammo, 2 hunter orange vests and hats, the ammo box, canteen and binoculars.

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

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

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

Reverse order when returning after hunt, secure firearms guns first then deal with other gear.  
NEVER lean firearms against vehicle. Must be vigilant with safety at all times, not just in the field!

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

**Scenario 2- Dove Hunt**

Dove Set Up: arrange dove in a tree or on the ground. Place a handful of corn on the ground and cover with leaves/grass.

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

Tell them that not many dove have been flying, they haven't shot many birds, It is 15 minutes before legal sunset. Point out dove decoys. Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Yes, Depends)

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

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

Switch volunteers, move along to next station.

**Scenario 3 – Duck Hunt**

Waterfowl Set Up: 3-4 duck decoys, 1 owl (or other protected bird). Large, dark plastic lawn trash bag, sheeting or mat. Place ducks very close together on the "water" (trash bag). Place owl in a tree to the side (or on the ground).

Tell them they are now on a duck hunt, they are each one duck short of their bag limit. Should they take the shot? Ask them, "What are the Three Questions you should ask before taking a shot?" They should respond: Is it safe? Is it legal? Is it ethical? (Yes. Maybe- what if they kill more than 2 ducks? Depends- is it more ethical to flush and shoot in flight?)

Point out owl. Should they take a shot at the owl? Ask them, "What are the Three Questions you should ask before taking a shot?" They should respond: Is it safe? Is it legal? Is it ethical? (Yes. No, No)

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

Point out that hunters must find out the regulations from the Utah Waterfowl guidebook. May want to discuss how federal and state laws differ or are alike.

Switch volunteers, move along to next station.

#### **Scenario 4- Turkey Hunt & In the Line of Fire**

Turkey Set Up: 2 gobbler decoys, one hen, mannequin dressed in full camo or stuffed camo overalls. In obvious view, set the hen in front of the gobbler. Off to the side, in a clear area, place the other gobbler. Behind it, 15 to 20 yards in the line of fire, place the mannequin in camo to simulate another hunter, Preferably it would be sitting with its back against a tree and some cover in front.

Tell the volunteers they are now on a spring turkey hunt. Point out gobbler and hen, should they take the shot? Ask them, "What are the Three Questions you should ask before taking a shot?" They should respond: Is it safe? Is it legal? Is it ethical? (Yes, Maybe- can't hit the hen, No- wait for clear shot on gobbler.)

Point out solo gobbler, should they take the shot? Ask them, "What are the Three Questions you should ask before taking a shot?" They should respond: Is it safe? Is it legal? Is it ethical? If they don't see the other "hunter," tell them to use the binoculars to check.

Instead of the mannequin, if you can get an assistant to serve as the other hunter, this scenario will have a much greater impact on the class. Do not disclose the other hunter and have them call out at the appropriate moment. Can discuss importance of not shooting at sound or movement, identifying target, what's before and behind, wearing hunter orange to and from hunting location, covering harvested bird with hunter orange for transport out of hunting area. Illegal to shoot off roost. License, upland bird endorsement, tagging and other rules specific to turkey.

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

Switch volunteers, move along to next station.

#### **Scenario 5- Awareness**

Awareness Set Up: shed antler, rubber rattlesnake. Place antler in noticeable spot off trail, place rubber rattlesnake within "striking" distance without being too obvious. May camouflage with grass.

On the way to next station, point out the antler shed by the trail, if they go to pick it up, do they notice the snake? Can discuss need to be aware of surroundings, importance of Hunting Plan, need to get certified in First Aid CPR.

### **Scenario 6- Deer Hunt**

Deer Set Up: A white-tailed deer decoy, preferably a “grazing” deer with head down. Place the decoy so that the body is recognizable but the head is not so that from the trail the sex cannot be determined. Between the deer and the trail, create a “fence,” using rope or surveyors tape.

Tell them that they are now hunting deer, on a property where the landowner permits only harvesting does. The deer is on the other side of a fence (rope/tape) Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Maybe- is fence a property boundary? No- don't know if buck or doe)

Tell the fence is not a boundary. Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Yes, No- don't know if buck or doe)

Tell them they are hunting in Johnson County, where the Special Antler Restrictions Apply. The deer is an 8 point buck, should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Depends on width of rack, Yes)

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

### **Scenario 7- Hunt's Over**

Return to vehicle and open truck/car.

Tell them the hunt is over and they should pack up to go back home.

See if the volunteers FIRST safely unload the firearms and store the ammo separately. Then remove binos, canteen, hats, and vests.

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

**Summary:** You will need to watch your time and move along to keep on schedule. You may want to have on hand: insect repellent, spray sun block, extra hats, water.

This Skills Trail does not include a blood trail since blood trails can eat up a lot of time. If you have time and are so inclined, you may want to offer to set up a blood trail after the course is concluded.