

# Hunter and Bowhunter Education

## Instructor Activity Guide

2016

# Instructor Teaching Tips

- **Prepare, Practice, Rehearse**
- Be enthusiastic, whatever happens, be enthusiastic
- Open and close (end) each class with something memorable, design closing first
- Engage the class by moving around the room – use the room to your advantage
- Old teaching saying:
  - **Tell them what you are going to tell them**
  - **Tell them what you want them to know**
  - **Tell them what you just told them**
- Tell students to write things down and take notes
- No two groups are the same, and quickly understanding what will and will not work with your particular group is a core skill
- Have more than one teaching plan (see previous)
- Spice it up
  - On point humor
  - Encourage class participation
  - Small prizes (even a piece of candy can increase participation)
- Choose student volunteers carefully - don't cause embarrassment
- Don't have lights down for more than 10 – 15 minutes
- Timing is important. Finish each activity while students are still enjoying it.
- Go over major points at the end of the day/lesson
- War stories are not always beneficial, but when told must always be: **B.A.R.S.**

**B**eneficial to the audience

**A**dequately stated

**R**elevant to the topic

**S**pecific, short and to the point

- New instructors should present to a group of instructors at least twice before they teach
  - Know your room and how things work.
  - Test all equipment before use.
  - Think about layout, student seating, room temp, breaks, (where can they get water, bathroom, etc.)

## Remember this:

If you have to read it, you need to **Prepare, Practice, and Rehearse** until you need only a few notes to stay on track

# Hypothermia Demo



**This demonstration should be started at the beginning of the class.**

**Equipment necessary:**

4 – 2 +/- Liter plastic bottles with lids

Cooking thermometer (digital is the best but a dial will work)

Cotton or flannel cloth

Wool cloth – two of equal size

Plastic sack (Wal-Mart bag)

Hot tap water

Small fan – not critical

Cloth or paper towels

Place to record beginning and ending temperatures

Start with four equal size plastic bottles

Fill all four bottles with tap water as hot as you can find or, if available, use heated water to around 130 – 150 degrees.

Cover one bottle with a cotton or flannel cloth

Cover one bottle with a wool cloth

Cover one bottle with a wool cloth and drape the Wal-Mart bag over it like a raincoat

The fourth bottle remains uncovered - naked

- Take the water temperature of each bottle and record for all to see
- Make sure you put the “hat” (lid) on each bottle after taking the temperature reading
- Have a short discussion about which one will have the coolest reading at the end of class and why.
- Throughout the class, wet each bottle occasionally, ideally with a spray bottle of water or just sprinkle tap / room temperature water on each noting that they just encountered rain or a wet snow storm, maybe fell in a wet hole or creek.
- If you have a small fan available turn the fan on occasionally noting that we often get wind along with our storms.

Near the end of class, return to the temperature discussion and have students explain their reasoning. Take and record the end of class temperatures and discuss with the class why the cotton covered bottle is cooler than the other three.

- **Cotton**, especially when wet, acts as a wick and causes a more rapid heat loss than wool or even nothing.

# Habitat Demo #1

Use this to demonstrate the importance of managing habitat

## Equipment necessary:

Bowl

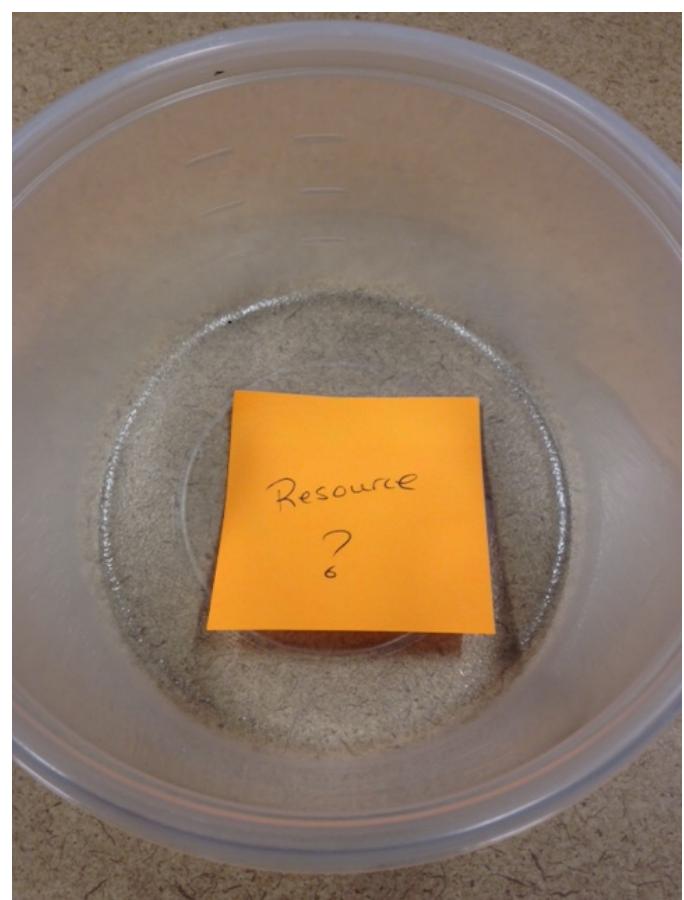
Large bag of candy

M&Ms work well

Gummy bears work well

Tootsie Rolls work well

Before you talk about the importance of conservation, fill up the bowl about half way with candy. Pass the bowl around the group and tell them to help themselves. The bowl should be empty before it gets to everyone, or by the time it gets to the end of the group. When the bowl is empty you can start talking about why conservation is important, noting that just like the bowl of candy, if everyone helps themselves and there aren't any regulations on how much one person can take, the resource disappears and there isn't anything left for others. This is a good lesson to teach that the resource is not endless.



# Habitat Demo #2

## 52 (260+) card pickup

Use to demonstrate habitat, hunting and carrying capacity. This is good to get the kids moving around.

### Equipment necessary:

Three or more decks of cards depending on class size

- (1) Arrange the kids in a big circle (arm's-length apart) outside in an open field. Windy days work best.
- (2) Take a few packs of playing cards (a deck for each half-dozen kids) and scatter them to the wind so they are spread out unevenly inside the circle.
- (3) Tell the kids that they are deer (elk, antelope, whatever) and the cards represent their habitat and food. Instruct them to pick up the cards and put them in a pile where they were standing, one card at a time.
- (4) Yell "go" and stand back and watch the scramble.
- (5) When all of the cards are picked up and in kids' piles (with them standing over the piles) have them count their cards. Go around the circle and have them report their number (should be anywhere from seven to 16).
- (6) Tell the kids that those with **fewer than 12 cards** do not have enough food and habitat to survive the winter. Without some change, they will starve.
- (7) Ask every kid with an ACE (whatever card you choose) to step into the middle of the circle. Tell them "you were harvested by a hunter. So you no longer need your food and habitat." Have them throw their cards to the wind so the cards are spread throughout the circle. Then have the "harvested" kids step outside the circle.
- (8) Instruct the remaining kids to once again scramble for cards (food and habitat). Yell "go" and stand back.
- (9) All or most of them now should have at least 12 cards. They can survive the winter.
- (10) **Lesson learned:** There is only so much food and habitat to support some wildlife herds. Hunters help maintain a balance between the number of healthy animals and the available food and habitat. Without hunters, we would have substantially more wildlife – nature would regulate numbers to match the available food and habitat. By hunting, we get to pursue our passion, continue with our hunting heritage, get outside in the country on a crisp autumn morning and eat tasty elk steaks. But we also get to help ensure that Montana's wildlife is healthy and present in appropriate numbers.

# Gun stock w/ flashlight



Use this to demonstrate the importance of muzzle control. Gives a great visual of where and who a muzzle can sweep if not being careful.

**Equipment necessary:**

- An old gun stock or the one provided by FWP
- Small flashlight
- Tape or rubber bands
- Dimly light room

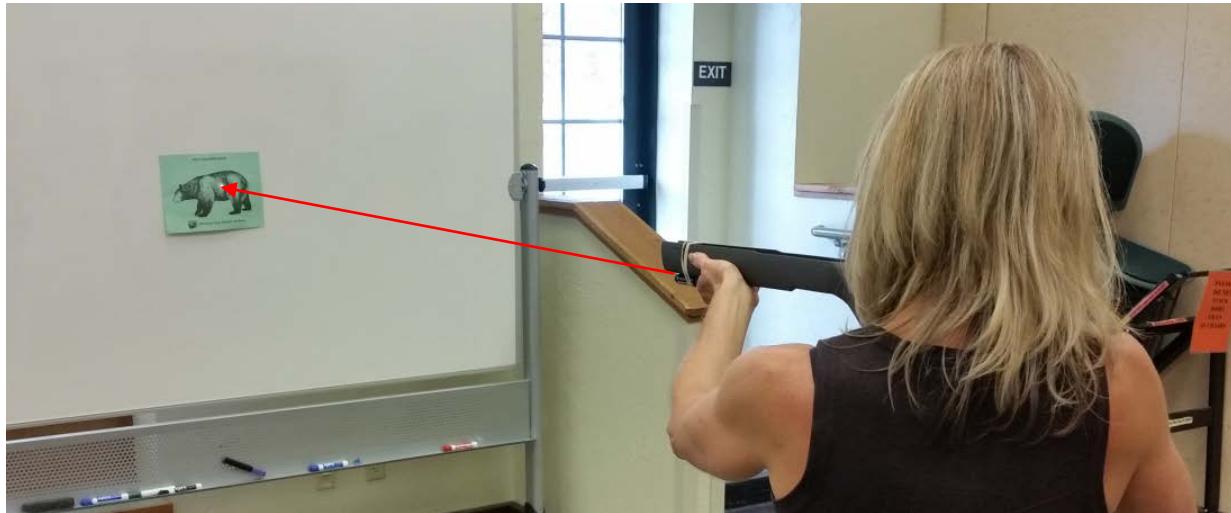
The ideal gun stock can be had from an old BB or Air rifle. Check with your local gun shop as they may have some broken stocks they would be willing to give away.

Once the flashlight is fastened to the stock, turn it on and have students handle the stock while demonstrating carries or pass it between each other.

**OR** you can use it to make a point of how easy it is to sweep others.

# Shooting Positions

## Laser Pointer



Provides a visual to demonstrate the stability of each shooting position

### Equipment necessary:

FWP provided blank stock with attached laser pointer

Target – Ideally the 8½ X 11 Dear, Bear, or Elk

Dimly light room

**OR** an Inert firearm from training set

Laser light / Laser pointer

Tape or rubber bands

- Tape or rubber band the laser pointer to the gun barrel—either to the side or underside—near the muzzle.
- Tape a target to the wall or other suitable surface.
- Mark off a shooting line at least 20 feet further is better out to 40 or 50 feet.

Explain the purpose of this exercise—to point at the target from various positions and judge which position is the most stable. This is determined by the group judging the amount the laser moves while pointed at the target.

Turn on the laser, hand the student the firearm and have them acquire a shooting position and hold the laser on the proper aiming point as long as they can **OR** have them say BANG when they feel they would have been comfortable taking the shot.

Have different students demonstrate each of the shooting positions.

**Another discussion point for this could be a discussion about knowing when NOT to take a shot.**

- Not comfortable
- Unsteady
- Poor sight picture
- Too much movement

# Zones of Fire

## Waterfowl



Provides a visual to demonstrate the zones of fire for each shooting station when waterfowl shooting.

### **Equipment necessary:**

- Three Inert firearms from training set
- Three buckets or stools
- Lightweight decoy – duck or other bird
- Long pole or stick (a 2 or 3 part cane pole or a fiberglass extendable pole about 20 ft long)
- Length of kite string or heavy fishing line
- At least two instructors
- One to watch the shooters the other to be the bird and assist with watching

You can set this up as either hunting from a boat or a blind. Have the kids sit about an arm length away from each other. Explain that they must call out what they are doing as the decoy passes by them - My bird, your bird, or shooting

Fasten the decoy to the end of the pole. The buckets are optional. Have three students stand abreast as though waterfowl or upland bird hunting. Give each student an inert firearm and instruct them to track the decoy as soon as it appears in THEIR zone of fire and to track it until it leaves.

In the end have a discussion about target tunnel vision and how easy it is to get out of your zone. Talk about the dangers of firing outside of their zone.

# Zones of Fire

## Upland Game Bird

This activity can be done outside during the classroom portion or at a field day station to demonstrate proper zones of fire and the importance of communication with hunting partners

### Equipment necessary:

- Three to five inert firearms
- Inert ammo for each firearm (2 rounds each)
- Five to eight Frisbees

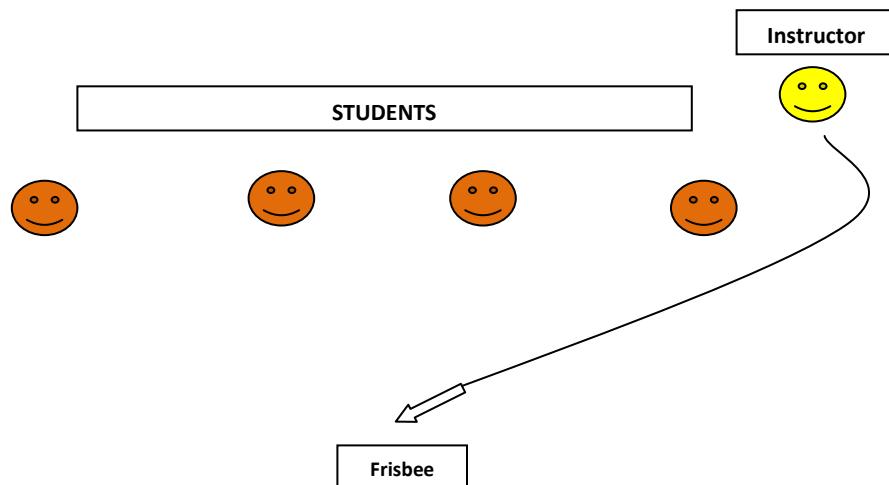
Issue inert firearm and 2 rounds of ammo to each student (it does not matter which guns that is used)  
Do not load until told to do so

Have the students spread out and prepare to walk abreast down range  
When all are ready have them load and make ready to hunt. – round in chamber, safety on

Students are to demonstrate muzzle control and proper carry for their position.

Students are instructed to walk until a bird flushes at which point they call out information to each other  
– My bird, your bird, shooting and so forth

The instructor stands on one end and tosses a Frisbee out in front of the student's simulating a flushing bird. Instructor should vary angles, speed and elevation with each toss. They may also move around behind students being careful to not hit a student with a Frisbee.



# How close can you really get?

**Activity:** Play a game that requires students to walk quietly up to another student. This game is a great way to practice stalking and get the kids moving for a few minutes. (5-10 minutes)

**What you need:** Blind fold (optional-spray bottle with water)

Have the kids practice walking quietly. Give them some pointers after you see their “quiet” walk. Choose one student to be the “deer.” Blindfold that student and have him or her stand in one spot. You can give the “deer” a spray bottle with water if desired. Have the other students quietly approach one at a time and surround the deer if they can. If the “deer” hears any sounds, have them point (or spray) in the direction they hear the sound. If a student is heard, they have to go back to the start line. Student’s who get close enough to tap the deer on the shoulder win.

You can also have the kids wear their coats, as those can make more noise. You can also place a plastic tarp on the floor if inside to make the game more difficult.

Follow up questions you can ask:

*Why does it matter how loud you are when hunting? What types of habitat make it harder to approach quietly?*

# Plan for Success

**Activity:** Follow a hunt plan to find a hunter in the woods (10-20 minutes)

**What you will need:** Completed hunt plan, item to represent a hunter

Before class, write out a hunt plan specific to your classroom setting and hide your “hunter” in the ending location.

- Explain the importance of a hunt plan. Talk about why people should always leave a hunt plan, and stick to their hunt plan.
- Break students into groups if needed. Give them the hunt plan, and explain that the hunter hasn’t checked in and they, as the family, are worried about him. Have them follow the hunt plan and see if they can find the hunter. You could purposely move the “hunter” object to a different location to show them that it gets very difficult to locate someone who doesn’t stick to their hunt plan.

# Interacting with landowners

**Activity:** Students practice asking a “landowner” for permission to hunt their property. (10-15 minutes)

**What you need:** NA

Talk to the students about the importance of making a good FIRST impression when talking to a landowner. Go over how to properly introduce themselves, the importance of being confident, maintain good eye contact (looking the person in the eye), and a firm handshake.

Discuss leaving gates as you find them, being polite, etc. After the discussion, ask different students to volunteer to come up and practice asking a landowner for permission to hunt. The instructor or another student can be the landowner.

Ask the class to make comments about what was done right and what they could improve. Have a discussion about the importance of sending a thank you note, offering to help the landowner with work around the property, or offering to share game. Letting the students practice this skill with instructors and each other will help students build confidence in their communication abilities.

# Whose Calling?

**Activity:** Have a calling competition to learn how to use calls to lure animals into range. (10-15 minutes)

**What you need:** Use sound clips of animal calls, deer, elk, moose, bob cat, mountain lion, or coyote or use your own calls.

Discuss the importance of animal calls and how hunters can use them, the best time of the year, laws for using recorded calls, etc. Divide students into teams. Play a sound clip of an animal or use your own call. Have the students identify what animal made the call.

# Sharp Broadheads vs Dull Broadheads

**Activity:** Demonstrate how a sharp broadhead kills by massive bleeding or collapsing the lungs vs. shock/tissue damage of bullet

**What you need:** Rubber band setup, sharp broadhead, dull/used broadhead, gallon zip lock bag, quart size zip lock bag, fake blood (**use red food coloring in water**), and a two gallon bucket to catch it.

Discuss the importance of using razor sharp broadheads for hunting, checking and replacing gear. Push sharp broadhead through rubber bands to show how efficient it is at cutting. Put more rubber bands on, and push dull/used broadhead through so show how ineffective it is.

Talk about blood loss: an animal must lose about 1/3 of their blood volume to die of hemorrhagic shock.



**Rule of thumb is roughly 1-ounce of blood per pound of body weight.**

**Example:**

Animal	Average Weight in Pounds	Total Blood in Cups	Total Blood in Gallons	Blood loss needed in Gallons	Blood loss needed in Cups
Deer	150	18.8	1.2	0.4	3.1
Black Bear	230	28.8	1.8	0.6	4.7
Elk	500	62.5	3.9	1.3	10.3
Moose	1,000	125.0	7.8	2.6	20.6
Bison	1,400	175.0	10.9	3.6	28.9

# Range Estimation

**Activity:** Ask students to estimate the range a target throughout the class sessions to practice their range estimation. This is a good way to start and end classes. It gives students a chance to see how difficult range estimation can be.

**What you need:** range finder, target of some type – Montana Decoy works well

- Put up a target a distance from the classroom entrance. As students enter, ask them to estimate the range. After class begins, ask students what the target was and give them the actual range.
- During class, discuss range estimation, and why it is so important (optional: help students measure their stride). You can also have students do range estimation before each class begins and after each class ends. Hopefully, by the end of class the students are a little more accurate. Emphasize the importance of knowing how to accurately estimate range and continue to practice and develop that skill so they make good, ethical, shots.

## U R Lost

**Activity:** Demonstrates how easy it is to become turned around when you can't see, like in the dark, fog, dense timber, or a snowstorm.

**What you need:** Blind fold

Talk about STOP and what should you do if you become lost. Talk about the importance of staying calm and in one place. Ask for a volunteer to be the lost hunter. Blind fold the “lost hunter” and turn him or her around a few times. Ask the rest of the class to be very quiet. Have the lost hunter point in the direction they were facing originally. Usually students will point in a completely different direction. Do this with a few students. This exercise shows students how easy it is to become turned around.

Continue survival discussion.

# REVIEW/LEARNING GAMES

## Jeopardy – *used as a review to underscore previously covered topics*

This is a PowerPoint. There is a printed version as well.

## Survival Game – *Goes to the survival discussion and gets students to think about what is important and why*

- You are lost in the woods. What five (*you can use a different number, such as seven, depending upon the size of each team*) items would you have brought with you if you knew there was a chance that you might be stranded. **Note that the group is only allowed five items per team, not per person.** You can have them write their items on a flip chart and discuss and defend their choices with the whole group.

## Ball Toss Game – *can be used as a review to underscore previously covered topics*

- This is a semi-review and wake-up exercise. Have everyone stand up and form a circle. They should all be facing in, looking at each other. Toss a Nerf ball or bean bag to a person and have them tell one thing that they learned thus far. They then toss the ball to someone else and that person shares what they learned. Continue the exercise until everyone has caught the ball at least once and shared one thing they have learned from the covered material.

## Toilet Paper Game – *can be used as a review to underscore previously covered topics*

*This might be a good exercise to do after the Habitat game to see if the students learned anything about resource management.*

- Pass around a roll of toilet paper and ask each student to take what they need. No further explanation.
- When done, tell the group that each person must share one thing that they have learned so far for each square of TP that they took.