

Hunter Education Program



**I N S T R U C T O R
M A N U A L**



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Texas Hunter Education Instructor Manual

REVISED JULY 2010



A Federal Assistance Project
W-104-S
United States Fish and Wildlife Service

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PWD BK K0700-049A (8/10)

Printed on recycled paper.

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR COURSE

A G E N D A

8:00 – 8:30 AM	Registration, Introductions, Instructor Application, Acknowledgement/Release Form, Criminal History Disclosure Form, Pre-test, and Instructor Course Training Report
8:30 – 9:15 AM	Review/Clarification TPWD Hunter Education Program, Policies, and Procedures, Classroom Procedures, Forms and Supplies Review
9:15 – 9:30 AM	Break
9:30 – 10:30 AM	Learning Process, Teaching Skills, Lesson Planning, Evaluating Students
10:30 – 10:40 PM	Break
10:40 – 12:00 PM	Teaching Methods - Ethics, Teaching the Disabled, Training Aids, Media Relations
12:00 – 1:00 PM	Lunch
1:00 – 1:30 PM	Home Study Procedures
1:30 – 2:00 PM	Standards of Live Fire, Hunter Skills Trail Introduction
2:00 – 2:10 PM	Break
2:10 – 3:20 PM	Hunter Skills Trail Demonstration by Applicants
3:20 – 3:30 PM	Break
3:30 – 4:30 PM	Actual Live Fire Exercises by Applicants
4:30 – 5:00 PM	Review, Final Examination, Evaluation, Wrap-up, Group Photo

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR COURSE

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INTRO

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

INTRODUCTION

1. Welcome by TPWD Executive Director
2. Acknowledgements
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Applicant Letter from Hunter Education Coordinator
Job Description/Procedure
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Assistant Instructor Application
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Carter P. Smith
Executive Director

Dear Hunter Education Instructor:

Welcome to the ranks of the Texas Hunter Education Program. You are now a part of one of the greatest volunteer efforts within fish and wildlife agencies throughout North America!

The *Texas Hunter Education Program* is part of an international movement to protect the integrity, safety, and future of hunting and the shooting sports. It is dedication by select citizens such as yourself wanting to improve the *knowledge, skills and attitudes* of people who hunt and shoot sporting arms.

Like any successful program, involvement is the key. By accepting the job and role of a hunter education instructor, you will be coaching new and veteran hunters and shooters *to be safe, responsible, knowledgeable and involved* – the **purpose of hunter education**. Through your teaching, they will learn how important it is to make an investment in the future of hunting.

Hunter education is a cause – a concern. Your involvement epitomizes the spirit of those who will forever continue the hunting heritage – passing on important values to future generations of outdoor men and women, young and old, rural and urban.

On behalf of all of us at Texas Parks and Wildlife, thank you for dedicating your time and skills. We hope this program means as much to you as it does the tens of thousands of students the program certifies each year. If you ever have questions or need assistance, be sure to call our hunter education staff. They pride themselves on providing the best possible assistance for you to get the job done in your area of the state.

Thanks for all you do for Texas' longstanding outdoor heritage.

Sincerely,

A handwritten signature in cursive script that reads "Carter P. Smith".

Executive Director

ACKNOWLEDGEMENTS

**Texas Parks and Wildlife Department wishes to thank the
volunteer Hunter Education Area Chiefs and Instructors
for reviewing and contributing to this manual.**

Editing and Review Staff

Steve Hall
Terry Erwin
Heidi Rao
Jimmie Caughron
Brock Minton
Robert Ramirez

Title VI

Regulations of the U.S. Department of the Interior and Texas Parks and Wildlife Department strictly prohibit unlawful discrimination in this project on the basis of race, color, national origin, age, sexual orientation or handicap. Any person who believes he or she has been discriminated against in this program should contact:

Texas Parks and Wildlife Dept.
Hunter Education Coordinator
4200 Smith School Rd.
Austin, TX 78744
(512) 389-4999

**TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION**

INTRODUCTION

Welcome!

This Hunter Education Instructor Manual contains the things you need to know to be an effective hunter education instructor.

Your job is to pass on the knowledge and skills it takes to be a safe, knowledgeable, responsible and involved hunter and shooter – in short, to be an *ambassador* for hunting and the shooting sports. If the privileges of hunting and shooting are to survive into the future, hunters and shooters must act responsibly toward themselves, other hunters/shooters, landowners, non-hunters/shooters and to the resource itself – everything you learned in your hunter education student course!

“Voluntary adherence to an ethical code elevates the self-respect of the sportsman, but it should not be forgotten that voluntary disregard of the code degenerates and depraves him.”

Aldo Leopold, *A Sand County Almanac*

Hunter Education originated from a voluntary, proactive movement by far-sighted sportsmen and women in the 1940s and 1950s who wanted to elevate ethical codes and actions afield. It was a national effort to elevate the self-respect of all hunters who would listen and adapt their behaviors to meet higher standards. The problems of hunting and firearm accidents, violations and disrespect were met head on by those who had the desire to pass on these standards. In over 50 years, the result has been one of the most successful programs ever spawned by conservation organizations and fish and wildlife agencies.

We are glad you want to continue this positive movement, especially as we begin a new century and endure many more pressures to our wild lands and to the hunting heritage in which fewer children are raised. Yours is a cause – a mission! The more you choose to be involved in this effort, the more proud and satisfied you will feel.

PHASES OF HUNTING

Shooting
Limiting Out
Trophy
Method
Sportsman/Mellowing Out

Give Back (YOU!)

**TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION**

SUMMARY

PURPOSE:

Produce safe, responsible, knowledgeable and involved hunters and shooters

GOALS:

- Promote firearm, sporting arm and hunting safety
- Promote hunting ethics and compliance to hunting regulations
- Combat poaching
- Promote wise use of sustainable resources and the outdoor landscape
- Enhance hunting traditions and values

BENEFITS:

- Reduction of hunting accidents
- Reduction of hunting violations
- Enhancement of outdoor behaviors
- Continuation of the hunting heritage

ACTIONS:

- Teach firearm safety, particularly to young people
- Teach basic hunter education, particularly to those mandated by law
- Teach advanced hunter education, particularly to families
- Teach outdoors/wilderness skills, particularly to non-hunters
- Teach new instructors and monitor local efforts ("Area Chiefs")
- Communicate to the media the positive side of hunting, the shooting sports and the outdoors
- Be professional - an ambassador for hunting/shooting sports



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Executive Director

Dear Instructor Applicant:

Thank you for your interest in the **Texas Hunter Education Program**.

The goals of the program include the reduction of hunting accidents and violations, promotion of safe, responsible and knowledgeable hunting activities and enhancement of hunting traditions and values. By understanding hunting through education, hunters and non-hunters alike will help make a bright future for the sport. Your efforts will help pave the way!

In 1972, Texas started with a voluntary program and progressed to more than 1200 dedicated instructors certifying an average of 12,000 students each year. In 1987, the Texas legislature decided it was time to make education mandatory for young hunters. This action brings more students to the classroom and puts the burden on all of us to make sure we educate them properly. We now have more than 2,900 instructors, which include game wardens, volunteers and professional educators, who certify an average of 30,000 students per year. You can see by the increasing numbers, we do need dedicated individuals to keep pace.

Involvement is the key! By accepting the role as a Hunter Education Instructor, you will be sought by eager young hunters, parents, and even some who, unfortunately, "have to take the course." Show them why it is an investment in the future of hunting. Then, even the "have-to" students will appreciate the time you've spent with them.

Please take time to carefully read and follow the "**Instructor Procedures**" and "**Job Description.**" Complete the application, sign the criminal history disclosure form, and take them, along with the enclosed "yellow sheet" interview form, to your local game warden. The yellow sheet interview form must be completed by the game warden and submitted with the application and criminal history disclosure form for processing. By passing on your knowledge and skills, we will all realize the joy of safe and responsible hunting.

Sincerely,

Terry Erwin
Hunter Education Coordinator

Attachment

HUNTER EDUCATION INSTRUCTOR JOB DESCRIPTION

JOB TITLE	Hunter Education Instructor
RESPONSIBLE TO	Hunter Education Staff
JOB DESCRIPTION	Instructs students of all ages in the Hunter Education program as prescribed by Texas Parks and Wildlife Department.
QUALIFICATIONS	<p>Applicants for the position of Hunter Education Instructor must be at least 21 years of age, of reasonably good health, high integrity, pass a written examination and submit to an oral interview by a game warden.</p> <p>A background check will be conducted on applicants, and those failing to meet certain standards may be denied certification. Teaching experience is highly desirable. Other valuable experience includes: hunting, gunsmithing, safety specialties, public speaking, etc.</p>
PARTICIPATION REQUIRED	Must teach one course and recommend five or more students for certification with at least ten hours of instruction each year. If done, credentials are automatically renewed for one year.
PRECERTIFICATION TRAINING REQUIRED	Graduation from a state-certified Hunter Education student course. (Note: N.R.A. training course cards not accepted but desirable.) Graduation from the Department's instructor training workshop.
IN-SERVICE TRAINING PROVIDED	Voluntary in-service workshop attendance as provided by the Department on a yearly basis.
EVALUATIONS	<p>Periodic classroom evaluations may be made on instructors by a game warden, Area Chief Hunter Education instructor and Hunter Education Staff as well as evaluation forms completed by the students.</p> <p>Instructors will be provided student, self and team-evaluation forms for instructional improvement.</p>
REVOCATION OF CERTIFICATION	<p>Any person failing to teach and certify five students during their yearly certification period will be placed automatically on the roll of inactive instructors. There may be extenuating circumstances, such as prolonged illness, which would prevent the instructor from holding a class. In this event, a letter of explanation with a request that credentials be renewed should be sent to the Hunter Education Coordinator.</p> <p>The Department may decertify instructors for violating provisions of the Hunter Education program, falsifying records or acting in a manner which is detrimental to the program.</p> <p>Appeals to the revocation process should be directed to the Education Director, who will forward it to appropriate Division Director(s), for a final decision.</p>

PROCEDURES FOR BECOMING A TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR

STEP	WHO	PROCEDURE
1	Applicant	Obtains, reads and completes Hunter Education Instructor Application . (Application packet may be obtained by calling or writing Texas Parks and Wildlife.)
2	Applicant	Reads the Hunter Education Instructor Job Description . NOTE: Applicant must successfully complete a state-certified hunter education student course. Attach photo copy to application if <u>not</u> a Texas student certification card. (N.R.A. firearm safety training course certifications do not constitute a state-certified hunter education course.)
3	Applicant	Takes application and “yellow sheet” interview and criminal history disclosure forms to local game warden. (Occasionally, game warden performs interviews at or during instructor workshops.)
4	Game Warden	Gains background information and completes “yellow sheet” interview; conducts background investigation check and sends it with application through appropriate channels to Hunter Education Coordinator in Austin.
5	Hunter Education Staff (Austin Office)	Reviews and processes application. If accepted, applicant’s name and address is sent to nearest Regional Hunter Education Staff, Area Chief Instructor or retained in Austin.
6	Hunter Education Staff Area Chief Instructor	Contacts applicant and sets up an eight-hour instructor’s hands-on training workshop. NOTE: Applicant <u>MUST</u> complete online Instructor Course requirement at: www.tpwd.state.tx.us/learning/hunter_education/instruct.phtml . Applicant completes pre-test, hands-on training, teaching presentation and final examination and evaluation during workshop.
7	Hunter Education Staff Area Chief Instructor	Evaluates and completes applicant’s training report (recommendations and record of test scores) and returns it to Austin office with instructor workshop sign-up sheet.
8	Austin Office	If applicant passes all screening procedures, Austin office certifies as an instructor.
9	Austin Office	Mails instructor congratulatory packet with letter, instructor patch, Instructor I.D. card and other pertinent information.



Mandatory Boater and Hunter Education Programs Volunteer Instructor Application

Texas Parks and Wildlife Department • 4200 Smith School Road, Austin, TX 78744 • www.tpwd.state.tx.us

MUST CHECK: Boater Education Hunter Education Bowhunter Education

Please complete application and give to your local game warden: _____

If you do not know your nearest game warden, please call your local TPWD office or (800) 792-1112.

PLEASE TYPE OR PRINT

Name: Last _____ First _____ Middle _____

Address _____

City _____ State _____ Zip _____ County _____

Date of Birth _____ Gender M F

Drivers License number _____ Social Security number _____

Phone: home (____) _____ work (____) _____ cell (____) _____

Home phone will be used with scheduled course information unless otherwise notified.

E-mail: _____

Occupation _____ Employer _____

Address _____ City _____ State _____ Zip _____

OPTIONAL: White Hispanic Black American Indian/Alaskan Asian/Pacific Islander

PLEASE CHECK ONE: (**Note:** Must have passed a state-certified student course to be accepted.)

I have **NOT** passed a state-certified Boater Hunter Bowhunter Education student course.

I have passed the Texas certified Boater Hunter Bowhunter Education student course.

I have passed another state's certified Boater Hunter Bowhunter Education student course.
(Please attach a photocopy of certificate.)

I have been a Boater Hunter Bowhunter Education Instructor in _____ (state).
(Please attach a photocopy of certificate.)

I fully understand that a game warden will complete a background check on me prior to my appointment as an instructor. If appointed, I will contribute the necessary time to the TPWD Mandatory Education Program(s) for which I am applying. I accept my responsibility as a certified instructor and will not knowingly certify any person who has not met the minimum age and training requirements.

WARNING: Knowingly making false certifications or false student documentation may constitute a 3rd Degree Felony under the penal code punishable by fine not to exceed \$10,000.00, confinement not to exceed ten years, or both fine and confinement.

Applicant Signature _____ Date _____

You will receive a computer-assigned Instructor ID Number upon certification.

Texas Parks and Wildlife Department maintains the information collected through this form. With few exceptions, you are entitled to be informed about the information we collect. Under Sections 552.021 and 552.023 of the Texas Government Code, you are also entitled to receive and review the information. Under Section 559.004, you are also entitled to have this information corrected.

PWD 733 - K0700 (9/05)



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Houston

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Carter P. Smith
Executive Director

Dear Assistant Instructor Applicant:

Thank you for your interest in the **Texas Hunter Education Program**.

The goals of the program include the reduction of hunting accidents and violations; promotion of safe, responsible and knowledgeable hunting activities and enhancement of hunting traditions and values. By understanding hunting through education, hunters and non-hunters alike will help make a bright future for the sport. Your efforts will help pave the way!

In 1972, Texas started with a voluntary program, and progressed to more than 1200 dedicated instructors certifying an average of 12,000 students each year. In 1987, the Texas legislature decided it was time to make education mandatory for young hunters. This action brings more students to the classroom and puts the burden on all of us to make sure we educate them properly. We now have more than 2,900 instructors, which include game wardens, volunteers and professional educators, who certify an average of 30,000 students per year. You can see by the increasing numbers, we do need dedicated individuals to keep pace.

Involvement is the key! By accepting the role as an Assistant Hunter Education Instructor, you will be under the supervision of an active hunter education instructor, and sought by peers, eager young hunters, parents, and even some who, unfortunately, "have to take the course." Help your supervising instructor show them why it is an investment in the future of hunting. Then, even the "have-to" students will appreciate the time you've spent with them.

Please take time to carefully read and follow the "Assistant Instructor Procedures" and "Job Description." **Complete the application, sign the criminal history disclosure form, and take them, along with the enclosed "yellow sheet" interview form, to your local game warden.** The yellow sheet interview form must be completed by the game warden and submitted with the criminal history disclosure form and the application for processing. By passing on your knowledge and skills, we will all realize the joy of safe and responsible hunting.

Sincerely,

Terry Erwin
Hunter Education Coordinator

Attachment

HUNTER EDUCATION ASSISTANT INSTRUCTOR

JOB DESCRIPTION

JOB TITLE	Assistant Hunter Education Instructor
RESPONSIBLE TO	Hunter Education Staff, Supervising Instructor
JOB DESCRIPTION	Assists with instructing students of all ages in the Hunter Education program as prescribed by Texas Parks Wildlife Department.
QUALIFICATIONS	<p>Applicants for the position of Assistant Hunter Education Instructor must be between 15 and 20 years of age, of reasonably good health, high integrity, pass a written examination and submit to an oral interview by a game warden.</p> <p>A background check will be conducted on applicants, and those failing to meet certain standards may be denied certification. Teaching experience is highly desirable. Other valuable experience includes: hunting, camping, first aid, safety specialties, public speaking, etc.</p>
PARTICIPATION REQUIRED	Must assist with recommending five or more students for certification with at least ten hours of instruction <u>each</u> year. May assist any active instructor with courses. Assistant receives same incentive points as instructor assisted. Note: By remaining active until age 21, Assistant attains full Instructor status.
PRECERTIFICATION TRAINING REQUIRED	Graduation from a state-certified Hunter Education student course. Graduation from TPWD's Hunter Education Instructor Training Workshop.
IN-SERVICE TRAINING PROVIDED	Voluntary in-service workshop attendance as provided by the Department on a yearly basis.
EVALUATIONS	Periodic classroom evaluations may be made of Assistant Instructors by supervising instructor, a game warden, Area Chief Hunter Education Instructor and Hunter Education Staff as well as evaluation forms completed by the students. Assistant Instructors will be provided student, self and team-evaluation forms for instructional improvement.
REVOCATION OF CERTIFICATION	<p>Any Assistant Instructor failing to participate in the certification of five or more students during their yearly certification period will be placed automatically on the roll of inactive Assistant Instructors. There may be extenuating circumstances which would prevent the Assistant Instructor from participating in a class. In this event, a letter of explanation with a request that credentials be renewed should be sent to the Hunter Education Coordinator.</p> <p>TPWD Education Section may decertify Assistant Instructors for violating provisions of the Hunter Education program, or acting in a manner which is detrimental to the program.</p> <p>Appeals to the revocation process should be directed to the Education Director who will render a final decision.</p>

PROCEDURES FOR BECOMING A TEXAS PARKS AND WILDLIFE DEPARTMENT ASSISTANT HUNTER EDUCATION INSTRUCTOR

STEP	WHO	PROCEDURE
1	Applicant	Obtains, reads and completes Assistant Hunter Education Instructor Application . (Assistant application and game warden “yellow sheet” interview form may be obtained from supervising instructor, or by calling or writing TPWD.) <i>Note: Must have supervising instructor’s signature and parent/guardian approval and signature on application.</i>
2	Applicant	Reads the Assistant Hunter Education Instructor Job Description . NOTE: Assistant applicant must successfully complete a state-certified hunter education student course. Attach photo copy to application if <u>not</u> a Texas student certification card. (N.R.A. firearm safety training course certifications do not constitute a state-certified hunter education course.)
3	Applicant	Takes Assistant Application and “yellow sheet” interview form to local game warden. (Occasionally game warden performs interviews at or during instructor workshops.)
4	Game Warden	Gains background information and completes “yellow sheet” interview; conducts background investigation check and sends interview form with assistant application through appropriate channels to Hunter Education Coordinator in Austin.
5	Hunter Education Staff (Austin Office)	Reviews and processes assistant application. If accepted, assistant applicant’s name and address is sent to nearest Regional Hunter Education Staff, Area Chief Instructor or retained in Austin.
6	Hunter Education Staff Area Chief Instructor	Contacts assistant applicant and supervising instructor and sets up an eight-hour instructor’s hands-on training workshop. NOTE: Applicant completes online Instructor Course requirement at: www.tpwd.state.tx.us/learning/hunter_education/instruct.phtml . Assistant applicant completes pre-test, hands-on training, teaching presentation and final examination during workshop.
7	Hunter Education Staff Area Chief Instructor	Evaluates and completes assistant applicant’s training report (recommendations and record of test scores) and returns it to Austin office with instructor workshop sign-up sheet.
8	Austin Office	If assistant applicant passes all screening procedures, Austin office certifies as an Assistant Instructor.
9	Austin Office	Mails Assistant Instructor congratulatory packet with letter, name tag, instructor patch, assistant rocker, Assistant Instructor I.D. card and other pertinent information.



Mandatory Boater and Hunter Education Programs Volunteer Assistant Instructor Application

Texas Parks and Wildlife Department • 4200 Smith School Road, Austin, TX 78744 • www.tpwd.state.tx.us

MUST CHECK: Boater Education Hunter Education Bowhunter Education

Please complete application and give to your local game warden: _____

If you do not know your nearest game warden, please call your local TPWD office or (800) 792-1112.

PLEASE TYPE OR PRINT

Name: Last _____ First _____ Middle _____

Address _____

City _____ State _____ Zip _____ County _____

Date of Birth _____ Gender M F

Drivers License number _____ Social Security number _____

Phone: home (_____) _____ work (_____) _____ cell (_____) _____

E-mail: _____

Occupation _____ Employer _____

Address _____ City _____ State _____ Zip _____

OPTIONAL: White Hispanic Black American Indian/Alaskan Asian/Pacific Islander

PLEASE CHECK ONE: (Note: Must have passed a state-certified student course to be accepted.)

I have **NOT** passed a state-certified Boater Hunter Bowhunter Education student course.

I have passed the Texas certified Boater Hunter Bowhunter Education student course.

I have passed another state's certified Boater Hunter Bowhunter Education student course.
(Please attach a photocopy of certificate.)

I fully understand that I must be recommended by a Certified, Active TPWD Instructor, and will be investigated prior to my appointment as an ASSISTANT instructor. If appointed, I will work directly under the supervision of a Certified Instructor in TPWD's Recreation Safety Programs. I accept my responsibility as an ASSISTANT instructor and will adhere to the high standards of the Department.

Applicant Signature _____ Date _____

PARENT OR GUARDIAN: I, the undersigned, being the parent or legal guardian of the Assistant Instructor Applicant named above, do hereby consent to the Assistant Instructor's participation in the TPWD's Outdoor Education Programs and direct supervision of the Certified Active Instructor listed below in the performance of duties as an Assistant Instructor.

Parent or Guardian Signature _____ Date _____

CERTIFIED ACTIVE INSTRUCTOR: I recommend the above named Assistant Instructor Applicant for appointment as an Assistant in TPWD's Outdoor Education Programs. I further assume all responsibility for the actions of the Applicant in the performance of their duties.

Instructor Signature _____ I.D. # _____ Date _____

You will receive a computer-assigned Assistant Instructor ID Number upon certification, also to be used upon turning 21.

Texas Parks and Wildlife Department maintains the information collected through this form. With few exceptions, you are entitled to be informed about the information we collect. Under Sections 552.021 and 552.023 of the Texas Government Code, you are also entitled to receive and review the information. Under Section 559.004, you are also entitled to have this information corrected.

PWD 733A - K0700 (1/06)

TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION INSTRUCTOR WORKSHOP

RELEASE & ACKNOWLEDGEMENT

Release made this _____ day of _____, 20____ by

_____ whose address is
(Name)

(Street, etc.)

_____, Texas _____
(City) (Zip)

In consideration of the permission by Texas Parks and Wildlife Department granted to the above named individual to participate in a Texas Hunter Education Workshop activity at

_____, _____, Texas,
(Location/Facility) (City)

I hereby release and discharge Texas Parks and Wildlife Department, its agents, employees and officers from all claims, actions, demands and judgments which I, the undersigned, may have or claim to have against TPWD or its successors for all personal injuries, known or unknown, and injuries to property, caused by or arising out of the above described activity.

I authorize any photos or videos taken of me during this or any future hunter education workshops or related activities to be used for newsletters or other publications within the Hunter Education Program.

I acknowledge I have received a copy of Texas Parks and Wildlife Department's (TPWD) Hunter Education Program Instructor Manual, and have been instructed in the Program, Policies and Procedures on the above date.

I fully understand and agree to follow all TPWD Program Policies and Procedures as set forth by the guidelines in this Hunter Education Instructor Manual. I further understand that any violation of the policies or procedures found within the Instructor Manual, its periodic amendments, or failure to perform my duties at a level which meets or exceeds the standards set forth by the TPWD Hunter Education Program, may lead to revocation of my Hunter Education Instructor certification.

I, the undersigned, have read this release and acknowledgement and understand the terms herein. I execute it voluntarily and with full knowledge of its significance.

In witness hereof, I execute this document on the day and year shown above.

(Signature)

Texas Parks and Wildlife Department maintains the information collected through this form. With few exceptions, you are entitled to be informed about the information we collect. Under Sections 552.021 and 552.023 of the Texas Government Code, you are also entitled to receive and review the information. Under Section 559.004, you are also entitled to have this information corrected.



Authorization and Consent for Disclosure of Criminal History Information

In connection with the evaluation of my suitability for employment, volunteer status or contracted services to TPWD (either as an independent contractor or as an employee of an organization or business who has entered into a contract with TPWD), I give my consent for TPWD to obtain criminal history information related to my application for employment, volunteer status or contracted services to TPWD. I understand that criminal history information includes any criminal conviction records for deferred adjudication, misdemeanor or felony offenses at age 17 or older. Any such information will be used solely for employment, volunteer status or contracted services related considerations and not for any other purpose.

I authorize, consent, and grant permission to any person or entity to release to TPWD or its agent(s) any and all information regarding my criminal history. I waive any and all claims I may have with respect to providing such information. I understand that TPWD and its agent(s) are not responsible for the accuracy or completeness of the information contained in such reports. I release TPWD and its agent(s) from any and all liability, claims, and lawsuits with respect to the information obtained from any or all the sources used by TPWD and its agent(s).

I understand that this authorization is not an offer of employment, volunteer status or contracted services by TPWD and that any false or misleading information I have provided to TPWD may result in a refusal to hire, promote, reassign, or continue employment, volunteer status or contracted services. I also understand that this authorization is a continuing authorization and will remain valid until such time as I inform TPWD in writing that I revoke this authorization.

Please Legibly Print or Type:

Posting Number: _____ If Volunteer, Type of Volunteer: _____

Position Title: _____

State Park/or Facility Location: _____

Print Name: _____
(Last) (First) (Middle)

Address: _____
(Street) (City) (State) (Zip)

Date of Birth: _____ Male Female
(MM / DD / YYYY)

Social Security Number: _____

Driver's License Number: _____
(State) (Number)

Signature of Applicant may be obtained during interview or any time prior to hire. Date

Texas Parks and Wildlife Department • 4200 Smith School Road, Austin, Texas 78744 • 1-800-792-1112, press 8 • www.tpwd.state.tx.us/jobs

NOTICE: Texas Parks and Wildlife Department maintains the information collected through this form. With few exceptions, you are entitled to be informed about the information we collect. Under Sections 552.021 and 552.023 of the Texas Government Code, you are also entitled to receive and review the information. Under Section 559.004, you are also entitled to have this information corrected.

TPWD Office Use Only:
Program/Site: _____
Contact: _____

HUNTER EDUCATION MUTUAL AGREEMENT

BETWEEN

TEXAS PARKS AND WILDLIFE DEPARTMENT

AND

STATE OF TEXAS

COUNTY OF TRAVIS

THIS AGREEMENT made and entered into this ____ day of _____, 20____, by and between Texas Parks and Wildlife Department (TPWD) and the _____, (District or School) each acting by and through duly authorized officials:

WITNESSETH:

WHEREAS, the dissemination of information contained in the hunter education course furthers the respective lawful purposes of the parties hereto:

NOW, THEREFORE, in consideration of the premises and the mutual covenants hereof, the parties hereto:

1. The District or School shall offer classes for students twelve years of age and older in a TPWD-approved hunter education course. The course is that required in the Texas Hunter Education Program as described in Parks and Wildlife Code Sec. 62.014 and implementing regulations.
2. The teacher for any such course shall be TPWD certified; and
 - a. Must have successfully completed an approved student course (10 hours); and
 - b. Must have successfully completed an instructor's program orientation (12 hours); and
 - c. Must successfully complete game warden interview; and
 - d. Be approved by the District or School.
3. Texas Parks and Wildlife Department will supply materials for such courses as follows:
 - a. For each student - a hunter education manual, registration form and, upon successful completion, a shoulder patch, decal, temporary student card and original student certification card.
 - b. Visual aids as they become available.
 - c. Instructor manual, outline and final report form.
 - d. Forms and materials produced by TPWD for use in the program. These materials include (but are not limited to): wildlife management and conservation literature, evaluation techniques, targets, TPWD publications, regulations and publicity forms.
4. Texas Parks and Wildlife Department will make available to the District or School, consultants for teacher training and orientation; the local game warden is an additional resource who may be contacted.
5. The teacher certified as an instructor of hunter education shall fulfill the following responsibilities:
 - a. Insure that all classes taught conform to approved TPWD course requirements.

- b. Insure all student registration and instructor final report forms are properly completed and returned to TPWD with the correct student fees within seven (7) days of certification date.
 - c. Submit supply order forms for initial or replacement classroom material, manuals and decals to TPWD at least one (1) month prior to first day of course.
 - d. Insure proper distribution of material to students.
 - e. Upon terminating the program, return all course materials to TPWD.
6. This agreement is terminable upon sixty (60) days written notice by either party.
 7. The course fee of \$15 per student will be charged to consenting students of the District or School and remitted to TPWD. (Instructors may retain \$10 per student to be used for training aids or supplies for courses.) Those students who choose not to participate in TPWD's certification program (but are attending because of the school's curriculum) shall return the hunter education manual at the end of the course and will not be considered enrolled students in the program. However, all students participating in and successfully completing the course are encouraged to pay the fee and gain certification for possible use and/or need at a later time.

THIS AGREEMENT EFFECTIVE as of the date first written on page one (1) of this agreement.

TEXAS PARKS AND WILDLIFE DEPARTMENT

By: _____
 Hunter Education Coordinator (Signature) (Printed Name) Date

By: _____
 Superintendent or School Principal (Signature) (Printed Name) Date

By: _____
 Hunter Education Instructor (Teacher) (Signature) (Printed Name) Date

By: _____
 Hunter Education Instructor (Teacher) (Signature) (Printed Name) Date

By: _____
 Hunter Education Instructor (Teacher) (Signature) (Printed Name) Date



Game Warden's Interview for Volunteers in Boater, Hunter and Bowhunter Education Programs

Texas Parks and Wildlife Department • 4200 Smith School Road, Austin, TX 78744 • www.tpwd.state.tx.us

TO THE GAME WARDEN: This form and interview serves two main purposes:

- Background check/review for the department
- Develop a rapport and first-contact with applicant in your area

PROCEDURES

- Use this standardized form and conduct interview after an education volunteer applicant of a TPWD boater or hunter education staff member has contacted you. **You are also encouraged to recruit volunteer instructors in your area.**
- Contact applicant and set up a personal interview in uninterrupted and comfortable surroundings.
- Read opening statement and make applicant feel comfortable. Main eye-to-eye contact and warm, friendly attitude. Conduct interview (questions 1-16).
- Conduct background check, including questions 17-23.
- Send through appropriate channels to Austin, **Attn: Hunter and Boater Education Branch, Communications Division.**
- Austin education staff will process and arrange an instructor's course for the applicant. Once the applicant successfully completes the course, he/she will be sent a congratulatory packet upon being certified.

Note: Austin staff or area chiefs may contact game warden to conduct interview(s) in conjunction with an instructor's course if convenient to both the applicant and game warden.

GAME WARDEN'S GENERAL OPENING STATEMENT

The purpose of this interview is to give the department some insight into your qualifications for becoming a volunteer instructor for the mandatory boater and/or hunter education programs, including bow hunter education. Once this interview is completed, it will be sent to the statewide program coordinator for processing.

APPLYING FOR: Boater Education Hunter Education Bowhunter Education

APPLICANT INFORMATION

Name: Last _____ First _____ Middle _____

Address _____

City _____ State _____ Zip _____ County _____

Phone: home (_____) _____ work (_____) _____ cell (_____) _____

E-mail _____

Drivers License number _____ Social Security number _____

Date of interview _____

Interviewed by _____

Printed name

Signature

GENERAL EXPERIENCE

1. What is your educational background?

- a. High School
- b. GED
- c. College
- d. Advanced Degree
- e. Vocational/Trade School; specify: _____
- f. Other: _____

2. Have you had special training in related fields (i.e., Red Cross, first aid, CPR, etc.)?

3. Do you have expertise or experience training the physically or mentally handicapped?

4. For what institutions/organizations have you instructed?

- a. Public/private school
- b. Community education
- c. Colleges
- d. Sunday school
- e. Boy Scouts/Girl Scouts/4-H
- f. Summer camps
- g. Junior ROTC/Armed Services
- h. U.S. Power Squadrons or Coast Guard Auxiliary
- i. American Sailing Association
- j. Industry/vocational/trade
- k. Other: _____
- l. Other: _____

5. Do you speak any foreign languages with fluency? If so, please list: _____

6. To what hunting, conservation or boating organizations do you belong?

7. With what group of people do you find easiest to communicate?

8. How would your best friend describe you?

9. Why do you want to become a volunteer instructor for Texas Parks and Wildlife Department?

10. What one thing will give you the most satisfaction as a volunteer?

11. Any comments?

COURSE-RELATED EXPERIENCE

BOATER EDUCATION

12. What boats have you operated?
- a. Inboard motorboat
 - b. Outboard motorboat
 - c. Inboard/outboard motorboat
 - d. Sailboat
 - e. Personal watercraft (jet ski, etc.)
 - f. Canoe, kayak, raft
 - g. Commercial
 - h. Others: _____

13. With what topics are you most familiar?
- a. Preparation
 - b. Navigation/rules of the road
 - c. Regulations and water safety laws
 - d. Registration and ownership
 - e. Accidents and investigations

14. In which water sports are you most active?
- a. Motorboating/powerboating
 - b. Sailing
 - c. Rafting, canoeing, kayaking
 - d. Personal watercraft use
 - e. Swimming
 - f. Scuba diving
 - g. Fishing
 - h. Wind surfing
 - i. Water skiing
 - j. Others: _____

HUNTER AND BOWHUNTER EDUCATION

12. What species have you hunted?
- a. Deer, elk, antelope, big game
 - b. Turkey
 - c. Quail, pheasant, upland game
 - d. Dove
 - e. Waterfowl
 - f. Rabbit, squirrel, small game
 - g. Others: _____

13. With what sporting arm do you hunt?
- a. Rifle
 - b. Shotgun
 - c. Handgun
 - d. Bow and arrow
 - e. Muzzleloader
 - f. Crossbow

14. In which shooting sports are you most active?
- a. High powered rifle
 - b. Small bore rifle
 - c. Silhouette
 - d. Trap
 - e. Skeet
 - f. Sporting clays
 - g. Handgunning
 - h. Archery
 - i. Muzzleloading
 - j. Others: _____

15. Have you ever been convicted of a hunting, fishing or water safety act violation? Yes No

16. Violation of the Texas Penal Code? Yes No

If so, please describe: _____

GAME WARDEN'S CONCLUDING STATEMENT

On behalf of the department, I want to thank you for your interest, time and trouble in consenting to this interview. Once it is sent to Austin, you should be hearing from an Education Program staff member in one to four weeks. Do you have any questions? Please respond or refer to Austin at (512) 389-4999.

TO BE COMPLETED BY GAME WARDEN AFTER INTERVIEW

- 17. Applicant's community reputation is: a. excellent b. good c. poor d. unknown
- 18. Applicant's work record and reliability are: a. excellent b. good c. poor d. unknown
- 19. General appearance of applicant is: a. excellent b. good c. poor
- 20. Voice quality and clarity is: a. excellent b. good c. poor
- 21. Ability to express him/herself is: a. excellent b. good c. poor
- 22. Use of proper language is: a. excellent b. good c. poor
- 23. Additional comments:

I recommend this applicant be certified as a Boater Hunter Bowhunter Education Instructor

I do not recommend this applicant be certified as a Boater Hunter Bowhunter Education Instructor

State reasons why: _____

I defer recommendation to Austin-based Law Enforcement Division and Education staff for further review and investigation.

Game Warden (printed name) Signature Date

FOR AUSTIN USE ONLY

Received by (printed name) Signature Date

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TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR COURSE

PRE-TEST

1. What is the International association established solely to provide hunter education support to states and provinces?
 - a. Hunter Safety Alliance
 - b. National Rifle Association
 - c. International Hunter Education Association
 - d. National Shooting Sports Foundation

2. What 1972 amendment to the Pittman-Robertson Act earmarked funds for hunter education?
 - a. Wallop-Breaux
 - b. Dingell-Hart
 - c. Dingell-Johnson
 - d. Pittman-Breaux

3. The Mandatory Hunter Education law can be found in which Texas Code?
 - a. Health & Safety Code
 - b. Penal Code
 - c. Education Code
 - d. Parks & Wildlife Code

4. What is the grandfather date established for the Texas hunter education program?
 - a. January 1, 1949
 - b. January 1, 1968
 - c. September 2, 1971
 - d. September 2, 1984

5. What is the minimum age for certification in Texas?
 - a. 9 years of age
 - b. 12 years of age
 - c. 14 years of age
 - d. no minimum age

6. Purpose of hunter education is:

7. Name three benefits of hunter education.

8. Learning is a change in behavior because of the acquisition of
 - a. _____
 - b. _____
 - c. _____

9. Best learning/teaching style used in hunter education is:
 - a. hands-on/coaching
 - b. hearing/lecturing
 - c. seeing/demonstrating
 - d. touching/filming

10. Texas Parks and Wildlife Department's toll-free phone number and Web site address is:

TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER & BOATER EDUCATION PROGRAMS

NEW INSTRUCTOR COURSE TRAINING REPORT

HUNTER

BOWHUNTER

BOATER

PLEASE PRINT

Applicant Name

____ - ____ - ____ - ____ - ____
Social Security Number

completed the necessary hours of training in Program Orientation and Teaching Skills, and I recommend him/her for further processing in achieving Hunter, Bowhunter and/or Boater Education Instructor certification as indicated above.

Comments: _____

Pre-Test Score _____

Final Examination Score _____

Date of Training

Signature

Hunter or Boater Education Staff

Area Chief or Bowhunter Instructor Trainer

Printed Name

Instructor I.D. Number

DO NOT WRITE BELOW THIS LINE

FOR AUSTIN USE ONLY

Certified

Not Certified

Date

Hunter or Boater Education Coordinator

Comments: _____

I

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

I. PROGRAM, POLICIES AND PROCEDURES

A. PROGRAM

1. HUNTER EDUCATION IN NORTH AMERICA
 - a. Purpose
 - b. History
 - c. Funding
 - d. Standardization: IHEA
 - e. Instructor Training
 - f. Supporting Organizations
 - g. Future
 - h. Summary
2. HUNTER EDUCATION IN TEXAS
 - a. Purpose
 - b. History
 - c. Funding
 - d. Supporting Texas Organizations
3. TEXAS HUNTER EDUCATION PROGRAM CHRONICLE
4. HUNTER EDUCATION INSTRUCTOR AWARDS/LEADERS
 - a. Sportsmen Conservationists of Texas "Volunteer Hunter Education Instructor of the Year" Awards
 - b. Texas Hunter Education "Hall of Fame" Awards
 - c. Hunter Education Program Coordinators

B. POLICIES (Program Policies)

1. FEDERAL/STATE
2. TPWD
 - Fees
 - Donations
 - Performance
 - Records
3. TEXAS HUNTER EDUCATION PROGRAMS
 - Basic Hunter Education
 - Advanced Hunter Education
 - Outreach and Special Events
 - Area Chief
4. HUNTER EDUCATION INSTRUCTORS
 - Volunteers
 - Teachers (Professional Educators)
 - Game Wardens/TPWD Employees
 - Area Chiefs
5. INSTRUCTORS SHOULD
6. INSTRUCTOR POLICIES
7. RISK MANAGEMENT, LIABILITY AND INSURANCE

- 8. PROGRAM PROVISIONS
 - Instructor Supplies and Materials
 - Student Supplies and Materials
 - Communications
 - Record Keeping
 - Publicity and Promotions
 - Recognition
 - Special Events and Promotions
 - Pre-Service Training
 - In-Service Training
 - Instructor Levels
 - Assistant Instructor
 - Master Instructor
 - Area Chief Application and Training
 - Incentive Awards
 - Tenure Pins
 - Hunting Accident/Incident Data
 - Instructor Discounts

C. PROCEDURES

- 1. BECOMING AN INSTRUCTOR
- 2. ORDERING SUPPLIES
- 3. PREPARING FOR A COURSE
 - a. Choosing a Class Site
 - b. Classrooms
 - c. Audio/Visuals
 - d. Field Exercises
 - e. Live Firing Exercises
 - f. Publicity
 - g. Pre-registration/Registration
 - h. Supplies and Materials
 - i. Videos
- 4. COURSE CHECKLIST
- 5. TO DO/SUPPLY LIST

D. APPROVED STUDENT MANUALS AND VIDEOS

A. PROGRAM

1. HUNTER EDUCATION IN NORTH AMERICA

a. Purpose

The mission of hunter education is to teach hunters to be safe, responsible, knowledgeable and involved. A North American network of information and coursework, hunter education is required of certain age groups of hunters in all 50 states and 10 provinces. Only Alaska, Northwest Territories, Nunavut and the Yukon Territory do not require hunter education, perhaps because they have more demanding hunting conditions and more stringent requirements such as the mandatory use of guides.

The goal of hunter education is to introduce people to the joys of shooting and hunting. There are over 30 million target shooters and 14 million hunters, 16 years of age and older, in the United States. Each year a total of over 700,000 hunters are trained in hunter education by over 70,000 hunter education instructors throughout North America, primarily by volunteers and professional educators trained by state and provincial fish and wildlife personnel.

b. History

Hunter education began formally in Kentucky in 1946 as part of their statewide youth camp program. **New York was the first state to initiate mandatory hunter education training in 1949.** Since then, over 30 million students have attended courses that teach firearm safety, hunting ethics and responsibilities, nomenclature, black powder safety, archery safety, wildlife conservation, survival, wilderness first aid and hunting techniques. Current courses are a minimum of ten hours, and many states require live-firing processes as part of course completion. States are currently looking at technologies that enhance the learning process and make courses more convenient to hunters. States also are looking at ways to educate the non-hunting public about the benefits of hunting and about conservation of natural resources. (See “History of Hunter Education in North America” Chronology.)

c. Funding

Hunter education in the United States is funded primarily by federal dollars, entitled “hunter safety apportionment,” available to states from “**Federal Aid in Wildlife Restoration**” excise taxes paid for by purchasers of handgun and archery equipment (**1972 Dingell-Hart amendment to the Pittman-Robertson Act of 1937**). These federal dollars supplement state funds available through student fees, hunting license fees and/or similar revenues.

d. Standardization – IHEA

A professional organization entitled **International Hunter Education Association (IHEA)** was formed in 1972 (then called North American Association of Hunter Safety Coordinators). Its purpose is to provide leadership and support to hunter education program administrative staff and instructors throughout North America. Comprised mainly of hunter education coordinators from each state, Canadian provinces, Mexico, South Africa, Peru, El Salvador, New Zealand Puerto Rico and the U.S. Virgin Islands, IHEA provides national information to the public and media regarding the successes of hunter education. It also is the organization responsible for hunter accident information provided on an annual basis. According to IHEA, “**Because of hunter education, hunting is safe and getting safer!**”

e. Instructor Training

Each state and provincial fish and wildlife agency is responsible for training instructors who teach hunter education. Primarily volunteers, each instructor typically passes the student course, attends an instructor course comprised of program information, policies and

procedures for effectively teaching a course in his or her area. Most instructors in North America are subject to a background investigation so jurisdictions can recruit volunteers with the right motivation, reputation and integrity. Most instructors also are provided with in-service training opportunities to further advance their knowledge and skills. Most are persistent and undying in their efforts to train students in the right ways to hunt. **The volunteer instructor is the backbone of hunter education in North America.**

f. Supporting Organizations

State wildlife conservation officers or game wardens are trained as instructors too. They also conduct hunter accident/incident investigations and typically conduct the background investigation on volunteers applying to become hunter education instructors.

Many organizations support hunter education at the state and provincial levels. The **National Rifle Association** was the primary source of hunter safety courses before the state fish and wildlife agencies shouldered the responsibility. The **National Shooting Sports Foundation**, which annually sponsors “National Hunting and Fishing Day” (the last Saturday in September), has provided outstanding support for hunter education over the years. Recently, the Foundation has taken on a leadership role inviting people to experience the shooting sports through various efforts such as their “Step Outside” program and “Take Your Best Shot.” They also sponsor the annual “Shooting and Hunting Outdoor Trade (SHOT) Show,” the biggest outdoor manufacturer show of its kind for retailers of shooting and hunting products. The **Association of Fish and Wildlife Agencies** provides leadership in the form of the **Hunter Education and Shooting Sports Committee** (formerly the hunter education committee established in 1971). Shooting and hunting industries have provided donations of cash, equipment and training aids to assist with the educational process since the programs were developed.

Publishers and cinema companies have assisted in the development of course materials, films and videos since the early seventies. Recently, many industries have surfaced with an interest in helping states and provinces enhance hunter education through the usage of the Internet, CD-ROM, video simulations, home study and similar methods/technologies.

g. Future

The future of hunting is bright in North America because of the visionary expectations of hunters and conservationists who established a sound system of wildlife management and education. Hunter education is a proactive method that effectively reduces poor hunting behavior which is cited as the main reason why hunters could lose their hunting privilege. Of all of the methods, hunter education is also the most rewarding and the most positive for hunting’s image.

h. Summary

PURPOSE

- To teach hunters to be safe, responsible, knowledgeable and involved.
- To introduce people to the joys of shooting and hunting.

HISTORY – NORTH AMERICA

- Hunter Education (HE) is a North American network of information and courses established to teach hunters about the safe, legal and ethical means by which to pursue wildlife.
- HE is *mandatory* for certain age groups of hunters in all 50 states and 10 Canadian provinces, excluding Northwest Territories, Nunavut and Yukon Territory. (The voluntary provinces do demand guides and/or enough knowledge and skills to hunt in rugged environments.)

- Over 700,000 students are trained annually by over 70,000 instructors throughout North America, primarily volunteers and professional educators trained by state and provincial HE staff.
- HE started in Kentucky in 1946 in their statewide youth camp program; the first mandatory program began in New York in 1949.
- Most programs were modified from hunter safety courses taught by the National Rifle Association (NRA).

FUNDING

- **Pittman–Robertson Act (1937)** – called *Federal Aid in Wildlife Restoration*, the act provided for funding to states for wildlife habitat restoration, land acquisition, research and administration; funds derived from an 11 percent excise tax on sporting arms and ammunition. APPENDIX A – WILDLIFE RESTORATION SUPPLEMENTAL RESOURCE
 - collected by the manufacturers
 - deposited into the national treasury
 - managed by the U.S. Fish and Wildlife Service, U.S. Dept. of the Interior
 - distributed to states which provide 25 percent matching funds
 - Dingell-Hart Excise Bill (1972) – amended PR program to include excise tax on handguns and archery equipment, providing funding to states for hunter education and shooting range development projects.

SUPPORTING NATIONAL ORGANIZATIONS

- **U.S. FISH AND WILDLIFE SERVICE (USFWS)** – Federal agency responsible for administering federal aid funds used by most states to help fund HE efforts.
 - **Region 1** California, Hawaii, Idaho, Nevada, Oregon and Washington
 - **Region 2** Arizona, New Mexico, Oklahoma and Texas
 - **Region 3** Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin
 - **Region 4** Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee
 - **Region 5** Connecticut, Delaware, Maryland, Massachusetts, New Hampshire, New Jersey, Maine, New York, Pennsylvania, Rhode Island, Vermont, Virginia and West Virginia
 - **Region 6** Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah and Wyoming
 - **Region 7** Alaska
- **ASSOCIATION OF FISH AND WILDLIFE AGENCIES (AFWA)** – Professional organization of state agency directors and other fish and wildlife professionals that provides support and information to all state fish and wildlife agencies; oversees direction of hunter education with the establishment of a hunter education committee in 1971, now called the *Hunter Education and Shooting Sports Committee*.
- **INTERNATIONAL HUNTER EDUCATION ASSOCIATION (IHEA)** – Professional organization of HE coordinators, federal aid representatives and other HE professionals established in 1971 that provides support to all HE programs throughout North America (formerly the North American Association of Hunter Safety Coordinators).
 - **Purpose** – to provide leadership and (inter)national support, standards and information.
 - **Membership** – United States, Canada, Mexico, South Africa, New Zealand, Puerto Rico and U.S. Virgin Islands; associates and other forms of supporting memberships available to instructors, industry and others interested in fostering the goals of HE.
 - **Executive Director** – and support staff run national office and support for member states; represents HE, providing national information to the public and to media upon request.

- **Board of Directors** - comprised of President, President Elect, four Vice-presidents, Secretary/Treasurer and four volunteer instructor representatives.
 - **Committees** - established to conduct the business of the organization.
 - **“Youth Hunter Education Challenge”** - annual event sponsored by NRA which provides opportunities for state and provincial hunter education teams and individuals to showcase the knowledge and skills they have learned in hunter education programs across North America.
 - **“Hunter & Shooting Sports Education Journal”** - the official publication of the International Hunter Education Association; published by the Focus Group, Seattle, WA, and distributed free to instructors by some states. In Texas, it is distributed to all instructors with the “Target Talk” newsletter.
 - ***Hunter’s Handbook*** - distributed free to students via hunter education course materials by Texas and many other states.
 - **Hunting Incidents** - IHEA is responsible for consolidating hunting accident data, primarily to enhance HE efforts; primary source of all hunting accident data.
- APPENDIX B - HUNTING ACCIDENT REPORT SUMMARY

- **NATIONAL SHOOTING SPORTS FOUNDATION (NSSF)** - Organization supporting the development of shooters, shooting ranges and hunter education programs; sponsors “National Hunting and Fishing Day” the last Saturday in September; hunter education training material available.
- **NATIONAL RIFLE ASSOCIATION (NRA)** - Originally formed after the Civil War (Also known as the “War of Northern Aggression”), to improve marksmanship in the armed forces of the United States, the organization now works to preserve second amendment rights (...the right to keep and bear arms...) and support the development of shooters, shooting ranges and hunter education programs primarily through their education and training division. It also has a community services division and sponsors the national “Youth Hunter Education Challenge”; It has state affiliates and provides hunter education training material.
- **WINCHESTER AMMUNITION** - Sponsored national “Volunteer Hunter Education Instructor of the Year” for 21 years at IHEA annual conference and business meetings from 1987-2007.
- **FEDERAL AMMUNITION** - Sponsors the “Volunteer Hunter Education Instructor of the Year.” (Began in 2008)
- **WINCHESTER/FEDERAL/REMINGTON AMMUNITION COMPANIES and OTHER SPORTING INDUSTRIES** - Provide training aids/supplies to hunter education instructors through the state hunter education coordinator. Discounts are advertised in “Target Talk,” the instructor newsletter.

History of Hunter Education in North America: Chronology

- **American Frontier** - Teaching of marksmanship and outdoor skills necessary for survival, family support and family pride.
- **Early 1900s** - Code of outdoor ethics, Seth Gordon, Izaak Walton League.
- **1937** - Passage of the Pittman-Robertson (Federal Aid in Wildlife Restoration) Act
- **1946** - Hunter education began in Kentucky - statewide youth camp program.
- **1949** - First Mandatory Hunter Education Program - New York.
- **1950s-60s** - National Rifle Association (NRA) provided hunter safety materials, training and support and administered the hunting accident recording system entitled "uniform casualty report."
- **1971** - Formation of the North American Association of Hunter Safety Coordinators (NAAH-SC) to communicate standards and reciprocity between states, provinces and territories; recommended standard - eight hours of instruction.
- **1970-72** - Passage of Dingell-Hart excise bill, amendment to the Pittman-Robertson Act of 1937; provided funds for hunter education and target range development from excise taxes on handguns and archery equipment.
- **1981** - Hunter Education Task Force of the Association of Fish and Wildlife Agencies (AFWA) created national standards and guidelines for all programs throughout North America; national award system begun that rated states/provinces an A, AA or AAA program; recommended standard - 10 hours of instruction.
- **1989** - NAAHSC renamed International Hunter Education Association (IHEA); 40 states with mandatory hunter education requirements; revision of the 1981 hunter education national guidelines.
- **1995** - New Executive Vice President for IHEA, Dr. David Knotts; IHEA office moved to Wellington, CO.
- **1999** - National (revised) standards approved by IAFWA and IHEA - first time by executive boards of both organizations (see standards/learning objectives within).
- **2003** - New Executive Vice President for IHEA, Eric Nuse.
- **2006** - New Executive Director for IHEA, Gary Berlin; IHEA office moved to Federal Heights, CO.
- **2007** - Standards revised and adapted by IHEA members.
- **2008** - New Executive Director for IHEA, Wayne East.

2. HUNTER EDUCATION IN TEXAS

The Texas Parks and Wildlife Department (TPWD) started the **voluntary hunter education program in 1972** primarily to provide training for Texas hunters and for hunters traveling to other states requiring hunter education. The most notable of these was Colorado, which passed a mandatory requirement in 1970 that impacted hunters born on or after January 1, 1949.

NRA's existing hunter safety program was used and was four (4) hours in length. Many NRA instructors in Texas were recruited as the first Texas hunter education instructors. By 1987, over 150,000 students completed the voluntary course, and the required minimum for a course was ten (10) hours over two (2) days - a requirement recommended by the federal government which monitored funds (excise taxes) returned to states for hunter education and target range development.

In June 1987, the Texas Legislature passed S.B. 504, the **mandatory hunter education law** for the State of Texas. The law allowed the TPW Commission to adopt regulations requiring hunter education for Texas hunters under 17 years of age at the time of the effective date chosen by the TPW Commission (June 1, 1988). Therefore, anyone born on or after September 2, 1971 ("**Grandfather Date**" for Texas) would have to complete the training to legally hunt in Texas.

Hunter Education (as it appears in the *Outdoor Annual*)

Every hunter (including out-of-state hunters) born on or after Sept. 2, 1971, must successfully complete a Hunter Education Training Course. Minimum age of certification is 9 years and cost is \$15.

If you were born on or after September 2, 1971 and you are:

- under 9 years of age, you must be accompanied.*
- age 9 through 16, you must successfully complete a hunter education course, or you must be accompanied.*
- age 17 and over, you must successfully complete a hunter education course; or purchase a "Hunter Education Deferral," and you must be accompanied.*

New - **Hunter Education Deferral** (cost: \$10) Allows a person 17 years of age or older who has not completed a hunter education program to defer completion for up to one year. A deferral may only be obtained once and is only valid until the end of the current license year. A person who has been convicted or has received deferred adjudication for violation of the mandatory hunter education requirement is prohibited from applying for a deferral. Take the course by August 31 of the current license year and receive a \$5 discount.

***Accompanied means:** By a person who is at least 17, who is licensed to hunt in Texas, who has passed hunter education or is exempt (born before Sept. 2, 1971), and you must be within normal voice control. Proof of certification or deferral is required to be on your person while hunting.

Note: Certification is not required to purchase a hunting license.

Bowhunter Education - Certification is required on certain areas of Texas (Hagerman National Wildlife Refuge, Pottsboro).

Note: Bowhunter education does not substitute for Hunter Education certification.

APPENDIX C - HUNTER EDUCATION REQUIREMENTS IN *OUTDOOR ANNUAL*

Also, the law allowed anyone who received a citation to appeal it with the Justice of the Peace within 10 days. Upon successful appeal, he/she had to complete a course within 90 days to void a citation.

The Texas mandatory hunter education law is the most flexible in the country, providing maximum convenience to hunters. Hunter education remains a tool for the parent or mentor to use to assist a person in his/her development and maturity as a hunter. It also provides the means to introduce responsible use of the outdoors, shooting sports and firearm safety.

The Texas Hunter Education Program has played a significant role in the reduction of hunting accident statistics since the late 1960s. (See annual Texas Hunting Accident/Incident Analysis).

Hunter Education in Texas - Summary

a. Purpose

- To teach Texas hunters to be safe, responsible, knowledgeable and involved.
- To introduce Texans to the joys of shooting and hunting.

b. History - Texas

- Hunter Education (HE) is a tool for Texas Parks and Wildlife Department (TPWD) to educate hunters about current and proposed hunting regulations.
- **HE is mandatory for THOSE BORN ON OR AFTER SEPTEMBER 2, 1971;** Course fee is \$15.00 per student of which the volunteer can retain up to \$10.00.

APPENDIX D - TEXAS HUNTER EDUCATION REQUIREMENTS

- Over 30,000 students are trained annually by over 3,000 instructors throughout the state, primarily volunteers and professional educators trained by TPWD hunter education staff and volunteer “Area Chiefs.”
- Texas volunteer HE program began in 1972; mandatory program began in June 1988.
APPENDIX E – MANDATORY HUNTER EDUCATION STATUTE §62.014
- HE program has trained and certified over 850,000 students by the end of 2010.

c. Funding

- Federal funding – Excise tax on handguns and archery equipment, entitled “hunter safety apportionment”
- State funding – Game, fish and water safety fund (“Fund 9”), partially offset by student fees collected by the instructors and sent to the agency

d. Supporting Texas Organizations

- **TEXAS PARKS AND WILDLIFE DEPARTMENT (TPWD)** – State agency responsible for administering the mandatory hunter education program in Texas; created with the merging of the State Parks Board with the Game and Fish Commission in 1963; mission is “To manage and conserve the natural and cultural resources of Texas and to provide hunting, fishing and outdoor recreation opportunities for the use and enjoyment of present and future generations.” HE fulfills the mission on behalf of hunters (and purchasers of handguns and archery equipment).
 - **Nine-member Commission** – Appointed by the governor; (non-paid position) hold office for six-year terms; authority for implementing fish and wildlife regulations; oversee the operations of TPWD.
 - **Executive Director** – Appointed by the TPW Commission; (paid position) responsible for the administration, operation and planning functions of the department.
 - **Wildlife Division** – Responsible for managing wildlife populations (inventory, harvest, habitat needs, land acquisition, research, etc.); federal aid administrator assists with hunter education (W-104-S) and shooting range (e.g. W-122-S) projects; public hunting programs, technical guidance for landowners managing their lands; youth hunting programs.
 - **Law Enforcement** – Responsible for enforcing the Parks and Wildlife Code and Texas Parks and Wildlife Regulations; goals are to: 1) educate, 2) prevent and 3) apprehend, in that order; game wardens are commissioned peace officers which means they can enforce any laws; game wardens are angler, boater and hunter education instructors, and they conduct instructor interviews including background investigations; investigate hunting and boating accidents/water fatalities.
 - **Coastal Fisheries** – Responsible for coastal fisheries management (e.g. inventory, harvest, commercial fisheries, shell, sand, gravel, habitat needs, hatcheries, research and Sea Center Texas near Lake Jackson, etc.).
 - **Inland Fisheries** – Responsible for inland fisheries management on public inland waters including lakes and streams (e.g. inventory, harvest, habitat needs, hatcheries, research and Texas Freshwater Fisheries Center near Athens, etc.).
 - **Communications** – Responsible for disseminating the mission, programs and services of TPWD; *Texas Parks & Wildlife* television show (PBS) and magazine, “Outdoor Connection” radio, news releases, internal and external communications.
 - **Outreach and Education** – Responsible for hunter education and boater education programs and shooting range development and partnerships such as with the Texas AgriLife Extension Service (e.g. 4-H Shooting Sports and Field and Stream). Outreach branch is responsible for Aquatic education, Project/Aquatic WILD, “Becoming An Outdoors-Woman,” Youth Camps, “Exploring Texas” (e.g. Internet and service learning).

- **Parks and Infrastructure Divisions** – Responsible for construction, operation and administration of state parks, programs and services.
- **Texas Hunter Education Instructors Association (THEIA)** – Established as a non-profit corporation with tax exempt status under 501(c)(3) of the Internal Revenue Code, organization assists in the professional development of Hunter Education Instructors, program enhancement and special events including the “Texas Youth Hunter Education Challenge,” an opportunity for youth to compete and measure their hunter education knowledge and skills against others in Texas and in the nation (National Youth Hunter Education Challenge), and the annual Instructor Awards Banquet. See RESOURCE/ORGS
- **Texas 4-H Shooting Sports Program** – Strives to encourage young people, their parents and adult volunteers to participate in natural resources and related natural science programs through their interest in shooting, hunting and related activities. For more information, contact the Texas AgriLife Extension Service in your community.
- **Texas State Rifle Association (TSRA)** – State affiliate of NRA; it is the primary sponsor of statewide competitive shooting in rifle and handgun in all categories (rim fire, center fire, black powder and muzzleloading). At times, the organization funds wildlife conservation projects including Hunter Education, Becoming an Outdoors-Woman and similar programs. See RESOURCE/ORGS
- **Texas Wildlife Association (TWA)** – A tax-exempt 501(c)(3) organization, TWA was established as the state advocacy group for wildlife management, landowners and wildlife conservation. TWA currently sponsors the “Texas Youth Hunting Program,” the pinnacle of HE for students through age 16. See RESOURCE/ORGS
- **Texas Game Warden Association (TGWA)** – Founded in 1979 to advance the concept of “Conservation for Future Generations.” Since then, hunts, fishing trips and hunter education camps for Texas youth have grown with volunteer support by Associate members of TGWA.

3. TEXAS HUNTER EDUCATION PROGRAM CHRONICLE

1971	June 4	Hunter Safety Program approved by Texas Parks and Wildlife Commission
	Dec	Hunter Safety Manual; \$1.00 course fee; minimum four hours of instruction
1972	Feb 28	First student (Michael Fain) certified; later became a Texas Game Warden
	Apr 12	First Edition of "Target Talk," program's instructor newsletter
	Sept 23	First "National Hunting and Fishing Day" celebration
	Oct 12	First Instructor "Methods and Procedures" Clinic (Workshop)
1973	Jan	Six hours of instruction required
	June	New Hunter Education Manuals from Outdoor Empire Publishing Co.
1974	May 11	First Instructor In-service Clinic: Archery
	Sept	10,000th student certified
1975	April	"Mutual Agreement" Program started with schools
1976	Feb	First Instructor certification revoked
	June	25,000th student certified
1977	Feb	First Hunter Ed Instructor (NAAHSC) Academy Training Workshop offered
	Dec	50,000th student certified
1979	June	First female Game Warden: Stacy Lawrence (Johnson), Austin
1981	March 1	Area Chief program started
1982	June	Eight hours of instruction required
	Oct 12	100,000th student certified
1983	Jan	First instructor completed NAAHSC Academy requirements
1984	July	First Shooting Range (3rd party) Contract with Orange Gun Club
1985	July	10 hours of instruction required
1986	Jan	Instructor Pre-service Training Workshops
	June	Program Expenses Survey completed and reported
1987	June 11	SB 504 "Mandatory Hunter Education Law" signed by Governor Clements
1988	June 1	Mandatory Hunter Education program established; \$5.00 course fee
1989	Jan 21	1st Texas Hunter Education Instructors (THEIA) Meeting in Houston
1990	April	Darrell Holt received Hunter Education Assn. "Hall of Fame" Award posthumously
	Dec	New Hunter Education Manual produced by TPWD
1991	Feb 9	First Annual Hunter Education Instructor Conference, Austin
	Nov	First Annual "IHEA Dream Hunt," hosted by Wayne Pearson of "Ultimate Outdoors"
1992	May	250,000th student certified: Jeremy Casanova, San Antonio
	June	First Annual Texas Youth Hunter Education Challenge (YHEC)
	Oct 2	First Texas "Wildlife Expo," Austin
1993	Jan	"Master Hunter Education Instructor" Level created
	May	Steve Hall selected as President of International Hunter Education Assn. (IHEA)
	June	"Home study" Research Project started with Colorado State University
	Oct	First "Becoming an Outdoors-Woman" Workshop
1995	Sept	Assistant Hunter Education Instructor Program started
	Nov	Development of Hunter Ed Home Study/Field Training process started
1996	Feb 8	"Texas Youth Hunting Association/Program" established
	Aug 29	\$10.00 course fee
1997	May	T.D. Carroll (first Program Coordinator) received IHEA "Hall of Fame" Award
1998	Jan	First Annual Texas Hunter Education "Dream Hunt"
1999	June	Kick-off of "Home Study/Hunter Skills Course" process (retail packages)
1999	Dec	500,000th student certified: Emmit Nichols, Detroit, TX
2000		Laser Shot System first used in program
2001		Analysis of 32 Years of Texas Hunting Accidents by Texas A&M University

2001	March	Survey of instructors using Internet Course
2002	June	Hunter Education courses begun in President George H. W. Bush Library
2004	April	Hunter Education Deferral Program Approved by Commission - \$10.00 Fee
2004	May	Steve Hall, Education Director received IHEA Professional "Hall of Fame" Award
2004	Sept	National Archery in Schools Program begun as part of Hunter Education
2005	May	James "Jim" Parker, III received IHEA Volunteer "Hall of Fame" Award
2005	May	Terry Erwin elected as President of the IHEA
2006	June	Course fee \$15.00 (Instructors retain \$10 for out of pocket expenses)
2007	May	Heidi Rao, Hunter Education Specialist received Professional of the Year Award through IHEA
2008	April	Student certification age lowered from 12 to 9
2008	May	Terry Erwin received IHEA Executive Director Award
2008	June	1st Texas Ag Clays Shoot - Kerrville
2009	May	Terry Erwin received SCI Foundation "Educator of the Year" Award
2010	March	IBEP Program introduced into Mexico
2010	June	Walter "Gene" Norton received IHEA "Volunteer Hall of Fame" Award
2010	June	"Duke" Walton received IHEA "Volunteer Hall of Fame" Award
2010	June	Terry Erwin received IHEA Professional "Hall of Fame" Award

4. HUNTER EDUCATION INSTRUCTOR AWARDS

a. Texas Hunter Education "Hall of Fame"

1990	Claude Ratcliff
1991	Harold Bryan Robert Christensen Jim Ellis
1992	Gilbert Graves, Sr.
1994	D.B. Collinsworth Walter "Gene" Norton Earl Reece
1995	Theron D. Carroll (honorary)
1999	George McNeill
2000	Bob Artz
2001	Kitty Haynes Elaine Lochabay Mike Lochabay
2002	Bernard C. Heer, Jr William McCubbin James Parker, III Thomas Stashak, Jr. Lonnie Ward
2003	Charles Morrow Donald Evans John Dea Robert Ratcliff Gilbert Graves, Jr. Brock Minton Lee Stinson
2004	Russ Greiner

2005 James Haynes
George Sykora
Cynthia Sykora
Roger O'Dwyer

2006 Bob Boswell
David Rice
Duke Walton
Jan Heath
Jerry Couch
Larry Larson
Frank Moore
Albert Ross
Billy Holt

2007 Gerald Chapman
Betty Allen
Ken Grau
John Meekins

2008 William Tatsch, Jr
Ernest Roney, Jr
Daniel Sanchez

2009 Heidi Rao
Jimmie Caughron
James Davis
William "Bob" Douglas
Joseph Drobniak
Ronald Fehler
Jose Garcia
Sean Hensley
William Plumley
John Polasek
James Schaefer
Jesse Stephens
Ferris Bavousett

b. Hunter Education Program Coordinators

1971 - 1980	Theron D. Carroll	Hunter Education Coordinator
1980 - 1988	Darrell Holt	Hunter Education Coordinator
1972 - 1980		Assistant Hunter Education Coordinator
1981 - 1984	J. D. Peer	Assistant Hunter Education Coordinator
1990 - Present	Steve Hall	Education Director
1988 - 1990		Hunter Education Coordinator
1985 - 1988		Assistant Hunter Education Coordinator
1990 - Present	Terry Erwin	Hunter Education Coordinator
1988 - 1990		Assistant Hunter Education Coordinator
1990 - 2002	Scotty Oliver	Target Range Coordinator
1996 - Present	Charlie Wilson	Mobile Range Coordinator (Sporting Clays)

1997 - 1998	David Palmer	Mobile Range Coordinator (Virtual Hunting)
1998 - 2003	Joe Wallace	Mobile Range Coordinator (Virtual Hunting)
1998 - Present	Heidi Rao	Hunter Education Specialist (South TX)
1998 - 1999	Martin Robillard	Hunter Education Specialist (North TX)
1999 - 2007	Kent Irvin	Hunter Education Specialist (North TX)
2002 - Present	Jimmie Caughron	Hunter Education Specialist (West TX)
2002 - 2006	Ty Harris	Hunter Education Specialist (South TX)
2006 - Present	Brock Minton	Hunter Education Specialist (South TX)
2007 - Present	Robert Ramirez	Hunter Education Specialist (North TX)

B. POLICIES

1. FEDERAL/STATE

Federal Guidelines – Program guidelines must adhere to federal guidelines set forth by the United States Fish and Wildlife Service, Division of Federal Aid. Generally, federal statutes deal with titles and codes, which ensure that hunter education courses are available and accessible to all people and prevent discrimination in the administration and performance of duties in hunter education.

Federal Laws Applicable to Hunter Education:

- **Title VI of the Civil Rights Act of 1964** – Prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance.
- **Section 504 of the Rehabilitation Act of 1973** – Ensures that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
- **Americans With Disabilities Act (ADA) of 1991** – Strengthened Rehabilitation Act of 1973 by ensuring that access and sites be modified to accommodate handicapped facilities, programs and access.
- **Age Discrimination Act of 1975** – Prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
- **Title IX of the Education Amendments of 1975** – Prohibits discrimination on the basis of sex (gender) in any education program receiving federal financial assistance.

State Guidelines – Program guidelines must adhere to statutes and regulations established to prohibit many actions already prohibited by federal law such as discrimination and ensure the integrity of the program itself. Program statutes generally deal with parameters established within the mandatory hunter education statute, Parks and Wildlife Code (Section 62.014). Falsification of state records is a particularly serious crime and is pursued if an instructor is found to certify an individual who has not attended the hunter education course and/or accepts monetary incentives beyond those allowed under the fee policy.

2. TPWD

Fees – By statute, the cap on fees charged students is \$15.00. The established fee for the course by commission rule is \$15.00. A volunteer instructor is allowed to retain up to \$10.00 for of-pocket expenses such as travel, refreshments, in-service training and postage. Instructors may not charge nor accept any fees above the established \$15.00 fee. When the hunter education staff receives notice or a report of added fees being charged of students, the hunter education coordinator will investigate the circumstance involved.

Additional fees may be charged to students if the service or product is not for basic student course services and are made optional to the student. Examples are parking fees established for all visitors of a college campus; room rental fee charged of everyone at a specific facility no matter what the offering; target range charges above and beyond ten (10) rounds of .22 ammo provided by TPWD; hunter education videos; advanced hunter education such as a turkey-hunting seminar. If an instructor has a question regarding a fee, he/she needs to contact the hunter education coordinator who will make the final determination whether a fee is appropriate or not.

Donations – Instructors may accept donations on behalf of the program. They may use donated goods and services in their courses as long as the donations are not used solely for personal gain. Instructors should document the value and/or name of the goods or services received for

audit purposes. All donated goods and services must relate to hunter education and adhere to the goals and objectives of the program.

Instructors also may accept donations on behalf of the statewide program. Cash donations may either be sent to the Texas Parks and Wildlife Foundation, Attn: Hunter Education or directly to TPWD. Goods and services can be sent to TPWD for distribution to Hunter Education Staff, Area Chiefs and/or instructors depending on the nature and quantity of the donation. The Hunter Education Coordinator should be contacted for specific details and at any time significant donations are offered or received.

Performance – Instructors are expected to perform at a high level. Based on past evaluations, hunter education volunteer instructor performance has been high in Texas and throughout North America. Still, there are times when the hunter education staff gets evaluations/reports on instructors who lecture and/or read from a manual, who exhibit unprofessional behavior and/or are not performing at a desirable standard. When a report is received, the hunter education coordinator will immediately investigate the circumstances and make recommendations to the instructor for improvement or a change in volunteer services provided in the program. It may be that the instructor can perform other services that help the program grow such as administrative, research and curriculum development.

Records – Instructors must use the current, prescribed form(s) to properly record student and instructor participation in a course or program. Records are vital to the long-term success of the program to provide hunters with the best possible service now and in the future. Instructors are encouraged to complete all forms as accurately as possible to minimize time spent scanning and processing. *NOTE: All instructors must submit all course forms immediately upon completion of course, and mail them to Austin office to arrive no longer than seven (7) days after the certification date. This is critical and if records are late, it affects federal funding.*

3. TEXAS HUNTER EDUCATION PROGRAMS

Basic Hunter Education – An instructor’s primary duty is to provide basic hunter education courses to the public.

Advanced Hunter Education – Instructors can provide advanced hunter education opportunities to the public including method-specific courses (i.e. bowhunting, muzzleloading, handgunning) and species-specific courses (i.e. waterfowl, big game, small game, upland game and turkey). Instructors may charge for providing these opportunities, but should provide sign-ups and submit reports to TPWD for proper documentation. Bowhunter education instructors must provide records in accordance with the National Bowhunter Education Foundation (NBEF) policies and procedures. When representing TPWD in advanced hunter education, instructors are expected to maintain high standards and adhere to all policies and procedures.

Outreach and Special Events – Instructors are called upon to teach basic firearm safety, home firearm safety and special topics such as wilderness survival to elementary schools, boy scouts, corporations and similar groups. Instructors also participate in local and statewide shows that provide live-firing and other opportunities for the public in Regional Expos. When representing TPWD at outreach, special events or in any capacity, instructors are expected to maintain high standards and adhere to all policies and procedures.

Area Chief – Along with providing basic hunter education course to the public, the primary duty of an Area Chief is to recruit and train local instructors by conducting the Hunter

Education Instructor Course (pre-service training). A secondary duty is to monitor and assist local instructors. Finally, Area Chiefs should host periodic meetings of instructors in their area to enhance existing efforts and get to know one another. TPWD will be available to assist Area Chiefs in setting up local meetings.

4. HUNTER EDUCATION INSTRUCTORS

Volunteers

- Volunteers are the backbone of the Texas Hunter Education program. State mandated programs would be very difficult to accomplish without their assistance.
- State uses “in-kind value” from volunteer labor to match federal funds at a ration of 25:75, state/federal shares.
- Value of volunteer labor is equivalent to a beginning trainer’s pay (e.g. \$16.00 per hour in FY 2004).
- Market place for volunteer hunter education instructors are hunters who want to give back their knowledge and skills by contributing in a positive way to the hunting heritage.
- Volunteers are local citizens who are generally looked up to in their community for providing other civic opportunities, leading youth group activities and/or successful in business prior to and/or during their service as volunteer hunter education instructors. Many are retired citizens who have the time and experience and wish to give back to the community and state of Texas.
- Volunteers are motivated to teach hunter education for a variety of reasons. (Rarely is it for monetary gain.)
- Volunteers teach mainly on weekends and/or weeknights.

Teachers (Professional Educators)

- In Texas, teachers play a vital role in the hunter education program, training between 40-45% of students on an annual basis.
- Agriculture Science teachers comprise the dominant percentage in this category and teach hunter education within an established curriculum: Wildlife, Fisheries and Ecology Management (formerly known as Ag. Science 381 - Wildlife and Recreation Management).
- Other teachers in fields that include outdoor education, physical education (lifetime sport/outdoor skills) and elective/continuing education are able to teach hunter education at schools.
- Teachers are volunteers for TPWD and many conduct courses outside of the school curriculum, within their communities.
- Hunter education in schools is a win-win relationship. The program benefits because students can attend hunter education during school hours (captive time). The schools benefit because of increased enrollment in the curriculum. Schools and parents also benefit from firearm safety and outdoor responsibilities being taught to children at early ages.
- Teachers deliver the curriculum for hunter education in daily segments therefore increasing retention levels and increasing the depth of the material being covered.
- Teachers can attract non-hunters to attend the course to learn about outdoor skills, wildlife recreation and management and basic outdoor ethics/responsibilities. Such students may take an interest in hunting or gain empathy for the self-imposed lessons passed along from hunter to hunter - what Aldo Leopold, “Father of Wildlife Management,” referred to as the “Land Ethic,” something every American should learn.

Game Wardens/TPWD Employees

- Game wardens are certified as TPWD hunter education instructors during their cadet training prior to local assignments.
- As state peace officers, game wardens have many duties, all confined within a mandatory 40-hour workweek.

- Game wardens conduct volunteer background investigations and initial interviews on behalf of the program so that volunteers and teachers can get to know their local warden.
- A game warden's best role is to attend local courses offered by volunteers and assist by giving game law presentations or participating in field/live-firing activities. Students like to ask game wardens questions, making for lively discussions. The game warden's primary purpose is to educate people and enforce the fish and wildlife laws of Texas.

Area Chiefs

- Area Chiefs are volunteers who not only teach hunter education, but they are also trained to teach instructors and monitor local efforts.
- Area Chiefs review program material, assist in policymaking, and, at times, are called upon to help coordinate in-service training opportunities.
- Area Chiefs are the spinal cord of the backbone.
- Area Chiefs are available in the local area to assist volunteer instructors deliver quality courses to the public.

5. INSTRUCTORS SHOULD:

- Maintain dignity/integrity of TPWD with the public.
- Be committed to the Texas Hunter Education program.
- Accept guidance/decisions of the Hunter Education Coordinator, his/her staff and from Area Chiefs.
- Help improve program, policies and procedures when needed.
- Involve others and solicit help, support and sponsorship from local resources.
- Teach or use only that material found on the TPWD Web site online course or only that material found in the Texas Hunter Education Manual (*Today's Hunter in Texas*).
- Know the subject and prepare hands-on activities to the greatest extent possible.
- Be available to teach at least one course per year with five (5) students, preferably three (3) courses.
- Develop/acquire the necessary training supplies to give hands-on learning activities.
- Maintain a professional demeanor and attitude at all times.
- Be punctual, dependable and carry out duties promptly and reliably.
- Be positive, taking students from known to unknown, simple to complex.
- Have fun in the process so you can teach forever.
- Be friendly, warm and courteous to all students, parents and fellow instructors.
- Be neat in appearance and dress appropriately.
- Be accurate with facts and know the subject matter.
- Refrain from the use of alcoholic beverages, illegal drugs, smoking and/or tobacco products before and, especially, during a course.
- Refrain from the use of profanities, obscenities and negative behavior or gestures.
- Try not to use terms like "weapon," "slaughter" or other words that give a negative connotation to shooting sports and/or to hunting.
- Refrain from stating personal opinions or philosophies, especially any that may conflict with the mission and purpose of TPWD and the Hunter Education program.
- Evaluate efforts! Constantly try to improve on performance as well as the performance of the team.
- Complete records and submit them immediately upon completion of a course. Records must arrive at our office within 7 days. Do not hold checks, records and/or forms for any reason unless you have contacted the TPWD hunter education staff to notify them of any dilemmas you face.

NOTE: Do not send cash in the mail.

- Attend in-service training workshops to improve performance and to get updated on the program.
- Notify the hunter education staff any time there is a problem and/or conflict and/or communicate directly with others to resolve issues (instead of “bad-mouthing” others).
- Be available to teach people about firearm safety, conservation, outdoor skills and other hunter education topics when called upon by the community.
- Be available to volunteer for outreach opportunities, such as: shooting events, Regional Wildlife Expos, local fairs, exhibitions and shows or at state parks.

TPWD is committed to train and maintain an active, informed and well-supported mandatory Hunter Education Program.

6. INSTRUCTOR POLICIES

Volunteers are treated the same as Texas Parks and Wildlife Department employees, except that volunteers do not receive remuneration for their services. Professional educators must adhere to personnel policies and procedures established within the Texas Education Code and/or private school codes. Personnel policies and procedures can be summarized in the following standards of behavior:

- **Job Description** – Instructors are given the job of presenting the curriculum to students in the best manner possible, which is considered to be hands-on, actual and/or simulated experiences.
- **Performance Standards and Review** – To that end (re: job description), instructors are expected to teach at least one course per year (certifying a minimum of five students) to meet the minimum standard (a minimum of three courses per year to exceed the standard). Evaluation(s) should be conducted to improve the quality of instruction and insure compliance of all standards of behavior.

Note: Instructor certification cards are renewed every two years. Any instructor failing to conduct at least one course per year will be placed on the inactive list. To be reactivated, instructors must contact the Hunter Education Coordinator, and each situation will be handled on a case by case basis.

Inactivity for a period of five (5) or more years requires the individual to begin the process entirely over, including Application, Game Warden Interview, Background Check by HR, and Refresher Instructor Training.

- **Environmental/Conservation Awareness** – Hunter education courses are exempted from conditions stated within the Environmental Protection Act except insofar as a constructed range facility does not contaminate a wetland. Hunter education instructors are encouraged to educate students about conservation including topics like wildlife conservation, the use of mandatory non-toxic shot while waterfowl hunting and “wounding loss” and how to improve wing shooting abilities.
- **Sexual Harassment, Criminal Penalty** – It is unlawful to harass any fellow instructor, student or parent, solicit sexual favors and/or use any other verbal or physical conduct of a sexual nature or make it a term or condition of passage of the course.
- **Drug, Alcohol, Tobacco Free Work Place** – Instructors will not use or possess alcoholic beverages or illegal drugs on duty time, when in an instructor uniform, on coffee breaks or

on any state-owned or controlled property including state vehicles during training workshops. Instructors will refrain from using all tobacco products during courses.

- **Dress and Appearance** - Instructors are expected to present a professional appearance and to dress appropriately for their position. Nametags should be worn over the right breast pocket area. Only Instructor patches provided by the department may be worn on caps, shirts or vests for the purpose of teaching, or may be placed on either sleeve or over the left breast pocket of a shirt. NRA patches may be worn, but no manufacturer or industry patches are allowed.
- **Conflict of Interest** - Instructors may not accept personal gifts, favors or services that influence their discharge of duties. Duties include training students in a minimum of 10 hours of classroom, field and/or self-taught studies. Instructors also should not represent a group or themselves in another capacity while teaching hunter education if the position they take is in conflict with the mission, goals and purpose of TPWD or the Hunter Education program.
- **Use of State Property/Facilities** - State property or other resources (e.g. training aids) provided to instructors by the state will not be diverted to personal use and should be returned to TPWD upon retirement or termination from the program. An exemption to this is an incentive award that, by law, is considered personal property upon award by the state.
- **Insubordination** - Instructors are expected to follow all instructions issued by hunter education program staff *unless* 1) the instructions are outside of professional standards, 2) the instructions would endanger the health and welfare of students and instructors, or 3) the instructions would require the performance of an illegal act.
- **Work Rules** - Instructors are expected to be prompt and efficient in the performance of their duties. Instructors will not cancel any courses without due notice to all concerned, including students and TPWD headquarters.
- **Standards of Trust** - No instructor shall knowingly falsify or alter any report, document or record. Instructors shall adhere to basic principles of honesty and maintain the highest of ethical standards. Instructors shall not use their position as TPWD hunter education instructor for personal gain. This does not include products or services that directly benefit the program and/or students in a positive way, such as a donation of refreshments, training aids or materials that reinforce the hunter education curriculum.
- **Courtesy** - Instructors shall be courteous to all callers, students, parents, fellow instructors, hunter education staff and TPWD employees associated with the Texas Hunter Education program. Instructors must maintain a helpful attitude towards the public at all times.
- **Competence** - Instructors shall be physically and mentally able to perform the essential duties of the position with or without reasonable accommodation, as defined by the American with Disabilities Act.
- **Care** - Instructors shall exercise care and observe all safety and security rules in proper performance of their job. They must be role models and strictly adhere to all principles of sporting arm safety ("Ten Commandments of Shooting Safety") being taught to students in the Texas Hunter Education program.

- **Notification** – If any of the aforementioned policies or rules are violated by an instructor, TPWD hunter education staff should be immediately notified and appropriate corrective action taken. Instructors must accept responsibility for decisions made and action taken based on these decisions. Instructors have the right to appeal these decisions, as stated under “Corrective Action.”
- **Corrective Action** – Disciplinary action can take five forms:
 - 1) No action – when the accusation is unwarranted or unsubstantiated;
 - 2) Verbal Warning – Hunter education coordinator issues a verbal reprimand for corrective behavior;
 - 3) Written Warning – Hunter education coordinator issues written reprimand for corrective behavior;
 - 4) Probation – Hunter education coordinator and/or local law enforcement staff meet with instructor and mutually decide on a corrective action plan; usually a six-month to one-year probationary term;
 - 5) Termination – Instructor verbally and in writing is immediately dismissed from the program. Actions that cause immediate termination are typically serious in nature such as sexual harassment, violations of the Texas Penal Code, and/or violations of Texas game laws.
- **Termination** – Instructors performing at an undesirable level, found to be in violation of hunting or fishing regulations, or exhibiting any undesirable behaviors, can be terminated based on the determination that his/her services are unsatisfactory or no longer needed.
- **Appeal** – An instructor may appeal a decision by the hunter education coordinator by writing the Education Director, Texas Parks and Wildlife Dept., 4200 Smith School Rd., Austin, TX 78744. Once a letter is received, a review panel comprised of a volunteer, a law enforcement representative and the Education Director will review the circumstances and make a final determination on behalf of TPWD.

7. RISK MANAGEMENT, LIABILITY AND INSURANCE

Risk Management is a learned ability to study, recognize and evaluate the health and safety risks of a program activity or task and develop a plan for accomplishing it in the safest possible way by:

- Reducing the risks through training,
- Transferring risks to a third party (insurance), or
- Avoiding all or part of the activity/task altogether

Risk Management for Hunter Education means creating a safe learning environment:

Classroom

- Meets ADA standards – preferable
- Neatly arranged
- Adequately lighted
- Safe, comfortable seating
- Restroom available
- No live ammunition
- Maintain discipline

Outdoor activities

- Students prepared, informed, organized into manageable groups and checked
- Attention to outdoor conditions – weather, insects, poisonous plants and animals

- Attention to terrain – aware of hazards – traversing terrain safely
- No live ammunition
- Maintain discipline

Use of firearms, archery equipment and other field equipment

- Use and emphasize “Ten Commandments of Hunting Safety”
- Use and emphasize muzzleloading and bowhunting safety rules
- Safe background/backstop
- Hearing and eye protection available
- Give instruction on the safe use of any equipment used (knife, elevated blind, air-gun, ATV, etc.)
- Swing and/or elevation restrictors for all firearms
- Ammunition dispensed and used under close supervision of instructor
- Maintain discipline

Liability (Responsibility)

Components necessary to reduce risks or limit liability

- Application
- Background investigation
- Pre-service training – student and instructor
- Uniform testing
- Job performance
- Program, instructor and student evaluation
- Policy and procedures manual
- Adherence to guidelines
- Documentation (written)
- Preparation and emergency preparedness
- Demonstration of skills (students and instructors)
- Demonstrated understanding of safety rules
- Signed (understood) releases

Rules to reduce risks in hunter education programs

Department/Employees

- Provide application, background investigation and pre-service training for volunteer instructors
- Provide standardized instructor and student manuals
- Provide in-service training
- Evaluate program, instructors and students
- Adhere to federal, state and program policies and procedures
- Provide student training in safe, responsible use of sporting arms
- Ensure facilities and courses are accessible and open to all persons regardless of race, creed, color, sex or handicap

Instructors

- Use live ammunition **only** during controlled, supervised live-firing exercises
Only use “dummy ammunition” at all other times throughout the course
- Follow guidelines established in Instructor Policies and Procedures Manual
- Follow philosophy and outline of student manuals provided by department
- Do not allow students to bring their own firearms or ammunition to course
- Plan for first-aid situations and general emergency preparedness
- Determine if learning or physical disabilities exist and assist student(s) in learning processes

NOTE: Instructors must immediately report any unlawful actions, theft, property damage, personal injury or death to the proper authorities and to the hunter education coordinator. In the event of an emergency, instructors must secure the safety of individual(s) in their care, perform first aid/CPR, notify emergency services and secure the scene.

RULING: The Texas Supreme Court has held that a volunteer hunter education instructor may be individually liable for their negligent acts and cannot look to a government unit for indemnification or legal representation. (Harris County v. Dillard, 883 SW2d 166 (1994)).

Conviction of negligence requires these four elements:

- Legal Duty: Protect participants from unreasonable risk of harm
- The Act: Failure to act with that degree of care of a reasonable and prudent person
- Proximate Cause: Breach of the standard of care caused the injury
- Damage: Physical or emotional injury to an individual or property resulted

INSURANCE

In view of this ruling, TPWD recommends that all volunteer instructors obtain **volunteer instructor liability insurance through IHEA**. All volunteers will be provided with personal liability insurance at a limit of \$1,000,000 per occurrence. This policy provides protection for a personal injury or a property damage liability claim arising out of the performance of the volunteer's duties. This coverage is in excess of and non-contributing with any other valid and collectible insurance the volunteer may have, e.g. Homeowner's Liability Insurance is the primary insurance if available, otherwise this policy becomes the primary policy. **TPWD recommends that all volunteer instructors obtain volunteer instructor liability insurance through IHEA.com.**

Principal exclusions to volunteer liability insurance

- injury or damage arising out of the use of an automobile, aircraft or watercraft (except non-owned watercraft); *Your personally owned watercraft or any boat over 26 feet or any watercraft used to carry persons or property for a charge is not covered*
- errors or omissions in connection with the volunteer's professional services; *stresses the importance of covering all areas of instruction*
- personal injury resulting from assault and battery committed by or at the direction of the volunteer;
- property damage to property in the care, custody or control of the volunteer;
- injury or damage by any person who is part of, or associated with, a work release or court ordered program.

Waivers, Releases, Agreements and Contracts – Each student under age 17 and/or their parent or guardian must sign the student registration form that explains the nature of the course to which he/she has enrolled. In a case where the student and/or parent(s) are dissatisfied with participation in the program, instructors should immediately handle the situation by meeting with the participant(s) away from others and/or invite participant(s) to write TPWD with their concern(s). The instructor should immediately notify the TPWD Hunter Education staff.

Sample waivers are provided for live firing and field exercises, should instructors want to clearly communicate risks involved in those activities. The primary purpose for such waivers is to help students understand risks of facilities and activities associated with hunting and the shooting sports. (See Section II)

8. PROGRAM PROVISIONS

- **Instructor Supplies and Materials** - Instructors are provided supplies and materials necessary to understand how to teach the basic student course and properly record each course or event. Area Chiefs are provided the necessary materials to teach instructor courses.
- **Student Supplies and Materials** - Instructors are provided supplies and materials for each student, forms and information that facilitate the learning process, and forms that enable TPWD to properly record a student's personal information and/or evaluation of the program. (See Section II)
- **Communications** - Each Instructor is provided with an e-mail notifying them when the seasonal newsletter, "Target Talk," is ready for viewing on the TPWD Web site. Each issue provides current information, recognition, training opportunities and special events, new instructors certified and record-keeping information vital to the overall program success. Instructors are encouraged to read each issue so they do not miss important updates. From time to time, instructors receive special mailings and/or communications via e-mail, phone or during training workshops and special events. NBEF and THEIA and miscellaneous information are included with "Target Talk" when provided to TPWD for inclusion.
- **Record Keeping** - TPWD provides services to keep track of all instructors and students certified in hunter education. It also keeps track of instructor incentive award program that is based on cumulative point totals.
- **Publicity and Promotions** - TPWD has an extensive communications network with local media outlets including television, radio and news. TPWD releases monthly hunter education information via the Internet and direct mail. Local newspapers typically relate local course information, especially those courses prior to or during the hunting seasons. Other special reports, such as hunting incident/accident reports, are of special interest to the media. Reporters call local instructors many times to add or verify hunter education efforts in the area.
- **Recognition** - Upon being certified, instructors receive a congratulatory letter, instructor patch, instructor ID card and name tag suitable to have name engraved.

Instructors are recognized in many ways for their efforts. They receive recognition in "Target Talk," in local newspapers and via the incentive award program that allows TPWD to thank instructors for their efforts. An instructor may be nominated for "Federal Ammunition's Volunteer Instructor of the Year" and recognized at the annual IHEA business meeting and convention.

- **Special Events and Promotions** - TPWD annually coordinates and conducts Regional Expos around the state. They introduce visitors to all forms of recreation that can be enjoyed in Texas wild landscapes and state parks.
- **Pre-Service Training** - TPWD staff and Area Chief Hunter Education Instructors provide basic instructor training courses for applicants interested in teaching hunter education in their areas. Approximately 35% of all trainees go on to teach hunter education. TPWD loses over 150 instructors each year to attrition (never teach, move away, etc.).
- **In-Service Training** - TPWD provides in-service training opportunities related to topics offered in the basic student course including:
 - Instructor Course (pre-service training)
 - Ethics, Game Laws and Responsibility

Outdoor Skills/Survival
 Bowhunting (IBEP)
 Muzzleloading (NMLRA - NRA)
 Modern Firearms (NRA, Texas 4-H Shooting Sports)
 Wildlife Management and Conservation
 Advanced (Trapping, White-tailed Deer, Quail, Turkey, Pheasant, Waterfowl, Dove, Exotics, Tracking, Non-Toxic Shot, First Aid, CPR, Feral Hogs, Alligators, Public Hunting Lands, etc.)
 Wing Shooting Responsibility & Awareness
 National Archery in the Schools / National Archery Association Certification

Instructor Levels

- **Assistant Instructor** - Individuals must be between the ages of fifteen (15) and twenty (20), take the student course, file an application, complete a game warden interview, have a sponsoring active instructor to teach under, have written parent/guardian approval and go through a Program Orientation workshop. Assistants must work under direct supervision of a sponsoring instructor. Assistants will receive the same incentive points as the sponsoring instructor per class. If the assistant remains active, upon turning twenty-one (21) he/she will automatically become a fully certified instructor.
- **Master Instructor** - Instructors must be continually active in the program for three years, certify fifty (50) students, and attend the Ethics workshop, or Wildlife Management/Conservation workshop to reach this level. Upon attaining this level, a Master Rocker will be mailed to the instructor.
- **Area Chief** - Must have Master Instructor level. Applicants for Area Chief complete an application, written exam, additional law enforcement interview and Area Chief training process under TPWD staff. Application is available upon request.

INCENTIVE AWARDS

Instructors accumulate points based on their involvement in the Texas Hunter Education program. "Incentive Awards" are TPWD's way of thanking volunteers, teachers and TPWD employees involved in hunter education. Points are accumulated based on the following:

Students taught	1 point per student
Class Points	10 points per course
Scheduled Class	5 points per course additional if scheduled prior to class and conducted
Tenure	10 points per year 15 points per year for Master Instructors
Hours	1 additional point for 11 hours, 2 for 12, 3 for 13, 4 for 14-15, 5 for 16-17, and 6 for 18 and over
Program Orientation (Includes Standards of Live fire, Skills Trail & Home Study)	50 points
Hunter Ed Workshops/ Special Events	25 points per workshop/event
Area Chief	20 Tenure points per year 1 point per new instructor taught 25 points per workshop taught

Instructors receive training aids at early point levels. After continued involvement in the program, instructors receive items they can use personally and/or as training aids in the program, such as the following.

Point Level	Award
25 Students	Training Aid
50 Students	Training Aid
100 Points	Orange Cap
200	Orange Vest
300	Gun Cleaning Kit
500	Belt Buckle, Hearing & Eye Protection
750	Custom Leather Product, Lapel Pin
1000	Fanny Pack, Bolo Tie
1500	Gun Case, Hunter Education Print
2000	Engraved Knife
2500	Handgun "Gift Certificate"
3000	Rifle "Gift Certificate"
3500	Shotgun "Gift Certificate"
4500	Hall of Fame Award

Instructors achieving the highest point level (4500) are recognized in the Texas Hunter Education Hall of Fame and have their name added to the plaque located in the hallway of the Education Branch in the TPWD headquarters building.

Incentive points are tabulated through the end of the calendar year. Courses taught through December 31 must arrive in Austin by January 10, otherwise, points will be added to the next year's total. Awards are distributed during the annual Instructor Conference and Banquet, co-sponsored by THEIA, or will be sent by mail.

- **Tenure Pins** – Instructors receive hat/lapel pins recognizing their years of service in the Texas Hunter Education Program (upon attending first in-service workshop, and 5, 10, 15, 20, 25, 30, 35 and 40 years of service).
- **Hunting Accident/Incident Data** – TPWD tracks and monitors all Texas hunting accidents and reports them annually to the IHEA, the organization which officially reports hunting accidents nationally to the media, National Safety Council and to legislative and judicial branches of government. All instructors receive a copy of the annual report with the spring issue of "Target Talk."
Note: Game wardens are responsible for investigating accidents/incidents, completing accident/incident report forms and sending them to the Education Director, TPWD, for compilation. Hunting accident/incident data and trends are useful for sharing within the hunter education process to help hunters prevent similar incidents and to review causes and safety standards.
- **Instructor Discounts** – Sporting good manufacturers offer discounts to hunter education instructors on items and materials that can be used in the hunter education process. Instructors are notified in "Target Talk" about current discounts offered, or they may consult the iheacom.com Web site.

C. PROCEDURES

1. BECOMING A HUNTER EDUCATION INSTRUCTOR

Potential hunter education instructors must complete the following steps:

- **Basic Hunter Education Course** - Applicant completes minimum 10-hour student course
- **Hunter Education Instructor Application** - Applicant reads cover letter, job description, procedures, completes application and signs Authorization and Consent of Criminal History Information form.
- **Game Warden's Interview** - Applicant calls and schedules interview with local game warden, or makes appointment by calling district and/or regional law enforcement office.)
 - Warden completes background check and signs yellow game warden interview form on applicant.
 - Applicant and/or warden sends application/interview/consent form to TPWD, Attn: Hunter Education
 - Applicant is notified of next instructor course in his/her area.
- **Hunter Education Instructor Course** - Applicant completes minimum 12-hour instructor course. (**Note:** four hours credit must be done online or via home study)
 - Area Chief or TPWD staff completes instructor course training report (blue) form.
 - TPWD verifies completion, enters record and sends congratulatory packet.

2. ORDERING SUPPLIES

Any time an instructor needs materials for courses, they **MUST**:

- Complete the supply order form on TPWD's Internet site: www.tpwd.state.tx.us/learning/ and e-mail it to the address on the form, or print and fax it to (512) 389-4372, or
- Complete and send a supply order form to
Texas Parks and Wildlife Department
Attn: Hunter Education Supplies
4200 Smith School Rd.
Austin, TX 78744

Note: Supplies should be ordered at least one month prior to the beginning of the course and inspected immediately upon arrival to ensure all supplies have been received. If any items were not shipped, please notify the hunter education office.

Instructors should contact their local Texas Parks and Wildlife Department law enforcement offices for assistance with game warden interviews or with the game laws presentation in the course. If instructors have hunting-related questions or concerns, they also should contact their local wardens. For known game law violations, call Operation Game Thief (OGT) at (800) 792-GAME (4263).

3. PREPARING FOR A COURSE

- a. **Choosing a Class Site** - The ideal site is a facility that provides an adequate indoor and/or outdoor classroom adjacent to an outdoor area conducive for field and live-firing exercises. The site should be inspected for hazards that should be removed or marked. It should be spacious enough to host a 20-student course. The site should facilitate as many hands-on activities as possible. Sites, outdoor trails and shooting facilities should be accessible to people with disabilities.

Note: TPWD recognizes the importance of providing constituents with unrestricted access to agency programs and facilities. As such, instructors should schedule educational courses (to the greatest extent possible) at locations allowing the greatest accessibility for people with disabilities. Instructors will coordinate with local disability services and transportation contacts to ensure accessible transportation is made available as needed.

- b. **Classrooms** – Classrooms also should be inspected for hazards and be accessible to people with disabilities. Students should have tables to write on when taking notes or completing quizzes and exams. **There must be no live ammunition in the classroom at any time, including broadheads used in archery – use “Dummy Ammunition” provided by TPWD (If available) and always cover broadheads with clear plexiglass for viewing.** Leave classrooms better than you found them.
- c. **Course Hours** – Preparation hours include recruiting, pre-registration, equipment acquisition and maintenance, equipment set-up, take-down, recordkeeping and driving to and from the course location from residence.
Hours Taught – Includes student registration, actual teaching hours, testing time and course supervision.
- d. **Audio/Visuals** – Projector (Computer/VCR/DVDs) screens should be large enough to be seen by all students, and room should have adequate lighting.
- e. **Field Exercises** – Set up all field exercises using the principles and practices set forth in the Standards of Field and Live-firing Workshop and/or Hunter Skills Trail Workshop and Booklet. Be sure to finish setting up the field course an hour prior to the beginning of the course. Make sure students are adequately dressed (pre-notices) for outdoor activities. Have sunscreen, insect repellent (mosquitoes, fire ants, chiggers, etc.) and a first-aid kit on hand for all outdoor activities. Be sure students know where the first-aid kit is located. (A fanny kit on the lead instructor is best.)
- f. **Live Firing Exercises** – Set up all live-firing exercises using the principles and practices as established in the Program Orientation New Instructor Workshop. Make sure you have enough instructors to adequately conduct safe shooting activities. The more instructors – the more shooting stations you can have – the more time efficient it is. Be sure all students wear eye and ear protection during all live-firing sessions using modern firearms and muzzleloaders. Be sure that students shooting bowhunting equipment wear arm and finger protection (or shoot with a release).
- g. **Publicity** – Notify TPWD Headquarters, local TPWD Law Enforcement Offices and Area Chief. General publicity includes making sure your course is posted on TPWD’s Web site and call-in system. Contact your local newspaper and radio stations. Post publicity/promotional banners at all local outlets for hunting licenses (point-of-sales) and major sporting good retailers. Be sure to post the instructor’s name, contact phone number or registration site, class dates and times. If there is a class limit, be sure to note it on the announcement and be prepared to include a waiting or alternate list in case you get last-minute cancellations.
- h. **Pre-registration/Registration** – If you pre-register, please distribute materials and collect course fees (or be prepared for lots of “no-shows”). If you register during the first session of the course, have materials and posters on hand for students to keep busy while waiting on all students to show. Refreshments are a nice touch, too!
NOTE: Instructors may require a parent or guardian to accompany any minor student under the age of seventeen (17) in the course to sign the student registration form, and should always courteously be invited to register and become certified. Make sure two (2) instructors, and/or assistant instructors, and/or facility staff (“two-deep instruction”) stay with any student who is waiting for his/her ride to show up at the end of a course or session.

- i. **Supplies and Materials** – Be sure to secure materials and supplies for your course a minimum of one month prior to the course or pre-registration date(s). Try not to hoard supplies. Plan ahead. Try to secure free educational publications that are consistent with the established learning objectives or standards. Items such as pencils and license holders, are valued by students and reminds them of their course experience well after the course is given.

Videos – The maximum number of videos that should be used in a standard course is **three**, and they should only reinforce or facilitate the learning process – not substitute for it. **TPWD encourages instructors to use more hands-on teaching techniques.** TPWD will provide each instructor with available DVDs. One DVD includes four topics, “Deer Hunting – Focus on Ethics,” “Modern Firearms,” “Field Care of Game,” and “Using Airguns the Right Way.” An additional DVD, “Safeguarding Our Heritage,” is used in the Home Study program, and also as a review for the structured course. These videos are free and available upon request. Once secured, the instructor retains the video while remaining active. Upon retirement or termination from the program, the instructor must return all materials and DVDs to the Hunter Education Program.

Alan Madison Productions, Inc. – offers “The Master” with eight videos on one DVD, The Hunter’s Path Firearms Safety & the Hunter, Shoot/Don’t Shoot, Introduction to Bowhunting, Survival, The Skill of Survival, Judgement on the Water, and Swept Away. To order, please contact them at P.O. Box 100, Chatham, NY 12037, or call Toll free (877) 404-3311, or (518) 392-3311, Fax (518) 392-3314. Please call for pricing on this DVD.

Silvertip Productions, Ltd. – Jim Wentz, former Ohio Hunter Education Coordinator, produced an excellent video series for use in any hunter education class. The two-hour video has seven individual topics that are incorporated into one VHS tape. They are: “Welcome to Hunter Education,” “Hunting Safety,” “Responsible Hunting,” “Outdoor Safety,” “Wildlife Conservation in North America,” “Successful Hunting” and “Hunting Opportunities.” This video is available for a total of \$99.99 + \$6.95 Shipping and Handling. Instructors also may look on the Web site www.IHEA.com for an order form, contact Jim direct at Silvertip Productions, Ltd., P.O. Box 368, Canal Winchester, OH 43110, or call (614) 834-9000. You must provide instructor mailing information and ID number.

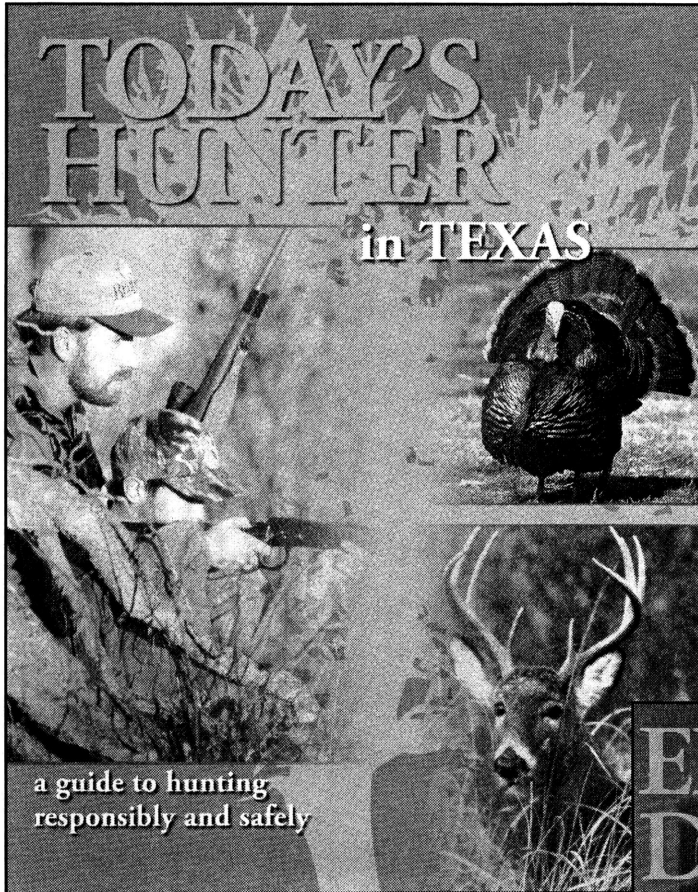
Crossbow Hunter Education Video – produced by the American Crossbow Federation is available free upon request for instructors who might have inquiries from their students. It covers crossbow use and safety information with recommended safety precautions. To be a responsible user of crossbows or any equipment, individuals need adequate information and education. Refer to the following Web site: crossbowed.org and watch the Crossbow 101 video.

4. COURSE CHECKLIST

Following are things the instructor should think about:

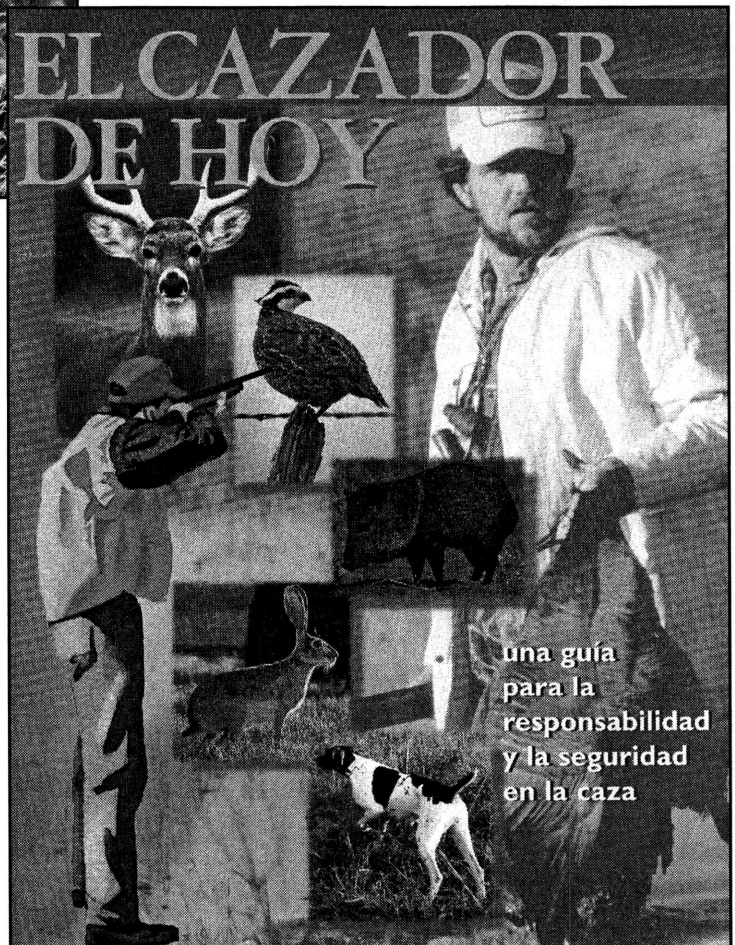
- Set Class Location, Dates, Times
- Schedule class with Hunter Education staff in Austin
- Contact local Area Chief Instructor and TPWD Office
- Publicity and Promotions/Pre-registration
- Secure Instructors/Assistants and/or Resource Professionals
- Procure Student Materials and Registration Forms
- Procure Instructor Materials and Course Completion Forms
- Training Aids
- Check Equipment and Supplies
- Perform Site Inspection (Hazards and Precautions)
- Have on hand Sun Screen and Insect Repellants
- Check Classroom Arrangement, Tables and Audio/Visual Equipment
- Prepare Field and Live-firing Course
- Refreshments, Sign-in and Rest Rooms
- Registration and Introductions
- House Cleaning (Rest Rooms, Emergency Exits, Water, etc.)
- Schedule Breaks, Lunches
- Purpose of Course, Sponsors, Overview
- Do you have an Ice-breaker Exercise (e.g. Pre-test and Experience Survey)
- Be sure students complete Course/Instructor Evaluations
- “Show Them – Let Them Show You” Hands-on Instruction
- How will you handle Final Examination
- “Where They Go From Here” Information (e.g. Public Hunting Opportunities, Dove Leases, etc.; Grand Slam and Big Time Texas Hunts; Advanced Hunter Education, “Take Your Best Shot,” and Texas Youth Hunting Program)
- Recognition Items (Student Graduate Decal, 4-Cs Decal, Temporary Student Card)
- Current TPWD *Outdoor Annual* (Hunting Regulations)

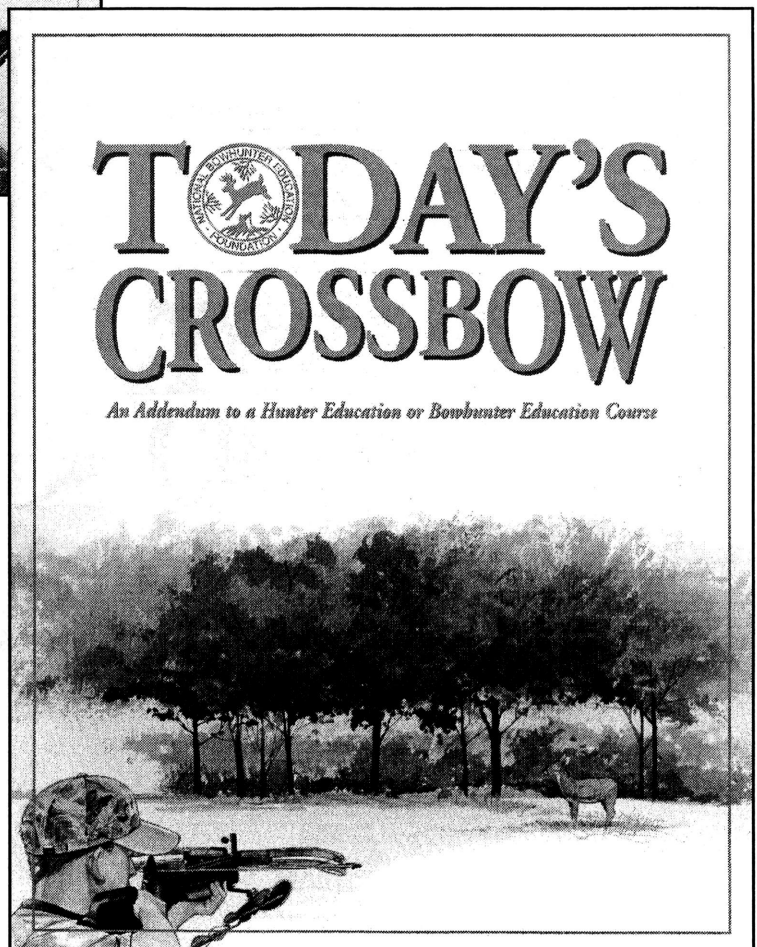
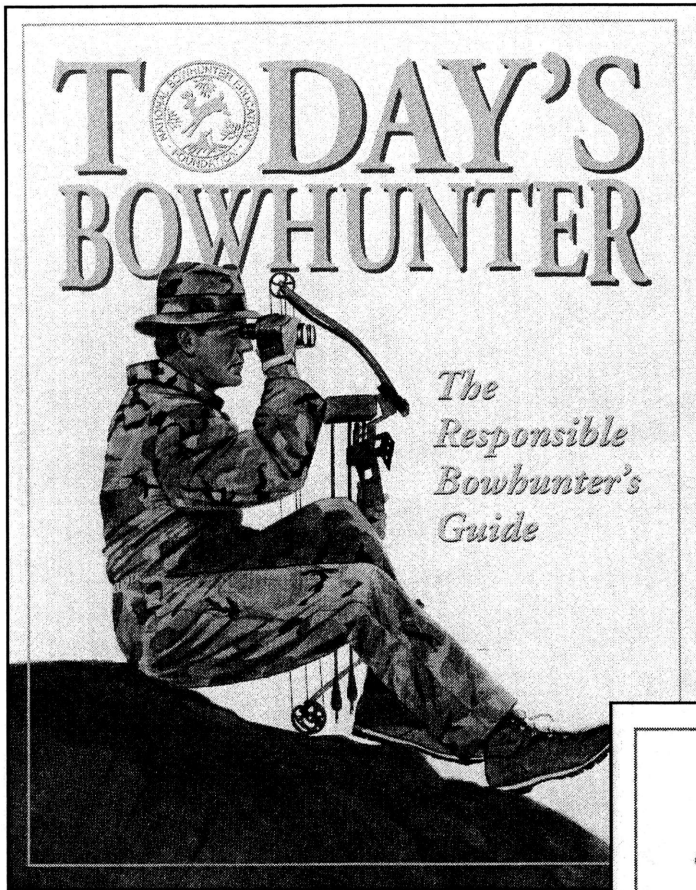
D. TEXAS HUNTER EDUCATION PROGRAM: APPROVED STUDENT MANUALS



*Hunter Education
Student Manual*

*Hunter Education
Spanish Manual*





II

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

II. HUNTER EDUCATION PROGRAM FORMS

REQUEST FOR LITERATURE

REQUEST FOR DVDs

STUDENT COURSE ROSTER/COUNTY CODE LISTING

INSTRUCTIONS FOR COMPLETING SCANTRON FORMS

HUNTER EDUCATION TEMPORARY STUDENT CARD (From Student Reg. Form)

HUNTER EDUCATION STUDENT CERTIFICATE SAMPLE (Sent from Austin)

TEMPORARY DUPLICATE HUNTER ED STUDENT CERTIFICATE
(Obtained from any Law Enforcement Office)

TEMPORARY DUPLICATE FAX EXAMPLE

COURSE VERIFICATION CARD (Sent when class is entered)

SAMPLES OF ADDITIONAL FORMS/MATERIALS:

- Certificate of Attendance
- Certificate of Appreciation
- Hunter Education Program Brochure
- Instructor Decal
- Instructor Name Badge
- Mailing Envelope
- Safe Texas Hunter Decal
- Shooting Safety Rules
- Targets

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

SAMPLE SCHOOL/FACILITY AUTHORIZATION FOR USE OF FIREARMS/TRAINING AIDS

EVALUATIONS: SELF, TEAM, STUDENT

STUDENT ENROLLMENT/RELEASE FORM

HOME STUDY COURSE FIELD ACTIVITIES RELEASE OF LIABILITY (SAMPLE)



Request for Literature Hunter Education

Order Date: _____

*** Instructor ID # and course information required for all orders. ***

Ship To: <small>(Note: Freight delivery cannot be made to a Post Office Box Address.)</small>	<input type="checkbox"/> Volunteer Instructor <input type="checkbox"/> Professional Educator <input type="checkbox"/> Game Warden <input type="checkbox"/> TPWD Employee
Name: _____	Instructor ID#: _____
Attention: _____	<input type="checkbox"/> Structured <input type="checkbox"/> Home Study
Address 1: _____	Course Start Date: _____
Address 2: _____	Course Start Time: _____ <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
City: _____	City: _____
State, Zip: _____	Course Contact Phone: () _____
	E-mail: _____

**** Please ship education material for a class of _____ students OR needed material listed below. ****

Item Number	Description	Order Quantity	Issued	Comment
OL 00236	Outdoor Annual			One per student
OL 00231	Texas Hunter Education Manual (English) (Not for Home Study)			One per student
OL 00357	Texas Hunter Education Manual (Spanish) (Not for Home Study)			One per student
OL 00147	Hunter Handbook Magazine			One per student
OL 00145	Target (50-Ft. Rifle) (Order for live-fire class only.)			One per student
OL 00125	Student Final Exam (Traditional and Home Study) (English) (If needed)			One per student
OL 00227	Student Final Exam (Spanish)			One per student
OL 00221	Student Answer Sheet			One per student
OL 00223	Student Pre-test/Experience Survey			One per student
OL 00224	Student Texas Regulations Quiz			One per student
OL 00233	Student Registration Form			One per student
OL 00144	Shooting Safety Rules Brochure			One per student
OL 00146	Hunter Education Program Brochure			One per student
OL 00126	Student 4-C Decal			One per student
OL 00226	Student Graduate Decal			One per student
OL 00234	Supply Order Form			One per class
OL 00717	Instructor's Student Course Roster			One per class
OL 00117	Instructor Course Final Report			*One per instructor
OL 00232	Enroll-in-a-Hunter-Education-Course Poster			
OL 00252	Business Reply Envelope			
	Public Hunting Brochures			One per student

Send Supply Order Form To:
 Texas Parks and Wildlife Department
 Education Fulfillment
 4200 Smith School Road
 Austin, Texas 78744

Fax: (512) 389-4372
E-mail: supply.request@tpwd.state.tx.us

*Instructor Use Only	For TPWD Use Only	Carrier: _____	Filled By: _____	Date: _____
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Request for Videos, DVD's Hunter Education – Supplemental Request

Order Date: _____

***** Instructor ID # and course information required for all orders. *****

Ship To:

(Note: Freight delivery cannot be made to a Post Office Box Address.)

Name: _____

Attention: _____

Address 1: _____

Address 2: _____

City: _____

State, Zip: _____

- Volunteer Instructor Professional Educator
 Game Warden TPWD Employee

Instructor ID#: _____

Course Start Date: _____

Course Start Time: _____ a.m. p.m.

Location: _____

City: _____

Course Contact

Phone: _____ () _____

E-mail: _____

Send Supply Order Form To:
Texas Parks and Wildlife Dept.
Hunter Education
4200 Smith School Road
Austin, Texas 78744

Phone: (512) 389-4999
Fax: (512) 389-4372

E-mail: supply.request@tpwd.state.tx.us

Item Number	Description	Order Quantity	Issued	TPWD Warehouse Use
001	"Today's Hunter in Texas" PowerPoint CD with Instructor Guide			
002	Spanish Version of PowerPoint CD			
003	"Opportunity for All" – North American Model for Wildlife Conservation			
004	4 in 1 DVD – "Deer Hunting Focus on Ethics Modern Firearms; Game For The Table; Using Air Guns the Right Way"			
005	"White-tailed Deer 13" Antler Restriction"			
006	"Don't Shoot Young Big Bucks" Training Video by Vincete Pena			
007	"Safeguarding Our Heritage" – A video guide to responsible hunting (Home study video)			
008	Third Hand Archery Accessories – Firearm Safety Hoist			
009	"Tragedy at Wright's Creek" – Kansas Hunter Education			
010	Ag Clays State Shoot Kerrville, June 2009			
011	'Know Before You Shoot' – Waterfowl – Shorebird ID			
012	"Safe Treestand Hunting Strategies"			
		For TPWD Use Only	Carrier: _____	Filed By: _____
				Date: _____



Outdoor Education Programs

____ Hunter

____ Bowhunter

____ Boater

Student Course Roster

Instructor Name: _____

Instructor ID#: _____

Course Location: _____

Certification Date: _____

NOTE: LIST ONLY STUDENTS YOU SIGN OFF ON AND RETAIN FOR YOUR RECORDS

NAME	DATE OF BIRTH	ADDRESS	CITY	ZIP	PHONE #	SSN#	SCORE
	/ /				()	- -	-
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TPWD COUNTY CODE LISTINGS

Anderson	001	Donley	065	Kaufman	129	Real	193
Andrews	002	Duval	066	Kendall	130	Red River	194
Angelina	003	Eastland	067	Kenedy	131	Reeves	195
Aransas	004	Ector	068	Kent	132	Refugio	196
Archer	005	Edwards	069	Kerr	133	Roberts	197
Armstrong	006	Ellis	070	Kimble	134	Robertson	198
Atascosa	007	El Paso	071	King	135	Rockwall	199
Austin	008	Erath	072	Kinney	136	Runnels	200
Bailey	009	Falls	073	Kleberg	137	Rusk	201
Bandera	010	Fannin	074	Knox	138	Sabine	202
Bastrop	011	Fayette	075	Lamar	139	San Augustine	203
Baylor	012	Fisher	076	Lamb	140	San Jacinto	204
Bee	013	Floyd	077	Lampasas	141	San Patricio	205
Bell	014	Foard	078	LaSalle	142	San Saba	206
Bexar	015	Fort Bend	079	Lavaca	143	Schleicher	207
Blanco	016	Franklin	080	Lee	144	Scurry	208
Borden	017	Freestone	081	Leon	145	Shackelford	209
Bosque	018	Frio	082	Liberty	146	Shelby	210
Bowie	019	Gaines	083	Limestone	147	Sherman	211
Brazoria	020	Galveston	084	Lipscomb	148	Smith	212
Brazos	021	Garza	085	Live Oak	149	Somervell	213
Brewster	022	Gillespie	086	Llano	150	Starr	214
Briscoe	023	Glasscock	087	Loving	151	Stephens	215
Brooks	024	Goliad	088	Lubbock	152	Sterling	216
Brown	025	Gonzales	089	Lynn	153	Stonewall	217
Burleson	026	Gray	090	Madison	154	Sutton	218
Burnet	027	Grayson	091	Marion	155	Swisher	219
Caldwell	028	Gregg	092	Martin	156	Tarrant	220
Calhoun	029	Grimes	093	Mason	157	Taylor	221
Callahan	030	Guadalupe	094	Matagorda	158	Terrell	222
Cameron	031	Hale	095	Maverick	159	Terry	223
Camp	032	Hall	096	McCulloch	160	Throckmorton	224
Carson	033	Hamilton	097	McLennan	161	Titus	225
Cass	034	Hansford	098	McMullen	162	Tom Green	226
Castro	035	Hardeman	099	Medina	163	Travis	227
Chambers	036	Hardin	100	Menard	164	Trinity	228
Cherokee	037	Harris	101	Midland	165	Tyler	229
Childress	038	Harrison	102	Milam	166	Upshur	230
Clay	039	Hartley	103	Mills	167	Upton	231
Cochran	040	Haskell	104	Mitchell	168	Uvalde	232
Coke	041	Hays	105	Montague	169	Val Verde	233
Coleman	042	Hemphill	106	Montgomery	170	Van Zandt	234
Collin	043	Henderson	107	Moore	171	Victoria	235
Collingsworth	044	Hidalgo	108	Morris	172	Walker	236
Colorado	045	Hill	109	Motley	173	Waller	237
Comal	046	Hockley	110	Nacogdoches	174	Ward	238
Comanche	047	Hood	111	Navarro	175	Washington	239
Concho	048	Hopkins	112	Newton	176	Webb	240
Cooke	049	Houston	113	Nolan	177	Wharton	241
Coryell	050	Howard	114	Nueces	178	Wheeler	242
Cottle	051	Hudspeth	115	Ochiltree	179	Wichita	243
Crane	052	Hunt	116	Oldham	180	Wilbarger	244
Crockett	053	Hutchinson	117	Orange	181	Willacy	245
Crosby	054	Irion	118	Palo Pinto	182	Williamson	246
Culberson	055	Jack	119	Panola	183	Wilson	247
Dallam	056	Jackson	120	Parker	184	Winkler	248
Dallas	057	Jasper	121	Parmer	185	Wise	249
Dawson	058	Jeff Davis	122	Pecos	186	Wood	250
Deaf Smith	059	Jefferson	123	Polk	187	Yoakum	251
Delta	060	Jim Hogg	124	Potter	188	Young	252
Denton	061	Jim Wells	125	Presidio	189	Zapata	253
DeWitt	062	Johnson	126	Rains	190	Zavala	254
Dickens	063	Jones	127	Randall	191		
Dimmit	064	Karnes	128	Reagan	192		

INSTRUCTIONS FOR COMPLETING SCANTRON FORMS

Student Form

1. **Do not staple forms or write** anywhere other than in designated areas.
Note: Make any notations on Temporary Student Card area only
2. Use only #2 pencil in case mistakes need correcting.
3. Print **legibly** in all areas of front and back pages.
4. After printing in boxes, completely fill in “oval” or “bubble” in appropriate areas under boxes.
5. When printing addresses, leave **ONE (1)** space between number sets and street names, etc.
Example: 1234 HUNTER AVE APT 17
6. Social Security Number is **optional**, but preferred. **If unavailable, don't worry about it, just leave it blank.**
7. Driver's license number is requested, but sometimes not available on younger students.
8. Check for correctness **before** sending in.
9. Always include Instructor ID Number.
10. Certification Date is day of course completion.
11. Always show exam score.
12. Instructor signature is required on ALL forms – front and back of student form.
13. TEMPORARY STUDENT CARD must be completed entirely in **INK**.

Final Report


1. Print **legibly** in all areas.
2. Check appropriate area if “Team Taught”
3. If Team Taught, divide students equally and each instructor **MUST** complete a Final Report.
4. Course Type will be **Hunter**.
5. Sub-Course Type is always: **001 – BASIC**.
6. Class Type will be Structured or Home Study. (Only mark one)
Note: Must use **one** Final Report per instructor per course taught.
7. Fill in Instructor Number and Assistant Number if assisted by an Assistant Instructor.
(No Final Report necessary for Assistant)
8. Start Date is **first day** of class.
9. Date Certified is **last day** of class.
10. Total hours TAUGHT must be Minimum of **TEN (10)** for the traditional structured course
11. Total hours TAUGHT For Home Study Course must be at least four (4)
12. Preparation Hours may be whatever it takes to make ready for either course, and may **NOT** be included as part of the “taught” hours.
13. Both sets of hours added together will make up the “Total” Hours.
14. Total Days must be Minimum of **TWO (2)**. for structured course and total days for Home Study will be one (1).
15. Make a copy of the Final Report and source of fees (check or money order) and attach to the roster and retain.
16. Sign Final Report, attach to student forms with appropriate fees, and send in within **7 Days** of completion.
17. When these records have been completely processed by the TPWD hunter education staff, instructors will receive a postcard (Course Verification Card) stating the course on this date has been processed.

Note: Do not send cash in the mail.

Use personal check or money order.

Again, keep a copy of the receipt with the Class Roster form and retain.

TEMPORARY DUPLICATE
HUNTER EDUCATION STUDENT CERTIFICATION



Student's Name: _____
(Please Print Legibly)

Address: _____

City: _____ State: _____ Zip Code: _____

Student I.D. No. _____ Date of Birth: ____/____/____

Instructor I.D. No. _____ Certif. Date: ____/____/____

Issued by Texas Parks and Wildlife Department as verified by:


Name: _____ (Please Print) _____ (TPWD regional or field office)

(Signature) _____ (Date)

PWD 433A - K0700 (1/06)

Temporary Duplicate

Course Verification Card



TO: _____


FAX NUMBER: _____

FROM: Texas Parks and Wildlife Department
Hunter Education

VOICE NUMBER: (512) 389-4999

FAX NUMBER: (512) 389-8042

TEMPORARY DUPLICATE
HUNTER EDUCATION STUDENT CERTIFICATION



Student's Name: _____
(Please Print Legibly)

Address: _____

City: _____ State: _____ Zip Code: _____

Student I.D. No. _____ Date of Birth: ____/____/____

Instructor I.D. No. _____ Certif. Date: ____/____/____

Issued by Texas Parks and Wildlife Department as verified by:

Name: _____ (Please Print) _____ (TPWD regional or field office)

(Signature) _____ (Date)

PWD 433A - K0700 (1/06)

Note: This entire page must be retained to be valid as a temporary duplicate certificate.

PWD 433AA - K0700 (1/06)

TEXAS OUTDOOR EDUCATION PROGRAMS
COURSE VERIFICATION CARD

Dear Instructor:




We have received your final report for the Hunter Bowhunter Boater Education course completed on _____
(Certification Date)

Your course information has been processed and your student(s) should receive their certificates within one week. If you or your student(s) have any questions, please call the Austin staff at (800) 792-1112.

Thank you for your efforts!
Outdoor Education Safety Programs Staff, Austin

PWD 487-K0700 (12/02)

Temporary Duplicate Fax Sheet

TEXAS PARKS AND WILDLIFE DEPARTMENT
4100 South Sunset Road - Austin, Texas 78744-3291
www.tpwd.state.tx.us

CONGRATULATIONS! You have completed the Texas Hunter Education course. Now you know the basic rules of hunting safely. We ask that you always respect the rights of others when hunting. That has proven what we have learned and that you share your knowledge with others to help teaching a safe and successful outdoor pursuit.

PROOF OF CERTIFICATION MUST BE CARRIED WITH YOU WHILE HUNTING IN TEXAS. It is accepted in all other states and provinces except in a state-owned Hunter Education course. Previous you comply with any additional or special requirements of those jurisdictions. We understand that all hunters under 17 years of age must have adult supervision. A duplicate card may be obtained by contacting Texas Parks and Wildlife Department or visit www.tpwd.state.tx.us/hunting.

HUNTER EDUCATION CERTIFICATE

THE TEXAS PARKS AND WILDLIFE DEPARTMENT HAS LISTED THE TEXAS PARKS AND WILDLIFE DEPARTMENT'S HUNTER EDUCATION COURSE, WHICH MEETS THE INTERNATIONAL HUNTER EDUCATION ASSOCIATION RECOMMENDED STANDARDS.

CERTIFICATION DATE: _____ STUDENT NO: _____ CERTIFICATE: _____

Carter Smith
EXECUTIVE DIRECTOR

SEE REVERSE SIDE FOR OPENING INSTRUCTIONS

Wildlife Department
401 Road
444-3291

TEMPORARY STUDENT CARD MUST BE COMPLETED IN INK

NAME-PLEASE PRINT: _____ (DATE OF BIRTH) _____

successfully completed the following certification course through Texas Parks & Wildlife. The student's Social Security number is the Temporary Student I.D. number.

_____ ANGLER EDUCATION (TEMP. STUDENT I.D.# _____)





_____ BOATER EDUCATION (TEMP. STUDENT I.D.# _____)

_____ HUNTER EDUCATION (TEMP. STUDENT I.D.# _____)

_____ BOWHUNTER EDUCATION (TEMP. STUDENT I.D.# _____)

CERTIFIED BY: _____ (PRINT) _____ DATE: _____

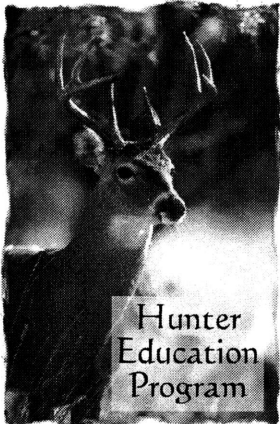
SIGNATURE _____ INST. I.D.# _____

Temporary Student Card

Hunter Ed Student Certificate

Texas Parks & Wildlife




Awards this
Certificate of Attendance
to
John Doe

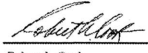
Date

THIS IS NOT OFFICIAL CERTIFICATION

Instructor

Hunter Education Coordinator






Robert L. Cook
Executive Director

Certificate of Attendance:
 Students under age receive a “Certificate of Attendance” upon successful completion of course. These certificates are automatically mailed from Austin and are often required for out-of-state and youth hunting opportunities.

Certificate of Appreciation




Presented to:

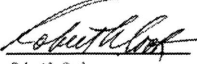
John Doe

For your public service cooperation and outstanding contributions to the Texas Hunter Education Program.

Date

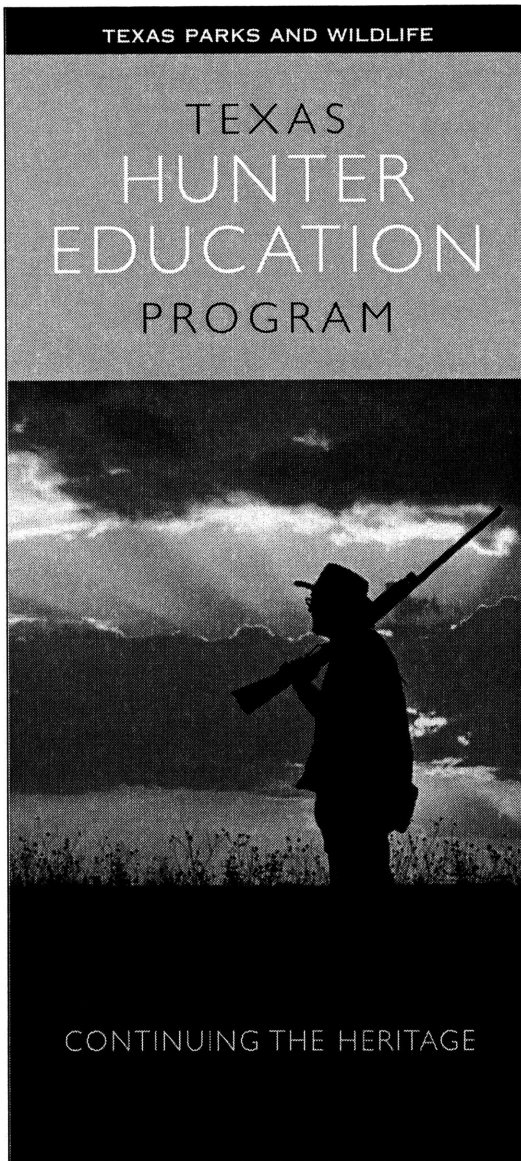
Hunter Education Coordinator



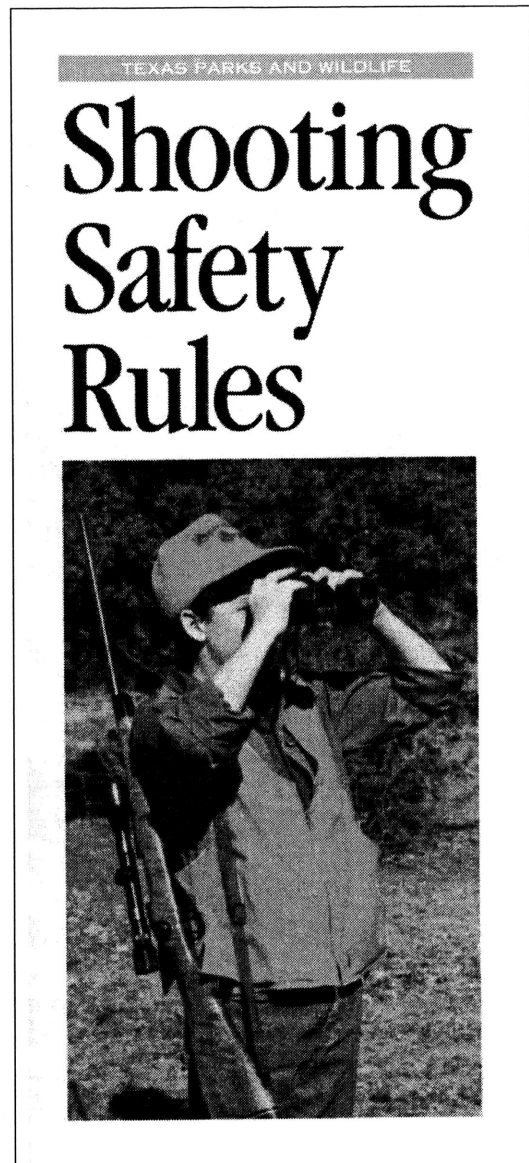


Robert L. Cook
Executive Director

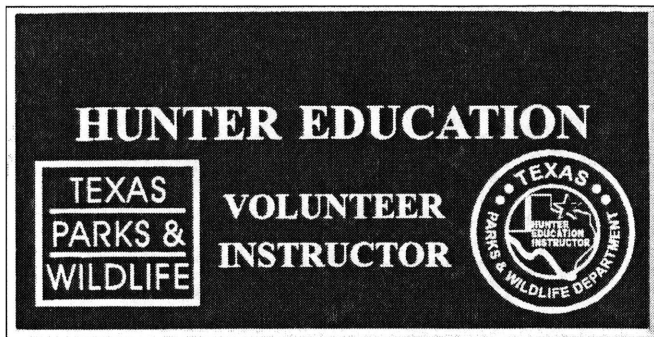
Certificate of Appreciation:
 Instructors are encouraged to request and present a “Certificate of Appreciation” to those who support the Hunter Education Program.



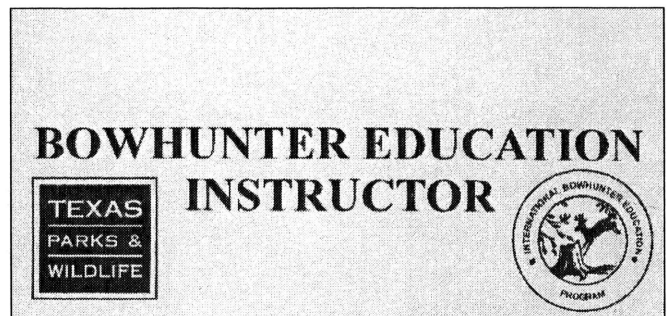
Hunter Education Program Brochure



Shooting Safety Rules Brochure

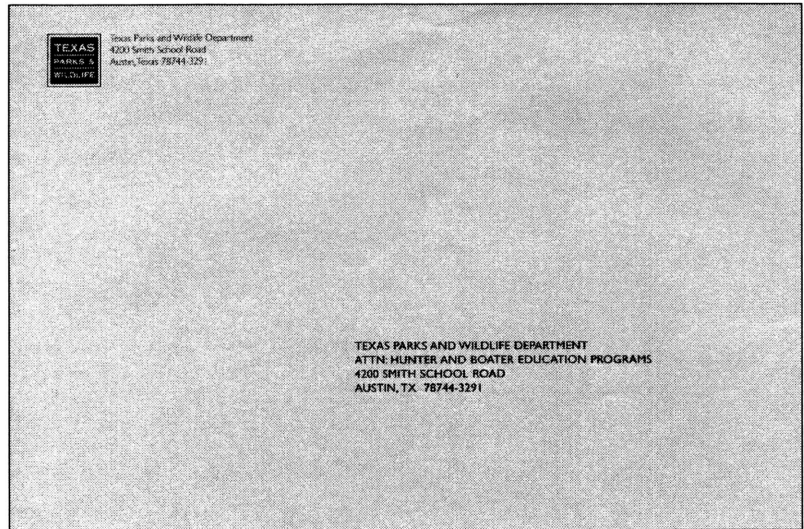


Instructor Name Badge



Instructor Name Badge

Mailing Envelope



TEXAS
PARKS &
WILDLIFE

Texas Parks and Wildlife Department
4200 Smith School Road
Austin, Texas 78744-3291

TEXAS PARKS AND WILDLIFE DEPARTMENT
ATTN: HUNTER AND BOATER EDUCATION PROGRAMS
4200 SMITH SCHOOL ROAD
AUSTIN, TX 78744-3291

Instructor Decal/Patch

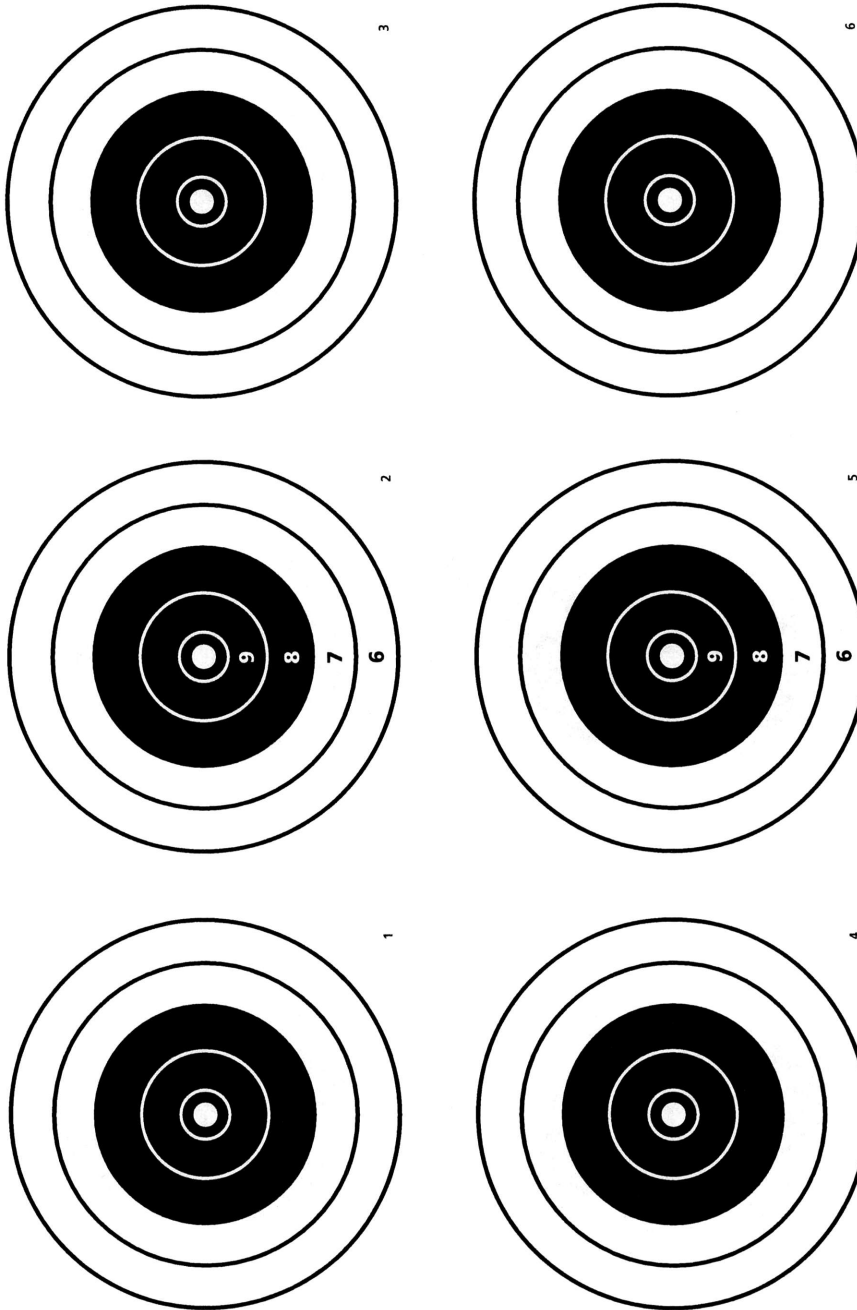


Responsible Hunter Decal



Graduate Decal

TEXAS PARKS AND WILDLIFE DEPARTMENT • HUNTER EDUCATION PROGRAM
50 FT LIGHT RIFLE TARGET



Targets

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

For Immediate Release

HUNTER EDUCATION COURSE SET

Your town.... A course in hunter education has been scheduled for _____
(Dates)
beginning at _____ in _____, according to _____,
(a.m./p.m.) (City)
Hunter Education Instructor.

According to Texas Parks and Wildlife Department, if you were born on or after September 2, 1971, and you are

- under 9 years of age, you must be accompanied*.
- age 9 through 16, you must successfully complete a hunter education course, or you must be accompanied*.
- age 17 and over, you must successfully complete a hunter education course; or purchase a "Hunter Education Deferral," and you must be accompanied*.

Hunter Education Deferral (cost: \$10) - Allows a person 17 years of age or older who has not completed a hunter education program to defer completion for up to one year. A deferral may only be obtained once and is only valid until the end of the current license year. A person who has been convicted or has received deferred adjudication for violation of the mandatory hunter education requirement is prohibited from applying for a deferral. Take the course by August 31 of the current license year and receive a \$5 discount.

***Accompanied means:** By a person who is at least 17, who is licensed to hunt in Texas, who has passed hunter education or is exempt (born before Sept. 2, 1971), and who is within normal voice control. Proof of certification or deferral is required to be on your person while hunting.

Note: Certification is **not** required to purchase a hunting license.

However, any individual may take the course on a voluntary basis and is encouraged to attend regardless of requirements, according to _____.
(Name)

"The course is open to adults and youngsters and will include instruction in modern firearms and primitive sporting arms handling and safety, outdoor responsibility and ethics, laws and regulations, wildlife conservation and management, hunting traditions, field care of game and wilderness first aid and survival," _____ added.
(Name)

The minimum age for certification is 9 years and cost is \$15. Students 9 years of age or older successfully completing the course will be issued a "Temporary Student Card" at the end of the course. Students will then receive an original "Hunter Education Certificate" from Texas Parks and Wildlife after processing the paperwork. Those less than 9 years of age will receive a "Certificate of Attendance," but must take the course again after turning 9 for proper certification. Since 1972, more than 850,000 Texans have already completed the hunter education course, which is mandatory in 50 states and 10 Canadian provinces.

For more information, contact _____ at _____
(Name) (Phone)

or Texas Parks and Wildlife Department at (800) 792-1112, (512) 389-4999 or the Web site at www.tpwd.state.tx.us/learning/hunter_education/

FACILITY AUTHORIZATION LETTER FOR TRAINING AID USE

To Whom It May Concern:

I, _____, Texas Parks and Wildlife Department certified
(Name/s)
Hunter Education Instructor/s, request permission to bring the following training aids on to

_____ (Location)
for the purpose of teaching hunter education on _____ (Date/s).

Training aids may include simulated/actual props, rifles, shotguns, handguns, air guns and/or archery equipment. No live ammunition will be available.

Firearm Description

Serial

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Archery Equipment Description

I hereby grant permission for the use of listed training aids and fully agree to allow hunter education course instruction to be conducted at and on the above listed location and date.

Authorizing Individual:

Printed Name: _____ Date: _____

Signed: _____

Hunter Education Instructor:

Printed Name: _____ Date: _____

Signed: _____

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION

INSTRUCTOR SELF-EVALUATION

Carefully review the evaluations your students completed for the course. How does your rating of yourself compare with those of your students? Did you agree on what subjects were most useful? Least useful? Be as specific as you can with your evaluation.

1. How well did this class perform on the Final Exam?
2. How did the group react to demonstrations and student participation exercises?
3. Did I "target" this class well in the areas of:
interest? _____
level of skill and experience? _____
4. What specific topics should be:
omitted _____
added _____
emphasized more _____
emphasized less _____
5. Which lessons require:
more time _____
less time _____
6. What changes, if any, should be made in the sequence of the lessons?
7. What activity/subject seemed to motivate the students the most?
8. What changes should be made in:
materials _____
classroom set-up _____
teaching methods _____
evaluation methods _____
9. I should use (more, less, about the same) different teaching methods/aids in the next class.
10. I should spend (more, less, about the same) time organizing my course.
11. I should spend (more, less, about the same) time preparing and studying the lesson objectives and planning their presentation.
12. I should spend (more, about the same) time studying the subject matter and technical information.

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION

TEAM MEMBER EVALUATION

Used by instructors who are team teaching, to evaluate one another. (Not sent to Austin)

Please circle the number which indicates your rating for each statement. Remember that 1 is the poorest rating; 3 is average; and 5 is the best rating.

	Never		Usually		Always
Main points (objectives) were clear - essential ideas were properly emphasized.	1	2	3	4	5
Instructor was knowledgeable about the subject, and the information was up-to-date.	1	2	3	4	5
Instructor related subject well to the overall course objectives.	1	2	3	4	5
Instructor kept the information well sequenced and ideas were in logical order.	1	2	3	4	5
Instructor used varying methods, techniques, training aids and hands-on activities.	1	2	3	4	5
Students appeared to be interested and were attentive to the instructor.	1	2	3	4	5
Students were given a chance to ask questions, make comments, or participate in an activity.	1	2	3	4	5
Instructor was well prepared with needed materials, class organization, and/or equipment handling.	1	2	3	4	5
Instructor started and finished on scheduled time.	1	2	3	4	5
Instructor made good use of the time and avoided things that did not pertain to hunter education.	1	2	3	4	5

Comments: Strong points, areas that need attention, etc.

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION

STUDENT COURSE EVALUATION

STUDENT: Please help us make this course better by completing the following evaluation.
Please CIRCLE the number which indicates your rating for each question.
Remember that 1 is the Poorest rating; 3 is Average; and 5 is the Best.
Thank you.

INSTRUCTOR _____

COURSE DATES _____

	Never		Usually		Always
1. Instructor was knowledgeable and made good use of time.	1	2	3	4	5
2. Instructor was prompt, prepared and organized.	1	2	3	4	5
3. Instructor taught course in an interesting, informative manner.	1	2	3	4	5
4. I had many chances to participate or ask questions.	1	2	3	4	5
5. Student material was useful and will be saved.	1	2	3	4	5
6. Videos helped me understand better.	1	2	3	4	5
7. Training aids helped me understand better.	1	2	3	4	5
8. Tests provided a fair evaluation of what was learned.	1	2	3	4	5
9. Facilities were adequate and comfortable.	1	2	3	4	5

PLEASE CONTINUE ON THE BACK

GENERAL INFORMATION

1. Do you feel you learned information that will help you be a safe and responsible hunter?
YES NO

2. Have you attempted to enroll in or have you attended another Hunter Education course?
YES NO

3. Would you recommend this course to your friends or relatives?
YES NO

4. Was the course too long? _____ too short? _____

5. What did you enjoy MOST about this course? _____

6. What did you enjoy LEAST about the course? _____

7. Why did you attend this course? _____

8. Any suggestions or comments? _____

Please return this Evaluation to the Instructor(s); do not send it to Austin.

Texas Parks and Wildlife Department (TPWD) will send you a permanent certification card after they receive your signed and instructor-approved Student Registration and Instructor Course Final Report. This may take several weeks.

**Thank you and please remember the principles of
hunter safety, preparation, responsibility and courtesy.**

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION

**HOME STUDY COURSE FIELD ACTIVITIES
RELEASE OF LIABILITY**

I/We _____ and/or _____, parent/s,
and/or legal guardian/s of _____ hereby acknowledge that the Texas
Parks and Wildlife Department **Hunter Education Home Study Course Field Activities** have
inherent risks and dangers that may result in serious bodily injury or even death and nevertheless by
our/my signature below give _____ permission to participate in the
activities and by our/my signature below, release, indemnify and hold harmless Texas Parks and
Wildlife Department, its agents, officers and employees, against damages and costs of defense includ-
ing attorney's fees and from any judgment, claim or any action, directly or indirectly arising from
_____ participation in the Texas Hunter Education Program.

Printed Name: _____

Signed: _____

Date: _____

Printed Name: _____

Signed: _____

Date: _____

III

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

III. HUNTER EDUCATION STANDARDS LEARNING/TEACHING

A. IHEA HUNTER EDUCATION STANDARDS

IHEA Goals and Objectives

- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6

B. LEARNING PROCESS AND PRINCIPLES

C. TEACHING SKILLS

- 1. Preparation
- 2. Presentation
- 3. Application
- 4. Evaluation
- 5. Follow-up

D. TEACHING METHODS

- 1. Actual Experience
- 2. Simulated Experience
- 3. Dramatization/Role Playing
- 4. Demonstration
- 5. Teachable Moment
- 6. Leading Discussions
- 7. Open Meeting
- 8. Brainstorming
- 9. Trigger Films
- 10. Dilemma/Sportsmanship Questionnaire/Teaching Exercises

E. TEACHING THE DISABLED

F. TRAINING AIDS

G. MEDIA RELATIONS

H. SUGGESTED TEACHING SKILLS EXERCISE

I. PRESENTATION WORKSHEET

A. IHEA HUNTER EDUCATION STANDARDS

As mentioned in the first section, Hunter Education certification is reciprocal with other states because each state meets minimum standards as recommended by the International Hunter Education Association (IHEA) in cooperation with the International Association of Fish and Wildlife Agencies.

Assumptions about these standards and/or this process:

1. Standards are an ongoing process through a Committee of the IHEA
2. Each instructor and jurisdiction is encouraged to achieve more than the minimum standards through more thorough coverage and diversity of learning objectives
3. Knowledge and skill evaluations are stressed in these guidelines
4. Awareness objectives may be just as important to the mission of an agency

IHEA Goals and Objectives

GOAL 1: INTRODUCTION

To introduce students to the hunter education program, who sponsors the program, and who funds hunter education efforts throughout North America.

Rationale: Hunter Education students should know purpose and benefits of Hunter Education and how their dollars are collected and spent.

Objectives: Students will be able to:

1. State the purpose of Hunter Education, which is to produce safe, responsible, knowledgeable and involved hunters
2. Give two reasons why Hunter Education is important:
 - a. Prevention of firearm, shooting and hunting accidents
 - b. Improved hunter compliance and behaviors
3. State how Hunter Education efforts are funded
 - a. National, state, provincial and local sources
 - b. Federal Aid in Wildlife Restoration (Pittman-Robertson)
 - c. Local sponsors

GOAL 2: HUNTING SAFETY

To help students be safe around sporting arms by introducing students to basic hunting and shooting safety principles and practices.

Rationale: Most basic reason for Hunter Education

Objectives: Students will be able to:

1. Explain and demonstrate the four primary rules of firearm safety through field and/or simulated classroom activities
 - a. Point Muzzle in safe direction
 - b. Treat every firearm with respect due a loaded gun
 - c. Keep finger off trigger until ready to shoot
 - d. Be sure of target and what is in front of and beyond the target
2. Explain and demonstrate proper loading, unloading and safety mechanism(s) while handling at least two firearms with separate types of actions and “dummy ammunition” supplied by instructor
 - a. Courteously acknowledging and accepting firearm with action open

- b. Gun pointing in safe direction at all times
 - c. Know action type
 - d. Correctly carrying and matching ammunition
 - e. Know location(s) of safety
3. Correctly match at least three caliber/gauges of ammunition with their respective shot-guns/rifles/handguns among an assortment of ammunition and firearms
 4. Demonstrate making a firearm safe for transportation in a vehicle, boat or ATV or while entering an elevated stand (2-6 ft) and/or ground blind
 - a. Always pointed in a safe direction
 - b. Unloaded, checked, cased
 - c. Ammunition separate
 - d. Hauling line, sling, etc.
 5. Demonstrate two safe methods for crossing an obstacle or hazardous terrain: one method alone; the other method with a partner
 6. Demonstrate safe zone of fire and appropriate carrying method(s) using a shoulder gun, while walking two/three abreast and while walking two/three in a single file (position within group may vary)
 7. Demonstrate safe shot selection (i.e., various backgrounds, vital zones, angles of shots/ animals, skyline animals, flock shooting, clothing of hunters/others, foregrounds, zones of fire) that presents safe/unsafe and/or ethical/unethical shot opportunities
 8. Demonstrate how to determine whether barrel is free from obstruction
 - a. Always point muzzle in safe direction
 - b. Open action
 - c. Check that chamber/magazine is unloaded
 - d. Check from breech
 - e. Use appropriate accessories such as barrel light
 9. State why hunters should wear blaze orange clothing for most hunting situations and/or why it is better than other colors while in the outdoors (to be seen)
 10. State one or more senses or skills of hunters that can be negatively impaired by alcohol and drugs, before or while hunting
 - a. Coordination
 - b. Hearing, vision
 - c. Communications
 - d. Good judgment
 11. Demonstrate cleaning procedures for a rifle/handgun and a shotgun and make them safe for storage
 - a. Always point muzzle in safe direction
 - b. Unloaded
 - c. Cased and/or placed/locked in a gun safe
 - d. Ammunition stored and locked separately
 - e. Gun locks/accessories in place
 - f. Etc.
 12. State three safety principles involving archery equipment and three involving muzzleloaders that are in addition to the 10 Commandments of Shooting Safety
 - a. Archery: finger and arm protection; covered broadheads; inspection of arrows/strings/cables
 - b. Muzzleloading: never blow down barrel; use brass accessories; use powder measure to pour powder in barrel; no smoking, etc.
 13. Demonstrate safe handling of rifles and/or shotguns (airguns can be used as an alternate) through simulated and/or live firing exercises
 - a. Point Muzzle in safe direction
 - b. Safe loading/unloading and shooting procedures

- c. Adherence to all range commands/instructions
 - d. Use of eye and ear protection
14. If primitive sporting arms (archery equipment, crossbows, muzzleloaders) are used in basic Hunter Education course, demonstrate safe handling through simulated and/or live firing exercises
- a. Point Muzzle in safe direction
 - b. Safe loading/unloading and shooting procedures
 - c. Adherence to all range commands/instructions
 - d. Use of eye and ear protection when applicable

GOAL 3: HUNTER RESPONSIBILITY

To help students be responsible and present a good public image through legal and ethical hunting practices and behaviors.

Rationale: Obeying hunting laws helps protect resource, people and property; and poor hunting behavior is cited as the number one reason people oppose hunting

Objectives: Students will be able to:

1. State three reasons for the existence of hunting laws and how laws are passed
 - a. Public safety
 - b. Opportunity
 - c. Fair chase, faire share
 - d. Conservation of resources, etc
 - e. Federal and state/provincial statutes
 - f. Regulatory processes, local ordinances and policies
2. Find/look up information from state/provincial hunting laws that address issues:
 - a. Where to obtain licenses and information on legal hunting seasons
 - b. Legal means and methods
 - c. Blaze orange requirements
 - d. Tagging requirements
 - e. Transporting requirements
 - f. Trespassing laws
 - g. Penalties and violations
3. List five words describing a responsible hunter: courteous, capable, careful, consideration, conservationist, legal, ethical, helpful, etc.
4. Participate in open discussion, led by instructor, regarding hunter ethics and responsibility upon review of hunting dilemmas and/or “trigger” scenarios depicting illegal/unethical actions by hunters
5. List three actions hunters can demonstrate to present a positive public image, especially to non-hunters
 - a. Cover game from sight when traveling home from hunt
 - b. Clean up before going into town
 - c. Present professional image in the media when talking about hunting/conservation
 - d. Don't drink and hunt
 - e. Eat game that is taken
 - f. Take tasteful photographs
6. Identify/circle visual selection of game animals portrayed from various angles which present acceptable shot opportunities and identify the vital area that presents the highest probability for a quick kill
7. Through actual or simulated live firing activities, demonstrate an understanding of rifle marksmanship including proper position(s), sight alignment, sight picture, sight adjustment, loading and shooting procedures/techniques; or, demonstrate an understanding of shotgun

- shooting principles including proper stance, mount and shooting techniques/swings/leads
8. List the steps to properly care for game from the field
 - a. Tagging requirements/ownership
 - b. Field care of game
 - c. Safe transport from field to camp

GOAL 4: OUTDOOR SAFETY

To help students be safe in the outdoors by introducing them to basic outdoor safety practices.

Rationale: Hunter safety applies to heart attacks and outdoor fatalities and injuries that are not related to firearm incidents.

Objectives: Students will be able to:

1. List three conditions that affect a hunter's physical ability to perform safely and responsibly
 - a. Overweight
 - b. Known allergies
 - c. Conditioning, exercise, preparation
 - d. Clothing
 - e. Mental attitude/aptitude
2. State three primary reasons why a hunter needs to develop hunting plan for every hunt and complete a sample hunting plan provided by the instructor
 - a. Preparation
 - b. Communications with companions
 - c. Knowledge of location
 - d. Emergency preparedness
 - e. Hunting safety
 - f. Etc.
3. Understand the causes, prevention, symptoms and field treatments of hypothermia and heat exhaustion, and two factors that cause each
 - a. Hypothermia: cooling down of core body temperature caused by cold, wind and wet conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim and any companions
 - b. Heat exhaustion: heating up of core body temperature caused by hot, sunny and humid/dry conditions coupled with same factors as with hypothermia plus lack of water
4. List three methods of signaling for help when lost in the outdoors.
Signal signs Mirror Whistle
5. List three primary components that should be included in a survival kit
 - a. Signaling
 - b. Shelter construction
 - c. Fire building
 - d. First Aid
 - e. Water
6. Give three major hunting/outdoor scenarios, which make it important for every hunter to attend a first aid and/or CPR training course
 - a. Heart attack
 - b. Falls
 - c. Altitude sickness
 - d. Burns
 - e. Knife cuts
 - f. Allergies
 - g. Animal bites
 - h. Shock

7. Name an important accessory item when hunting while using a boat and why it must be worn by every hunter: Personal floatation device/life jacket to prevent drowning

GOAL 5: WILDLIFE CONSERVATION

To introduce students to hunting's role in wildlife conservation and habitat management practices.

Rationale: Hunter education is a tool wildlife managers use to help hunters understand the bigger picture and how hunters impact management of wildlife and habitat, including knowledge about the characteristics/habits of the animals hunted.

Objectives: Students will be able to:

1. List three reasons why hunting supports and is commensurate with wildlife conservation
 - a. Wildlife is a renewable resource with biotic potential/surplus
 - b. Regulated hunting is an effective wildlife management tool
 - c. Funding from hunting has helped many game and non-game species rebound from low populations through effective habitat management and research
2. Be aware of the importance of key wildlife principles that might include the following:
 - a. Wildlife management: planned use/manipulation of wildlife and wildlife habitat
 - b. Conservation: wise use of resources
 - c. Habitat: food, water, cover, space and arrangement thereof
 - d. Carrying capacity: ability of land to support wildlife
 - e. Limiting factors: those factors which limit wildlife populations from growing
 - f. Biological surplus: the reproduction potential of wildlife to sustain healthy populations year after year
 - g. Renewable resource: resources which can be used, managed and replenished
 - h. Succession: natural progression of plant and animal communities if left undisturbed
3. Properly identify three major species of native/indigenous wildlife and three migratory species of hunted wildlife within the jurisdiction including the differences between males and females and the bag limits of each

GOAL 6: HUNTING OPPORTUNITIES

To introduce students to new and diverse hunting opportunities.

Rationale: Hunting's future relies on expanded opportunities, convenience and a broad base of support.

Objectives: Students will be able to:

1. Identify opportunities to go hunting on public and private lands; what species they would like to hunt and be able to prepare sample hunting plan for a particular species of their choice
2. Learn how they can be more involved and find out about advanced hunter education, hunter education volunteer opportunities, conservation groups and other groups that support hunter education efforts

B. LEARNING PROCESS AND PRINCIPLES

Process

How Do People Learn?

Learning is any change in behavior that takes place as a result of an educational experience. The change of behavior happens because of the acquisition of new *knowledge*, new *skills* and new *attitudes*.

Of the three, ATTITUDE is the most important. All the knowledge and skill in the world is of little value to people with the wrong attitude. Attitudes will determine whether or not the knowledge and skill will be used. What is even more difficult is that an attitude cannot be taught; it must be formed and assimilated by the student.

Even though instructors cannot teach attitudes, they can provide information and present alternate perspectives that can assist students in arriving at informed decisions and improved attitudes. By making information relative to students, instructors increase the chance for students to retain the information, and integrate it somewhere into their own experiences.

In order to help students acquire new knowledge, skills and attitudes, the instructor must understand the learning process. First, we will look at the student as an individual learner, since learning is actually an individual process rather than a group process.

Motivation is the most important ingredient in learning. Motivation tells students why they are learning something. Hunter Education students may have several specific motivators to take a class: peer pressure, a desire for knowledge, a distasteful experience or accident, mandatory requirement or others. When students arrive at a class, the instructor should use other motivating forces to start the learning process.

Principles

Below is a summary of some basic learning principles. These principles relate directly to the learning styles and the three learning skills we have considered.

1. Individual differences must be met. Students bring different backgrounds with them - in age, experience, maturity and interest. Use the Experience Survey; observe your students' responses. Adapt to individual needs, avoid separate programs, and exercise common sense and flexibility. Some students may have learning, behavioral, physical, or attitude disabilities, which make learning difficult. Disabilities may not be visible. Therefore, identifying these differences may be difficult at times.
2. Learning is a varied, active process. Most learn by doing, and using all of their senses. Psychologists claim we learn 83% through sight, 10% through hearing, 4% through smell, 2% through touch and 1% through taste. Retention of information is 10% by reading, 20% by hearing, 30% by seeing, 50% by seeing AND hearing, 70% by saying as we talk, 90% by saying as we do.
3. Repetition is necessary: repeat important points in several different lessons.
4. Vary the level of challenge; use a range of activities, questions, etc., so that all students will be successful at least part of the time.

5. Some students have short attention spans and are easily distracted. Allow time between lessons for it to “sink in.” Be aware that learner’s attention spans may not extend more than 15-20 minutes. You can use two short lessons with a short break, rather than presenting one long lesson. Change instructors when possible. Remember, the mind can absorb only as much as the seat can endure.
6. Even though learning is a life-long process, the ability to learn remains practically constant after maturity.
7. Continuous evaluation is essential to effective learning.
8. Things should be taught the way they are used. Effective learning results when initial learning is followed immediately by application.
9. Effective learning is likely to occur when a logical relationship exists between the things taught.
10. People learn more when they are held accountable and made to feel responsible for learning. Expect students to participate, communicate this to them and they will!
11. People respond to a good learning environment.

C. TEACHING SKILLS

Introduction

Practicing the teaching skills in this section will help you achieve your goal of becoming an effective Hunter Education instructor. These skills will also improve other aspects of your daily lives such as communication skills, learning and methods of approaching individuals or groups in different kinds of environments.

Teaching by itself involves many steps that can be summed up into the following:

- Preparation
- Presentation
- Application
- Evaluation
- Follow-up

1. **PREPARATION:** includes organization, lesson planning (including writing goals and objectives) and overall course preparation.

Those who teach have learned that the key to effective teaching is in the preparation. That preparation includes writing lesson plans and practicing giving your presentation. Few instructors have had benefit of formal training in both writing lesson plans and making presentations; most have not. Instructors draw on past experiences in developing their style of instructing. Most people don't really know how they come across to a class: Are explanations clear and understandable? Or confused and muddled? What is clear to the instructor may come across confused to your students.

Like any skill, the skills of writing lesson plans and making presentations need to be refreshed every now and again – even more important, they need to be honed to continue to be effective in teaching students.

- Organization (see Course Checklist)
- Writing Lesson Plans

To begin, ask yourself three basic questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they have arrived?

What is the purpose of a lesson plan?

A lesson plan is a detailed plan of instruction. It is a written translation of how you will teach students the contents of a particular subject. It determines the purpose, aim, and focus for the lesson you are presenting. It helps you think through the best way to present the information and effectively communicate the subject matter to your students. Planning lessons is a fundamental skill all teachers must develop and hone. Implementation of this skill in actual teaching can, and usually does, take some time.

Vince Lombardi, the legendary former coach of the Green Bay Packers is quoted: "Practice does not make perfect. Perfect practice makes perfect." Of course he was talking about skills related to playing football. Whatever the skill at hand may be (in this case, lesson plans), there is no substitute for developing and honing skills other than practice.

Think of a lesson plan as a road map to guide you through the lesson. Some trips we take go as planned, while others do not. Sometimes we encounter road construction which slows us down, heavy traffic, detours and extra stops along the way. We might change our journey to stop and enjoy a scenic overlook which means we will not get to our final destination when we originally planned. Similar to a road trip, we must be also be flexible in our lesson plans while we are teaching to account for unexpected variables (students' abilities, weather conditions, equipment being used, etc.).

What does a lesson plan look like?

Every instructor will have a different answer to this question.

- Some instructors have had the benefit of formal training, education and coursework in writing lesson plans.
- Some are professional educators who must compose and turn in weekly lesson plans to their schools.
- Some instructors have taught a particular subject so many times that they only need minimal notes to get them through the lessons.
- Some instructors are new to teaching and have never composed or followed a lesson plan.

What should the contents of a lesson plan include?

Objective:

- Objectives demonstrate how well the students have learned the lesson presented.
- Objectives should be observable, directly measurable, and achievable.
- Make sure you will be able to identify if your students met these objectives after the lesson.
- Determine how your students will demonstrate that they have learned the objectives of the lesson.

Materials:

- List all equipment, training aids, props, and supplies needed for your lesson.
- List all materials needed for both inside and outside (live fire exercise or hunter skills trail activity) of the classroom.
- Provide a brief description of how these materials will be used.

Introduction:

“Tell them what you are going to tell them.”

- Grab the attention of your students and motivate them about your upcoming lesson.
- State the objective(s) of the lesson and what will be expected of the students after the lesson.

Presentation:

“Tell them.”

- Know the subject matter you will be teaching. If you cannot explain what you know, then chances are you do not know it.
- How can the material be presented so each student will benefit from the learning experience?
- Plan frequent and varied opportunities for the students to be involved.
- Account for different learning abilities and individual differences. The instructional methods planned for a particular lesson must take into account student ability. The range of abilities in which students differ may include cognitive disorders, emotional handicaps, physical handicaps and student mastery of lesson prerequisites. Consider specific adaptations for specific students.
- Lead students through the steps necessary to perform the skill or grasp the concept you are teaching using the approach: hear/see/do.

- Provide hands-on activities to observe students handling, practicing and performing what you have taught them.
- Check for understanding by using multiple methods and a variety of questioning strategies to determine if the students “got it yet?”
- Make adjustments in your lesson based on feedback from the students.
- The pace of your lesson will be determined by your students’ comprehension.

Summary: *“Tell them what you told them.”*

- Go over, review and “wrap-up” the key points from the lesson.
- Give students opportunities to draw conclusions from the lesson by asking them: “Tell me/show me what you have learned today.”
- Ensure students have arrived at their intended destination (the objectives were met).
- The summary can create a smooth transition from one lesson to the next.

Successful teachers are invariably good planners and thinkers. They did not achieve this status overnight. The road to success requires commitment and practice, especially of those skills involved in planning lessons, activities, and managing classroom behavior.

“Anything not understood in more than one way is not understood at all.”

2. **PRESENTATION:** (from instructor’s point of view) includes actual teaching methodology, adhering to lesson plan and/or time schedule.

Public speaking is the number one fear in America. The more natural you act in front of your class, the more successful you will be in getting ideas across to students. Maintain a professional attitude when speaking. This lends credibility to the instructor and associates quality with the course. Do not be afraid to admit you don’t know an answer.

As instructors, your job is to present the material in a manner that enables the student to learn; this is the definition of effective. Often times, however, your style of presentation detracts from the student’s ability to learn.

Think about the way a dynamic speaker makes that presentation. What skills do you use or admire in a presenter? What skills do you not like?

Following is a list of Do’s & Don’ts of presentation skills. You may want to add to it.

- Stay within allotted time.
- Keep subject matter simple, easy-to-understand, to the point.
- Motivate students by using enthusiastic tones in your voice and by moving from key point to key point quickly.
- Stay on track; limit “war stories” to those that make point quickly.
- Limit student stories, but give priority over your stories.
- Don’t try to cram EVERYTHING you know about a subject into time allotted.
- Personal mannerisms:
 - Don’t clink keys/coins in pockets.
 - Don’t keep hands jammed in pockets.
 - Be sure to talk to and make eye contact to everyone; often times right-handed person will speak to left side of room;
 - Don’t use/overuse phrases, i.e., “you know” or “ok”, “basically”, etc.
 - Don’t overuse hands; everyone uses hands to talk, but limit motion of hands; have you

noticed, even when talking on the telephone, how you use hands? Natural use of hands is ok. Gestures should be smooth, free and easy/natural. They are used to emphasize a point or describe.

6) Try not to stand in same place; move around, but don't pace.

7) Try to work lots of STUDENT ACTIVITY or participation into your Lesson plans; ask questions of students: caution when student gets off track or takes too much time.

- h. Know subject; if you can't answer a question, admit it and say you will find an answer. It is better to admit you don't know something than to fake it, be found out and lose credibility.
- i. Dress neatly and conservatively in appropriate clothes. Wear suitable shirt and pants with instructor name badge and instructor patch.
- j. Demeanor: Refers to the way an instructor acts. Assume a confident attitude; enthusiasm is contagious, and one of the forces of motivation.
- k. Eye contact: One of the most important things in making a presentation. Talk to audience; rotate gaze around the room; look at each individual sometime during presentation
- l. Voice/Language: In delivery, voice should be natural, personal and conversational.

Are you comfortable with each of these skills? To become more comfortable with them and to make sure that you come across clear and effective, be sure to PRACTICE: in front of mirror, in front of practice audience.

There are lots of do's and don'ts to making effective presentations. Skills include incorporating principles of Writing a Lesson Plan (stay within allotted time; don't ramble, etc.), through Personal Mannerisms. The key to making good presentations is to PRACTICE, PRACTICE, PRACTICE.

How to Team Teach

You have been given the tools to write an effective lesson plan and make good presentations. Let's explore some tools to enable you to teach cooperatively and EFFECTIVELY in a team environment.

Hunter Education Instructors often teach in a team environment. There are two kinds of team teaching scenarios:

- a. One or more instructors teach a portion of the entire class, such as one teaches Archery, and another teaches First Aid, or another subject;
- b. One or more instructors share the instruction of a segment, such as one instructor takes the PRESENTATION portion and another instructor covers all the other parts of the lesson plan; or one instructor does the demo while the other talks: i.e., at least 2 instructors teach ONE subject.

BAD

Interrupting instructor
other

Telling instructor he's wrong

Going past time limit

Covering other instructor's
material

Being a distraction

GOOD

"Filling in the blanks/gaps" in knowledge; supporting each

Students won't get tired of hearing same voice

How do you ensure that the BAD things don't happen? Through COMMUNICATION and COORDINATION. You can't expect your team instructor to be a mind reader. Be sure to talk about how you want to teach together. Discuss hand signals or code words that you might exchange to indicate "out of time" or "off the subject."

There are considerations that need to be given when team teaching. The key to effective team teaching is **COMMUNICATION** with the other instructors. **DON'T ASSUME** the lesson will be taught a certain way or that one instructor will cover certain material.

By keeping in mind how **YOU** would like to be treated when team teaching, you will make an effective and considerate team member.

Presentation skills include three vital skills to help you become an **EFFECTIVE** instructor. Here are some key points to remember:

- a. Speak clearly
- b. Make mannerisms work for you rather than be distractions
- c. Follow lesson plan

How to Team Teach

- a. **COMMUNICATE**
- b. **COORDINATE**
- c. Don't **ASSUME**

There are three keys: **PRACTICE, PRACTICE, PRACTICE**

To become an **EFFECTIVE** instructor, be sure to:

- a. Develop lesson plans
- b. Make good presentations
- c. Be a considerate team instructor

3. **APPLICATION:** (from student's point of view) includes participant feedback, learning activities and "hands-on" exercises.
4. **EVALUATION:** includes knowledge, skill and attitude of self, other teachers, individual students and group assessments.

What is an Evaluation?

Evaluating students is one of the instructor's hardest tasks. However, properly used, evaluations can motivate students to learn and can serve as an informative review. The instructors are also evaluated, and they can use the information gathered to improve their skills.

Evaluation methods and means must be announced to students at the beginning of a course, perhaps after the objectives are stated. This way, students will understand better when they pass or fail based on what you told them up front. For example, if skill exercises are used, students should know exactly what levels need to be achieved in order to pass the course.

How Are Instructors Evaluated?

Persons who want to become Hunter Education instructors are evaluated three ways:

1. By filling out an application, which determines pre-certification qualifications, one of which includes the successful completion of the student course.
2. By having an oral interview with a game warden.
3. By satisfactorily completing the Hunter Education Instructor's Course.

After an applicant becomes an instructor, other evaluations take place: instructors may be monitored periodically by game wardens, Area Chiefs and TPWD staff, who may visit a class to see that it meets program standards.

How Are Students Evaluated?

There are informal and formal activities, which furnish an instructor with information on students' progress and development of knowledge, skills and attitude.

Informal evaluations do not fit numerical grading systems, but may be more significant than formal examinations. These include:

- questions students ask during or after class
- responses students make to questions
- the way students work in a demonstration or exercise
- the manner in which the student listens
- the degree of involvement in class discussions
- the kinds of challenges they seek or accept

Formal evaluations are less biased and may be more objective than other ways of observing student progress. Formal methods can be written or oral and can take place at any point in a class. These include:

- Experience Survey, which gives information on student background and helps instructors "target" audience. Student Pre-Test gives both instructor and student some insight into specific knowledge before a course.
- Written Tests – Pre-Test and Final Exam. Know contents of tests ahead of time so that teaching can reflect important points. Teaching to the test is not necessarily bad.

It is beneficial to go over tests with the class after administering them. If many students miss a particular question, it may indicate the need for re-teaching, or a discussion to clarify some information. Don't use tests to simply get a grade.

Suggestions for Giving Formal Written Tests (Final Exam)

- Allow at least 30 minutes to complete the written exam.
- Keep noise level low; avoid distractions.
- Read instructions out loud, exactly as written.
- One method is to read each question out loud; give time for students to mark answer. This eliminates the possibility of student misreading a question or having to ask instructor question during exam. Hold all questions until after the exam.
- Again, allow time to review exam with the class. If students do uniformly well on the exam, lengthy review is not needed. If results were poor, review more completely.
- Instructors have several options for grading tests: grade each test themselves; let students hold the exam for grading by the class; have an assistant grade the tests, etc. Whatever method is used, make provision for recording the scores on the Course Roster and Student Registration Form.

Certifying Students

When a course is completed, the instructor must make final evaluations and decide which students will be recommended for certification (passed). Your Course Roster form will contain notes and scores, which will help you in this process. You will complete the following procedure for certifying students:

1. Review the information on your Course Roster. Keeping in mind the various types of evaluations you did for each student, decide whether or not that student has met requirements for certification.

2. Complete the instructor portion of the Student Registration Form and distribute the Temporary Student Card to the students during the final class.
3. Make a note on your Course Roster of the students who were certified.
4. Complete the Outdoor Education Programs Course Final Report.
5. Send the Student Registration Forms, Final Report and appropriate fees to Austin Headquarters **within seven (7) days** (envelope provided). **Do NOT send cash in the mail!**
6. Those under 9 will receive a Certificate of Attendance.
7. Retain the Course Roster, copy of Final Report, and copy of check or money order for your own files. Austin office will send students their certification card.
8. Instructors will receive a Course Verification card.

Pass/Fail Criteria

Occasionally, a Hunter Education Instructor must pass or fail students based on attendance or an evaluation of knowledge, skill and attitude.

An instructor must evaluate a student based on what is observed during the classroom, field or live-firing exercises of the Hunter Education course – not what is heard about outside of these experiences.

An instructor also has the obligation and duty to fail a student who, for some clear reason, lacks the knowledge, skill or attitude, which meet minimum standards of evaluation.

One thing to remember: Instructors are not certifying students as being safe hunters. Rather, they are certifying students as having successfully completed a basic course, stressing safe and responsible actions, which should be exhibited by all hunters.

Therefore, an evaluation should reflect successful completion based on the aforementioned elements:

- **Knowledge:** The minimum standard score set for Hunter Education Final Exam is 70 percent for the Structured course and 80 percent for the Home Study.
Instructors may allow a student to retest if:
 1. the student demonstrates the proper skill and attitude, and
 2. the student exhibits a learning disability (such as poor reading comprehension) during the exam process. Students determined to have reading difficulty may be given an oral examination by a non-biased individual whose voice does not give away the answers
- **Skill:** Identifiable and measurable actions based on what is learned. Skills in Hunter Education typically deal with firearm handling, field or live-firing exercises.
 - Does student maintain muzzle control while loading/unloading?
 - Can student safely check to see if a chamber is unloaded?
 - Can student properly cross an obstacle?
 - Can student safely and properly shoot a gun?
 - Other skills deal with concepts such as identifying targets, understanding terms, etc.
Can student identify vital areas and make a clean kill on a game animal?

There is no minimum standard for skills, but it should correlate with the knowledge evaluation score of 70 percent for Structured and 80 percent for Home Study. Be careful with skill evaluations in safety disciplines. If a student points a muzzle at another student during a “zone-of-fire” exercise, he/she may still pass the course.

- **Attitude:** Attitude is the most difficult element to measure, especially during a brief 10-hour Structured course or four- to six-hour Home Study course. There are no surefire ways to evaluate attitude, but a student can fail a course based on improper attitude if the instructor does three things:
 1. Teaches based on what is in student manual, instructor manual and current hunting regulations.
 2. Documents behavior of student, which cause him/her to fail course; attach documentation to student registration form, send to Austin and keep a record.
 3. States how a student is to be evaluated before start of lessons or gives student fair warning when his/her behavior is unacceptable.

An instructor might ask these questions:

- Does student cooperate with instructors and classmates in class and under field conditions?
- Is student attentive in class and not disruptive to learning process of others?
- Does student “goof off” while handling firearms or touch them when instructed not to?
- Would I feel safe while hunting with this person?

5. FOLLOW-UP:

Includes sending completed Student Registration Forms to TPWD in Austin.

Note: *Must be returned within seven (7) days of course completion.* This means courses sent in past the seven days will possibly miss being eligible for reimbursement by the feds.

Please do not hold on to records for any reason. If an instructor has any questions, please contact Hunter Education staff.

Properly and fully completing student and instructor records and following such protocols are extremely important! Record keeping remains an important task of the instructors and ensures that we will continue to receive federal funding as a result.

NOTE: Failure to follow protocol and process paperwork in a timely manner could result in the aforementioned loss of funding for the program. If an instructor is negligent in processing paperwork, “TPWD will seek criminal prosecution of Hunter Education Instructors in instances of theft, fraud, or other criminal violations.”

Two primary criminal statues that would normally apply are:

1. Theft (Texas Penal Code 31.03)
2. Fraud (Texas Penal Code 32.01)

D. TEACHING METHODS

Applicants will explore methodologies of learning, teaching, speaking and evaluation. Experience and practice will make you a better instructor. There will be times, such as when training handicapped individuals, an instructor needs to reach beyond the methods listed. **DO WHAT WORKS!** And remember, what works associates itself with the learning side - not the teaching side. Be creative and imaginative. Teaching and learning are dynamic because of human interaction.

The following guide might help you select an approach to teaching - remembering to evaluate the approach from the student's point of view after it is tried.

Learning is more acceptable and retained for a longer duration of time if several methods of teaching are employed. A description of some of the more widely used methods is provided so the instructor can decide which method will best teach a certain piece of information.

1. **Actual Experience:** In most cases, "learning by doing" is the most effective. Ideally, students learn to hunt by going hunting with the safe and experienced hunter. However, in the Hunter Education program, most lessons are taught during classroom and field exercises.
2. **Simulated Experience:** This type of instruction involves going through all the motions without actually doing them. It should always be followed by the actual experience when possible, and should come as close to reality as possible.
3. **Dramatization/Role Playing:** Having students enact situations can bring out different ways of looking at a problem, and is a good evaluative tool for the instructor.
4. **Demonstration:** A demonstration works well with either small or large groups. The instructor should "say" and "do" at the same time, making each step in the process clear. When you have students repeat a demonstration for the class or for themselves, encourage them to "say" as they "do."
5. **Teachable Moment:** This is a situation that arises unexpectedly with either the student or instructor and can be used as a chance for effective learning. For example, you may have students participating in a live-firing exercise when one of them shoots a "misfire." After giving the range command "cease fire" and gathering the students together, show them the misfired cartridge and explain why it did not properly dislodge the bullet (i.e., primer mishap, firing pin stroke, etc.).
6. **Leading Discussions and Encouraging Student Involvement:** Hunter Education instructors must be knowledgeable in their field; further, they must have the skills to transmit the knowledge to students. One of these necessary skills is leadership. Good classroom leadership includes things such as:
 - a. **Directing Productive Discussions**
 - Guide the discussion, but don't try to dominate the thinking of the group.
 - Keep the group moving forward; restate essential points. Beware of bogging down in details or "war stories."
 - Instructors should not let their personal opinions overshadow the class.
 - b. **Controlling Undesirable Behavior**
 - If a disruptive individual begins to question you in non-productive ways, they may be seeking attention. Comment "interesting point" and then suggest you meet after class to discuss it further.

- If a student is inattentive, direct a question to them about material just covered; involve them in an activity.
- In extreme situations of disruptive behavior, call a break for the class and discuss it with the “problem” student. If necessary, ask the student to leave. Document incident.

c. Encouraging Student Involvement

Acceptance skills:

Promote participation.

Example:

“Thank you, Bill, for your comment.”

Supporting skills:

Support person having trouble expressing themselves.

Example:

“Go ahead and express it any way you can.”

Make person feel like a worthwhile member of the group.

Encouraging skills:

Encourage those who are reluctant to contribute to discussion.

Example:

“Does anyone have anything to add to what has been said?”

Handling errors:

To avoid embarrassing students so that participation won't dry up.

Example:

“Can you give us more information on what you just said?”

Another good technique is to give your class a challenging homework assignment. For example, Use the Texas Regulations Quiz; students may use the *Outdoor Annual* to obtain the answers.

7. **Open Meeting:** Instructional Approach to Group Discussion

Description: One process used for teaching values is the open-ended group meeting. This type of meeting is when the instructor leads a class in a discussion ... free of right and wrong answers about topics that relate to responsible hunter behavior in relationships to self, fellow hunters, the game being pursued, landowners and non-hunters. The open-ended meeting encourages individual involvement.

Purpose: To provide an atmosphere for the free exchange of ideas and possible solutions of issues about positive and negative hunter behavior.

- To assist the young hunter in developing a positive value system about his or her hunting actions
- To help the young hunter realize that responsible behavior is a must in the world of hunting, and that observation or visibility of such behaviors is where the general public develops many ideas of hunters and hunting

An individual code of ethics for the hunter should include ideas and actions related to the following:

- Respect for him/herself
- Respect for fellow hunters
- Respect for game being pursued
- Respect for landowners
- Respect for non-hunters

Process: The following processes are designed to provide instructors with a basic framework for conducting open-ended meeting.

Physical Setting: Ideally, a circle of moveable chairs or usable furniture so students are interacting with each other.

Rules: All activities need rules or procedures. Discussions are no different. Have at least two or three rules, or have students set their own. Samples are:

- Raise hands
- Only one person talk at a time
- Listen respectfully
- No derogatory remarks

Starting Discussion: Ask different types of questions

- Level I: Questions define the concern, problem or situation by asking for student's definition.
- Level II: Questions personalize, or relate the topic to the student by asking questions using you or your family.
- Level III: Questions challenge by asking why, what if, and could we...

Keeping the Discussion Going: Progress through each level of questions, however, most will remain at level III.

Ending the Discussion: Which will normally last about 30 minutes, and may be ended by a summary statement from the instructor or student, then stopping on a high point leaving the topic, "open ended."

Guidelines for Instructors:

- Show warmth and enthusiasm. Students need to know that you care about listening to them.
- Be non-judgmental as there are no right or wrong answers in open-ended meetings.
- Keep atmosphere comfortable and provide direction as needed.
- Avoid third person and direct questions to person involved.
- Refrain from giving answer, or merely clarify it is "how you feel" about the topic.

What Open Meetings Can Do

- Provide opportunity for each individual to experience success.
- Promote self-concept and let each individual know he/she will be heard without judgment or evaluation.
- Provide place to build trust between instructor/participant and participant/ participant.
- Develop critical thinking without students having to recall facts or details.
- Provide channel for relevancy and use topics students are interested in and can relate to in their lives now.
- Teach respectful interaction where students are courteous and respectfully listen to each other.
- Develop group cohesiveness and productivity in a sense of "together we can work it out."

8. **Brainstorming:** This method is perhaps the best for "opening up" or "loosening" a non-talkative group.

Description: Brainstorming is a form of student involvement in the learning process. It is the first step in the concept called "processing." Brainstorming is creating and listing ideas that pertain to a specific topic and is used to draw out and expand ideas, attitudes and beliefs. Here

are some examples of questions when a typical approach is taken.

- Why are there problems with hunter/landowner relations?
- Why do hunters violate rules and regulations?
- What are all the steps taken when preparing for a weekend of hunting?

Questions can also be open ended such as these:

- When I'm hunting, I feel...
- While sitting in a blind, I will experience...
- When faced with the decision to shoot or not to shoot, I will choose to...

Procedures: To get the students involved, divide the group in half or several smaller groups. Have each group choose a recorder who uses paper and marker. Have the recorder take down all ideas or comments from the group.

Rules for participants should include:

- Stick to the topic
- Follow the "anything goes" concept
- Record all ideas
- Everyone participates
- Create as many ideas as possible (usually five to 10)

Rules for Instructor

- Give positive reinforcement for all ideas
- Refrain from negative responses or gestures
- Create atmosphere of acceptance
- Allow minimal discussion, have them just record ideas/thoughts
- Check on progress, and on occasion, start the process

Consensus: Remaining in small groups, have them choose the top three or four main ideas that collectively represent the groups feelings. In other words, have the group come up with a decision about the list without voting (i.e., by consensus).

Feedback: After the timed exercise, the group convenes as a whole. Each group presents, explains and defends their ideas. Discussion occurs, and the class might be challenged to come up with a master list from all groups. When "processing" is used to seek out and clarify attitudes or beliefs, the instructor's role is to see that there is sufficient discussion and class involvement so each student understands and accepts the ideas or suggestions that have been raised.

Summary: The instructor might compile the ideas produced through processing and duplicate them so copies can be given to group members. This follow through is important so students understand and get a total picture of what was done. However, in a short class, this is usually unnecessary.

Sample Exercise: Another method to start the activity is to divide the class in half and have one group come up with a list of positive statements or words about hunting, and have the other half come up with a negative list. Give the group five to ten minutes for the exercise.

Have the recorders write each list on a flip chart for all to see. Once the exercise is completed, bring the groups together and have students discuss each comment. This should draw out the importance of hunter image. As you reinforce this throughout the remainder of the class, the students should appreciate the seriousness of poor hunter image. Hopefully, this will get the students to actively participate in the discussion of ethics and hunter responsibility.

9. **Trigger Films**

This method involves the use of a three- or four-minute film segment that depicts a situation or set of circumstances that will “trigger” a reaction and decision-making process in the mind of the viewer.

Why Are Trigger Films Important to Hunters?

Hunting is being attacked more vociferously each year. One of the major complaints about hunting is the irresponsible behavior of hunters. This “negative image” of hunters is applied to all hunters by many of our non-hunting citizens. “Hunter responsibility” is very difficult to teach, as is any type of human behavior modification subject. Trigger films, when properly used, can have an immediate and long-term positive impact on the behavior of the students. Through peer group pressure, awareness of responsibilities and sharing with others, students can contribute significantly to improve the behavior and image of all hunters.

How Do Trigger Films Work?

The trigger film causes viewers to evaluate and analyze situations depicted. Students get involved in a discussion of the situation and how the viewers are affected by it. Students consciously “walk through” in their minds what they would do, or how they would handle a similar situation.

Why Are Trigger Films an Effective Aid to Learning?

Meaningful learning ultimately results in changes in human behavior. Trigger films expose viewers to a specific situation that requires decisions to be made to resolve a moral dilemma. Once the viewer examines and analyzes an appropriate course of action to resolve the dilemma, they will probably choose that course of action whenever the same or similar situation confronts them in real life.

Thus, the trigger film learning concept is important, because it “triggers” an immediate reaction, discussion and resolution of a situation involving ethical/legal choices. Hopefully, the process brings about this response behavior when the student is confronted by similar moral dilemma situations throughout his or her lifetime.

Some examples of trigger films used in the Hunter Education Program are Alan Madison’s “The Hunter’s Path: Choices In Responsible Hunting” and “Shoot–Don’t Shoot.” Another film is “Deer Hunting–Focus on Ethics” by Dr. Dale Rollins, Texas Agriculture Extension Service. Madison’s films are available directly from him, and TPWD will provide Dr. Rollins’ film for instructor use.

10. **Dilemma/Sportsmanship Questionnaire**

The Dilemma Method is an innovative teaching method that emphasizes student involvement.

Goal: To instill awareness, reasoning powers (moral and otherwise), and a better understanding of the role of the sportsman in the environment. Moreover, dilemma situations present ethical choices, which the hunter will confront and make on hunting trips. In doing so, the hunter follows a decision-making process directly related to his or her background, values and goals.

In presenting dilemma situations, lessons or cards, the role of the instructor is one which has already been described in “Rules for the Instructor” in OPEN MEETING. Guide the students through the situations, but offer no answer yourself. The situation itself is built around a central character, circumstance or issue. The situation ends with the question “What should the central character do, or what would *you* do?” The instructor simply passes out cards or provides exercises with printed situations offering participants the chance to reason and answer each according to how they would handle it.

The key to this technique is total participation using decision-making processes and is an important step in understanding proper ethical behavior.

DILEMMA TEACHING EXERCISES

Instructions: What would you do in these hunting situations? Be prepared to defend your answers. Some situations involve law violations, but most have to do with your own feelings of fairness and what you personally think is right or wrong.

1. You are with a young hunter who has a .410 shotgun. It's dove season, but you haven't had any luck all day finding any birds, when suddenly you spot two doves in a tree about 50 feet in front of you.
You would:
 1. Allow the young hunter to shoot.
 2. Not allow the shot.
2. You have just fired at a nice buck. You thought you saw him flinch, but he disappeared over a hill with no apparent wound.
You would:
 1. Feel confident you missed and not check.
 2. Go to where you last saw him and follow up.
3. A large flock of ducks is just overhead at close range. There is a lone duck that will allow you a good shot, and a tight group of several that might get you four or five birds.
You would:
 1. Shoot at the single duck.
 2. Shoot at the group in hopes of filling out your limit.
4. You have gained permission to hunt on private property, picked out a good location near a cornfield and set up your tree stand. Early the next morning you are in your stand when the landowner's son comes around the corner of the woods, sets a turkey trap in the end of the cornfield and leaves without seeing you. You have heard that some landowners set traps and get their turkeys the "easy" way.
You would:
 1. Report it to the game warden.
 2. Not report it to anyone, because you've seen a really big buck in the area.
 3. Speak to the landowner about it.
 4. Not speak to the landowner about it.
5. You are bowhunting and a nice 12-point, 22" heavy-antlered buck comes under your tree stand, stops about 15 yards broadside and you make a vital shot to the rib cage. He takes only a few steps and keels over dead. You wait long enough to be sure he is finished, get down out of the stand and approach the deer admiring the first buck you have ever taken with a bow. At that point, up runs another hunter with a bloody arrow in his hand yelling, "That is my deer!" After looking at the deer, you find the other hunter indeed hit the deer in a non-vital area. The other hunter still insists that it is his/her deer.
You would:
 1. Argue with the hunter.
 2. Give up the deer.
6. You are a lease manager with several members, and you see a picture in the newspaper where one of the members and his wife are shown with a huge buck "taken by the wife" on the lease the past weekend. You were at the lease that weekend and know the member has already killed his limit, and his wife was not with him.
You would:
 1. Report them to the warden.
 2. Terminate him from the lease.
 3. Not say anything, because he is a friend.

7. It is five days after deer season and you are cutting firewood when you hear a rifle shot. Upon investigating the shot, you find your brother-in-law loading a fat doe into his pickup. He comments he needs the meat since he has been out of a job for a year, and the area has too many does anyway.
- You would:*
1. Forget you saw him.
 2. Report him to the game warden
 3. Help him load the deer, because you know his situation.
8. Your hunting party has permission to hunt pheasants when you see other hunters trespassing onto your field. They are at the far end of the property, hunting is exceptional and there are a lot of birds anyway.
- You would:*
1. Not worry about it and hunt anyway.
 2. Use your cell phone and report it to the landowner.
 3. Run the other hunters out of the property.
 4. Leave and go to another place.
9. You are hunting turkeys with a 12-gauge shotgun. You have #4's in your gun. You suddenly see a buck deer only 20 yards away. Deer season is open and you have a tag.
- You would:*
1. Shoot the buck.
 2. Let him go.
10. A friend invites you to go hunting on a very fine private waterfowl area. When you arrive, you are given the VIP treatment, and the next morning before light they drop you off in a very comfortable blind where decoys have been set up. A guide provides for your every need. You have a great day of shooting and take your limit, as does your partner. After you finish, you are waiting to be picked up by your host, the property owner, and you walk around in front of the blind among the decoys to get the kinks out of your legs. To your astonishment, you find that the blind is illegally baited.
- You would:*
1. Say nothing.
 2. Object to the host.
 3. Report him to the game warden.
11. You have received permission to hunt turkey during the spring season. You are in a very good blind near the property line when you see and hear a very large gobbler across the fence on the neighbor's land. You know the neighbor does not allow hunting, but you know you can call the big gobbler over the fence within range.
- You would:*
1. Call him over and shoot.
 2. Leave him alone.
12. You are blood-trailing a wounded deer that you shot a few hours earlier. You look up ahead and see the blood trail goes into posted property on which you do not have permission to hunt. It is illegal to trespass, and it is illegal to leave the deer without making an honest effort to retrieve it. It is threatening rain, and you feel that if you do not follow the trail immediately, you will probably lose it.
- You would:*
1. Continue following the trail.
 2. Abandon the search.

13. A friend takes you to his favorite quail hunting area, because you haven't been finding any birds and the season is already half over. You have a great day and take your limit home. After a couple of weeks of very poor hunting, you are tempted to go back to your friend's favorite spot on the public hunting area. After all, he didn't say not to return, and he doesn't own the land.

You would:

1. Go anyway.
2. Ask your friend to take you back.
3. Not go.

14. Early in the morning just after daylight you made a poor shot on a nice 8-point buck. After waiting two to three hours, you and your buddy are on the blood trail, but by this time, the day turns hot and the temperature continues to climb. It is a tough trail to follow due to the internal bleeding, and you may very well never even see the deer again. Finally, near the end of the day, you come upon your buck lying in the sun slightly bloated and covered with blowflies. Your buddy takes one look and says it is no good to keep, and tells you to cut off the antlers and go home. You have no idea whether the meat is spoiled or not.

You would:

1. Cut the antlers off and leave it.
2. Tag it and take it home.

15. You are hunting in Colorado and one of the members of your hunting party shoots a "camp" deer the first day of the season. The limit is only one deer, and you have to draw for it. You know that the Colorado Division of Wildlife officers check the camps regularly and will most likely be in camp within the next two days. But, by that time, there will probably be several deer hanging with the proper tags affixed. The guy who shot the "camp" deer is the cook for today, and you see him cut some fine, juicy, succulent back-straps off the "camp" deer and start frying it.

You would:

1. Eat it and enjoy it.
2. Refuse to eat it.
3. Report it to the wardens.
4. Not report it to the wardens.

16. The state law limits you to only one deer in certain areas, regardless of the method you use to harvest it with, bow, muzzleloader, or gun. It is nearing the end of the season, and two of your friends and you are hunting. They agree that from now on anybody who takes a deer will fill the other's tags. You know this is illegal, but your buddies urge you to go along.

You would:

1. Agree with the plan because you haven't killed a deer anyway.
2. Not agree, and leave them to hunt with each other.
3. Report them to the game warden.

17. It is the last day of the season, and you see a huge buck enter a thicket and bed down for his afternoon rest. You can just barely see the deer's neck but might have a clear shot through some small limbs. Your buddy urges you to take the shot, because the deer might make the big-game awards for that area.

You would:

1. Take the shot, because you have never killed a deer this big.
2. Wait until the deer moves for a better shot.
3. Try to move into a better position to make the shot.
4. Have your buddy go around to scare the deer out for a shot.

18. You are duck hunting from a blind with decoys when suddenly, for no apparent reason, a pair of mallards drop in on the water between you and the decoys. Your hunting partner raises his gun to shoot them on the water. After all, a bird in the hand...

You would:

1. Let him shoot.
2. Stop him from shooting.
3. Scare the ducks up and then let him shoot.

19. You are pheasant hunting the first weekend of the season. You are using well trained, pointer birddogs, the birds are plentiful and the dogs are working well. You are walking with the group when your birddog suddenly causes three rooster pheasants to start running. You have an easy shot of about 20 yards on all three birds on the ground.

You would:

1. Take the shot and get all three birds.
2. Run toward them to try to flush the birds.

E. TEACHING THE DISABLED

We are all disabled in some form or at some time. Whether it is not understanding another's language or accent or being able to perform a certain skill, we all constantly strive to "break down barriers" or practice to overcome certain deficiencies. If we do not clearly communicate our ideas, we are, in effect, disabling our audiences as well.

For the purposes of this unit, the goal is to help you be aware of principles involved in teaching physically or mentally disabled students who enroll in a Hunter Education course.

Purpose

The purpose of these guidelines is to explain the Department of the Interior's requirements and enable compliance under Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 and their application to a state fish and wildlife agency.

Definition

"Disabled person" means any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

A learning disability (LD) is a hidden disability. A learning disability doesn't disfigure or leave visible signs that would invite others to be understanding or offer support. LD is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways - as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read, write, or do math.

Accessibility

A state must operate each program and activity in such a manner that, when viewed in its entirety, the program or activity is accessible to and usable by qualified disabled persons. *A state is not, however, required to make every part of an existing facility, program or activity accessible.*

This does not mean that disabled individuals are granted certification without being evaluated as having successfully completed the minimum training requirements. It does mean, however, that the instructor(s) must adequately be prepared to handle such participation and assist disabled students in the learning process.

Note: On a case-by-case situation, students may be granted special exemptions and be allowed to participate in hunting activities. Call TPWD Education staff for details.

There is no set recipe when training disabled individuals since learning is an individual process. Instructors who are understanding, flexible, adaptable and caring do have a much easier time of it. The following guidelines will assist you when considering how you should teach disabled students: (The following was provided by Rick Flint, Missouri Outdoor Education Specialist, during a conference in Seattle, WA, 1985.)

Goals

Create integrated setting with the least restrictive environment; adapt to individual needs; involve every student in participatory exercises.

- Avoid separate programs
- Exercise flexibility and common sense
- Does not require new program
- Hunter Education classes must be “accessible”
- Needs/programs will vary—treat individually
- Use the “KISS” method (Keep it short and simple)

Instructors should:

- Plan
- Show a positive attitude
- Use creative teaching methods and aids
- Identify special needs
 - visible
 - not visible
 - physical
 - mental
 - hyperactivity
 - etc.
- Identify concepts
 - basics are the same
 - repetition/retention levels different
 - are changes necessary (motivation)
 - alternative methods
 - let them do it!
- Control situation/students
- Account for more time
- Remember to recognize and praise all students for job well done (rewards, awards)
- Evaluate (disabled shouldn't be given special privileges when it comes to safely handling firearms)
- Throw away the book (not the student manual or concepts; this means the “how you should teach” book. Sometimes you may have to devise a method which helps the student understand Hunter Education concepts – no matter how ridiculous it may seem.)

SPECIAL WAIVER FOR CERTIFICATION

Note: On a case-by-case situation, students may be granted certification exemption and be allowed to participate in hunting activities. We will need the following documents to proceed:

- Letter from parents/guardians requesting waiver of certification stating medical condition.
- Complete name, address, date of birth, SS#.
- Letter from attending physician stating medical condition.
- Otherwise, Call TPWD Education staff for information.

F. TRAINING AIDS

Training aids can be anything that contributes to understanding through the senses. Often, they allow actual participation and involvement on the part of the student. Aids can create interest and attract the student by adding zest and life to the classroom.

Training aids should support, supplement and reinforce the instructor. Effectively used, they motivate students and create a learning atmosphere. However, their primary purpose is **not to teach** for an instructor, it is, rather, to **help the students learn** or understand the information.

Texas Penal Code: Training Aids

NOTE: Under the "Texas Penal Code, Chapter 46, Weapons," training aids which fall into this category (46.01 - Definitions of weapons, firearms and knives) such as firearms, are prohibited in certain places (Sec. 46.03) such as on the premises of school or educational institution, whether public or private, or in any government court or offices utilized by the court, **UNLESS PURSUANT TO WRITTEN REGULATIONS OR WRITTEN AUTHORIZATION OF THE INSTITUTION.**

(See Section II FORMS)

This means that in order to use training aids such as rifles, shotguns, handguns or archery equipment in a school, etc., the instructor must have on their person written authorization from that school or superintendent which includes, but it not limited to:

- 1) Name of instructor(s)
 - 2) When training aids will be used
 - 3) Specific type of firearms with description and serial numbers and other training aids being used
 - 4) Specific location on the premises to be used
 - 5) Appropriate school authorities and Hunter Education instructor's signatures
- **Instructors should provide copies of authorization to school authority, campus security/police and local police/sheriff's department**
 - No live ammunition shall be brought onto such premises ("dummy" ammunition can be made and utilized by instructor(s) if it is plainly marked or obviously not a live round or rounds).
 - A synopsis of the Texas Penal Code is available to instructors (and students upon request and as available from TPWD). Request can also be made to the Texas State Rifle Association for their publication "Know Your Texas Firearm Laws." (See Resources Section)

Types of Training Aids

The actual object being discussed is the best aid to use. However, there are often times when the actual object is not suitable or available for use.

Be aware of any dangers, which may be associated with an actual object, such as live ammunition. **Safety** with your students should always be a consideration and live ammunition must not be brought in to the classroom. It must be controlled by the instructor and used **only** at a safe range during live-firing exercises. **Make visual aids colorful, bold and simple.**

When using videos, you should preview them to be familiar with the content. You can then prepare the class for viewing by defining unfamiliar terms, or giving an overview. Videos should not "just be shown." **The primary goal of any training aid is to help the students learn.**

G. MEDIA RELATIONS

Print Media

If your goal is to get the local newspaper to print a small article or calendar listing for a Hunter Education class, fax or mail an advisory (who, what, when, where, a brief description, contact name and number) to the appropriate editor or reporter.

Suggested timelines to send out an advisory or news release prior to the class:

Weekly Paper		Daily Paper	
Editor	two weeks	City/metro editor	one week
Sports/outdoor reporter	two weeks	Outdoor editor	two weeks
Calendar editor	two weeks	Calendar editor	two weeks

Large metropolitan areas tend to have many small weekly papers. These smaller papers usually need material more than the larger papers and are more likely to run an article or include your class in their events calendar listings.

Radio PSA/TV Community Calendar

Submit 15- and/or 30-second script to local radio stations. Include contact name and number. Send your advisory to the PSA/community calendar contact at local TV stations.

TV/Radio Shows

Book yourself as a guest on the local morning television news or on radio shows.

Not all local television morning news shows book guests. Contact the producer and ask.

Producers, or their assistants, usually book guests two weeks out.

Tips

Stress your connection to Texas Parks and Wildlife Department. If you fax or mail a news advisory, always follow up with a phone call to verify that the newspaper or television station received it.

When doing interviews: TV and print media are looking for a “sound bite” – a short, simple, descriptive sentence. Pick two or three key points you want to get across.

- Be honest and straightforward
- Go into the interview with two or three key points that you intent to stress. Project these points as frequently as you can during the interview to ensure that when it is edited, your message will be included. Also, people tend to remember the first thing and the last thing they hear – make sure your message is presented in the first 10 seconds and the last 10 seconds of your interview.
- Do not act defensively. Let your confidence help communicate the appropriateness of agency policy.
- If you don't know the answer to a question, say so. Then offer to get the information to the reporter before his/her deadline.
- Do not say “no comment.” This makes you sound like you are trying to hide something. If you are asked a question you do not want to answer, rephrase the topic addressed in the question and provide your message.
- Keep your messages simple. Do not use jargon or acronyms.
- When you've answered a question or made your point, stop talking. A common technique used by reporters is to ask a question, wait for your response, and then be silent, waiting for you to elaborate further (and hoping that you'll reveal something you hadn't intended to be

included in the interview). If a reporter seems to be using this technique, answer the question, stop, and ask if there is anything else you can help him/her with.

- There is no such thing as “off the record.” Do not assume that because the reporter puts down her notepad or the cameraman is looking away that what you say or how you act is not being recorded. Do not say or do anything that you would not want to see in the newspaper or on the evening news.
- Use quotable language. Television reporters are looking for one or two quotes that will summarize the story. A 10-minute interview may end up as a 20-second “sound bite” on the air. Try to phrase your key messages as short, hard-hitting, easily quotable sentences. Be aware, however, that print reporters may need to fill a great deal of space and may quote most everything you say. Do not count on sound bites to get you through an interview, only to emphasize key points.
- Take control of your story. It is not unreasonable for you to take control and tell your story. This does not, however, mean that you should attempt to steamroll over the interviewer. Take the initiative. Explain your points. Be enthusiastic. As you answer questions that move you away from the main points of your story, make transitions back to what is most important. For example, “What is important to remember, however, ...” or “Let me just add...”

Proactive Strategies for Fish and Wildlife Management Project

Strategies for Media Interviews During Protests or Harassment Incidents

If a reporter asks for an interview, comply. Refusing to grant interviews does nothing more than ensure that your side of the dispute receives no coverage. The following strategies are recommended:

- **Use credible spokespeople:** Sincerity, credibility and accuracy are all important qualities for a spokesperson to possess. Agency spokespeople should also be well-spoken, even-tempered, authoritative, and have a presentable appearance.
- **Limit the number of spokespeople on the scene:** Spokespeople should have some training and skill at coping with news media and should not contradict each other. Agency spokespeople should have two or three key points to emphasize in interviews; all spokespeople should emphasize the same messages.
- **News statement:** Prepare an initial news statement that covers time and place of the protest, the nature of the incident and the number of people involved.
- **Remain the source:** Let the news media know you appreciate the opportunity to help them get the story told quickly, completely and accurately, and that it’s in your best interest, as well as theirs, to work together. You want to remain the source.
- **Keep your promise:** If you make a promise to get back to the reporter with more information, keep the promise. Make sure you get the information to the reporter by his/her deadline.
- **Before you begin a television interview, ensure that your backdrop is neutral.** You don’t want protest signs, hunters field dressing game or bar signs behind you on camera - these distractions can change or color the meaning of your message.
- **Project a positive image of your agency and the programs you administer.** During the interview, you should inject messages about hunter safety education, wildlife management as a scientific discipline and information about agency success in wildlife conservation.
- **Avoid defensive language:** Frame your statements in a positive tone. For example, if a negative question is posed, don’t say, “No, hunting isn’t a means to artificially inflate deer populations.” Instead, say, “Deer herds are managed by the most up-to-date scientific techniques available to professional wildlife managers.”

- **Don't be tricked into engaging in any response that would make the protesters appear to be victims of a heavy-handed government agency.** Often, protesters will heckle an agency spokesperson as he/she is being interviewed in an attempt to get on camera to exchange insults. Do not allow this to happen. If your spokesperson is being heckled, he/she should say something like, "I'm afraid these people are going to prevent you from interviewing me" to the reporter, and end the interview. This will make the activist seem unfair and unreasonable to the reporter and to the viewing audience.
- **Be aware that activists are allowed to play fast and loose with the truth; public agencies are not.**
- **Do not criticize the protesters; criticize their cause.** Agency spokespeople should defend the rights of activists to protest, while disagreeing with their goals. Include at least one statement in all media interviews about the animal rights agenda. For example, "Of course they are opposed to hunting. They have made it clear that they are opposed to all uses of animals including fishing, pet ownership, livestock farming, mouse traps, bug sprays and medical research."
- **Do not repeat the activists' message.** If a reporter asks you why the activists are protesting hunting or other agency programs, don't say, "They believe that hunting is immoral, that hunters are slobs, and that our agency's only goal is to provide targets for hunters." Instead, tell the reporter that he/she will have to ask the activists why they are protesting. Never repeat a negative message; instead, focus on reinforcing your two or three key messages.

Proactive Strategies for Fish and Wildlife Management Project

H. SUGGESTED TEACHING SKILLS EXERCISE FOR INSTRUCTOR APPLICANTS

Suggested Topics - *Training Aids in Italics*

- **CHOOSE ONE TOPIC TO TEACH IN 7-10 MINUTES** - timed exercise; Instructors/coaches: Try to make as hands-on as possible for an individual or group of participants (students) selected from the rest of the class. All group members must somehow be involved in the presentation.
- Vehicle/Transportation Safety and Storage/Removal and Placement of Firearms and Ammo
Vehicle/dummy ammo/guns and gun cases
- Field Carries and Zones of Fire
Orange flagging/dummy gun/stakes
- Hunting from Stands (e.g. tree/tower/tripods)
Simulation/hauling line/safety harness
- Be Sure of Your Target/Mistaken for Game/Hunter Orange
Orange vest and cap, camo clothing, scoped rifle, animal decoy and human mannequin, binoculars
- Muzzleloading Safety and Live-firing Exercise
Muzzleloader and accessories, plastic projectile for actual firing, animal decoy or target/firing line
- Archery Safety and Live-firing Exercise
Re-curve bow/arrows and accessories/animal decoy/firing line
- Hunting Ethics Afield/Public Image
Open discussion pads/dilemma cards
- Blood Trailing and Field Care of Game
Blood mixture/animal decoys/gloves/knife/tagging wire/license holder/mock hunting license/tape
- Proper Shot Placement (Vital Zones) and Shot Selection
Vital organ transparencies/animal decoy/bow and arrow and accessories
- Hunting License/Hunter Education Card/Game Warden Check
If possible, have game warden available
- Survival and First Aid
Survival/First Aid Pack and accessories

I. PRESENTATION WORKSHEET

Subject: _____ Time Allotted: _____

Title: _____

Objective: _____

Materials: _____

Introduction: _____

Presentation: _____

Activity: _____

Summary: _____

Test: _____

Assignment: _____

IV

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

IV. HOME STUDY

A. INFORMATION

1. Comparison to Structured class
2. Clarification of Class fees
3. Letter to Home Study Student

B. HOME STUDY REQUIREMENTS, PROCEDURES AND MATERIALS

1. Requirements
2. Procedures
3. Materials
4. Internet Online Course Access

C. HUNTER RESPONSIBILITY: TEACHING METHODS (Refer to Section III)

D. LIVE FIRE

1. Introduction
2. Standards of Live Fire
 - a. Introduction
 - b. Range Enhancements
 - c. Conclusion
3. Conducting Live Fire Activity
 - a. Controlled Area
 - b. Range Policies/Procedures
 - c. Range Safety Rules
 - d. Range Commands
 - e. Mechanical Problems

E. SKILLS TRAIL REFERENCE

A. INFORMATION

1. Comparison of Structured/Home Study Course

STRUCTURED COURSE	HOME STUDY COURSE
<p>Text: Texas Hunter Education Student Manual: <i>Today's Hunter in Texas</i></p>	<p>Internet Online Course: www.tpwd.state.tx.us/learning/</p>
<p>Minimum: 2 days 10 hours</p>	<p>Study at home: 1st day & 6 hours credit 2nd day minimum 4 hours (one-day class/testing)</p>
<p>Fee: \$15.00 per student (includes materials and class)</p> <ul style="list-style-type: none"> • Instructor keeps \$10.00 • Send \$5.00 to Austin <p style="text-align: center;">*****Do Not Send Cash*****</p> <p>Procedure: Send in: Final Report Student Registration Form Fees</p> <p>Student receives Temporary Student Card</p> <p>Exam: Must score at least 70%</p> <p>Optional, but highly recommended:</p> <ul style="list-style-type: none"> • live firing exercise • hunter skills trail 	<p>Fee: \$15.00 per student (includes materials for class/testing)</p> <ul style="list-style-type: none"> • Instructor keeps \$10.00 • Send \$5.00 to Austin <p style="text-align: center;">*****Do Not Send Cash*****</p> <p>Procedure: Send in: Final Report Student Registration Form Fees</p> <p>Student receives Temporary Student Card</p> <p>Exam: Must score at least 80%</p> <p>Mandatory: Minimum 4 hours to include:</p> <ul style="list-style-type: none"> • live firing exercise • hunter skills trail • ethics/game laws presentation • exam

NOTICE

Hunter Education Instructors may only charge:

\$15.00 for the Structured (2 days, 10 hours) course

or

\$15.00 for the Home Study course

Any other fee **MUST** be optional to the student
and fully explained **prior** to course.

(example: parking fee, range fee,
building use fee, lunch, refreshments, etc.)

B. HOME STUDY REQUIREMENTS, PROCEDURES AND MATERIALS

1. **Requirements** (see comparison to Structured class)
 - a. Home Study course meets Section 62.014 Parks and Wildlife Code Hunter Education requirements.
 - b. Length: course totals two days and minimum 10 hours: One day and six hours minimum for student-directed Home Study (online); four hours minimum for class/skills.
 - c. Cost: Course fee is \$15.
2. **Procedures**
 - a. Contact TPWD for information about locations of class/test sites
 - b. Contact individual instructor for class registration
 - c. Complete Registration form and pay \$15 fee
 - d. Complete class/skills including Hunter Responsibility unit (one hour minimum and Hunter Skills Trail and Live Fire units
 - e. Evaluation/Review
 - f. Complete Written Exam; 80% required to pass
 - g. Temporary card issued on site
 - h. Permanent card issued from Austin in few weeks
3. **Internet Online Access**
 - a. Choose any optional online courses. Practice Exams - **Print out and take to class for instructor verification.**
 - b. www.tpwd.state.tx.us/learning On-line Course
 - c. Four Options:
 - TPWD - Free
 - IHEA - Free
 - *Today's Hunter* - Fee associated with course
 - *Hunterexam.com* - Fee associated with course

C. HUNTER RESPONSIBILITY: TEACHING METHODS

An important topic for the Hunter Education course, especially the Home Study program, is Ethics and Responsibility. There are several methods to teach these topics. (Refer to Section III)

1. Open Meeting
2. Brainstorming
3. Trigger Films
4. Dilemma Method

D. LIVE FIRE

1. Introduction

Field and live-firing exercises play a crucial role in developing safe, responsible, knowledgeable and involved hunters, the goal of the Hunter Education program. Without hands-on exercises, Hunter Education instructors can only use limited classroom participation and exam scores to evaluate student success. Moreover, classroom measures alone, provide poor measures to individual motivation, demonstrable learning and teaching success. The instructor is left to wonder if the Hunter Education course provided any real changes in knowledge, skill and/or attitudes – the essence of learning.

Field and live-firing exercises used in harmony with classroom instruction can provide students with real success leading to the following changes in behavior:

- new knowledge (instead of ignorance)
- new skills (instead of carelessness)
- new attitudes (instead of apathy)

Benefits and opportunities of field and live-firing exercises include the following:

TPWD Benefits/Opportunities

- Public support and interest in safety and the shooting sports
- Reduced program risks and liability
- Agency awareness and support
- Quality programming
- Course evaluation of student skills applied to classroom knowledge
- Motivation and fun in learning
- Reduced instructional risks and negligence
- Promotion of family involvement
- Community awareness and support
- Quality instruction
- Reinforced learning principles

Student Benefits/Opportunities

- Opportunity to practice new skills or break bad habits
- Motivation and fun in learning
- Simulated hunting experiences
- Reduced hunting risks and accidents
- Promotion of individual/family involvement
- Quality learning potential
- Opportunity to try new shooting sports, methods and hunting practices

Hunting Benefits/Opportunities

- Opportunity to attract non-hunters to shooting sports
- Hunting empathy and understanding of hunter's role in modern wildlife management practices
- Public trust/assurance in teaching hunters in safety and responsibility
- Proactive measure to anti-hunting beliefs

2. Standards of Live Fire

- a. **Introduction:** The U.S. Army introduced the safety fan at shooting ranges. The safety fan defines the greatest distance a specific projectile will travel downrange. The safety fan is a guideline for ranges to address the worst-case scenario concerning bullet containment. Functionally, an outdoor rifle or pistol range's safety fan must be defined as projectile containment to the actual property owned or controlled by the range facility. The combined effect of range enhancements, management and shooter education can allow safe use of smaller parcels of land.

In designing a range, an engineer or range designer uses risk analysis to analyze the proposed facility. In the discussion of risk analysis, certain terms or definitions must be understood:

- **Hazard Event:** A hazard event results from energy in motion. Any time a firearm is discharged, energy goes into motion. When an object goes into motion, there is potential for a consequence such as personal injury and/or property damage.
- **Zero Consequence:** Zero consequence occurs when energy goes into motion without consequence. In order to achieve zero consequence, energy in motion needs to be controlled.
- **High Risk:** High risk is encountered when the energy in motion is not controlled and results in a condition other than zero consequence. A high risk period is the time during which a high risk situation exists.

Control of energy in motion can be achieved through education, training, the application of safe gun handling practices and the enforcement of basic gun safety rules.

The primary rules of gun safety are:

- Always keep the gun pointed in a safe direction.
- Always keep your finger off the trigger until ready to shoot.
- Always keep the gun unloaded until ready to use.
- Know your target, what is front and what lies beyond.

Another form of control utilized in risk assessment involves the Four E's:

- Evaluate exactly what shooting activities, what firearms, what targets, and what distance you engage those targets on a particular range.
- Engineer determines whether the range is engineered or designed to safely accommodate the type of shooting activities conducted.
- Educate closely examine the education or training of range supervisors and range users. An effective education and training program documents and implements what to do and how to do it with emphasis on the key points that relate to range safety, range use and range procedures.
- Enforcement of well developed range rules and regulations. When assessing risk from the enforcement standpoint, recognize that a failure to control the angle of the muzzle toward an effective and efficient backstop, the premature placing of the finger on the trigger until ready to shoot, loading the gun before it needs to be loaded, and not knowing the target or what is beyond are major factors to be considered.

Each of the FOUR E's has an equal and effective role in controlling energy in motion and in determining the likelihood of achieving zero consequences.

b. **Range Enhancements**

Various range enhancements have proven to be significantly effective in limiting bullet containment to the confines of a specific property boundary. The following techniques for limiting projectiles to range property will prove useful:

- **Backstops:** height is dependent on use, site and education and training programs put into place by the facility; usually between three feet to over 60 feet high. The majority of outdoor range backstops are made of earth and compacted on a 1-1 slope for projectile containment.
- **Side berms and Sidewalls:** Normally used when separation of ranges is necessary as an additional safety feature in containing projectiles, and to accommodate concurrent shooting events on adjacent ranges. An example would be a high power rifle range adjacent to a pistol range. The backstops for these ranges may be located at different distances from the firing line, and range users may wish to conduct different events at the same time. A side berm or sidewall will provide safe access to the target area on one range when the other range is firing. Normal height is eight feet.
- **Baffles:** Barriers to contain bullets and/or to reduce, redirect or suppress sound waves; placed either overhead, alongside or at ground level to restrict or interrupt errant or off-the-target shots.
- **Target Placement:** One of the easiest ways to control projectiles is to locate the target so projectiles hit the target and proceed directly to the backstop. Proper placement of the targets near the backstop is the best way to set up a range. Targets should be posted on target backer boards being careful not to place targets on wooden structural members designed to hold the target backer board in place. This ensures longer life of the supports and cuts down on range maintenance costs. The target backer boards are replaced as needed.
- **Mountains or Rolling Hills:** In certain areas of the country, ranges can be located in areas where there are high mountains or rolling hills that effectively mitigate the need for or height of backstops, side berms and other range features.
- **Sloping Floor of the Range:** When building a new range or enhancing an old one, consider grading the slope of the floor of the range from one to three percent down toward the backstop. This technique helps eliminate drainage problems as well as aiding in the containment of errant projectiles.
- **Additional Range Enhancements:** An additional range enhancement is any kind of barrier, man-made or natural, that will stop projectiles from leaving the range. This can be as simple as shooting through an 18" diameter concrete tube, 20 feet long, on a 100-yard range. If properly designed and installed, this enhancement is not only used for projectile containment but helps reduce noise problems.

c. **Conclusion**

The applicable principles and design concepts regarding shooting range safety fans for a rifle or pistol range must be described, functionally, as the property owned or controlled by the host facility in which bullets must be contained. Utilization of risk analysis procedures, enforcement of basic gun safety rules and judicious application of range enhancement techniques will collectively ensure the greatest level of safety possible on an outdoor rifle or pistol range.

3. Conducting a Live Fire Activity

a. **Controlled Area:** Establish five controlled areas of a shooting range and show how these areas perform specific functions to maintain safe and efficient operation.

1) Firing Line Area

- A highly controlled area where actual live-firing of firearms is occurring
- Restricted to the students actually shooting, coaches and range officers
- No entry or exit without permission of chief range officer
- Chief range officer must not leave without relief
- Barricade may be used to help control movement through single entry or exit
- No eating, drinking or smoking in this area
- All movements and actions conducted "By Command Only"
- Inexperienced shooters must be accompanied by an experienced shooter

2) Equipment Storage Area

- A controlled and secure area where firearms, ammunition and other "critical"
- Items are stored until ready to be used
- Must be manned and/or observed at all times
- Strict and limited access
- All items contained within this area should be inventoried
- Check-in/check-out procedure could be utilized as a safety check (tagging procedure)

3) Shooters "Ready" Area

- Waiting area for next group of students to go on the firing line
- Near firing line area, but not so close to distract activities
- Staffed to provide supervision and briefing of waiting students
- Activities in this area include the following:
 - Safety and procedures briefing
 - Special training
 - Demonstrations and familiarization
 - Records update and maintenance

4) Firearms Cleaning Area

- A controlled area where firearms are cleaned
- All firearms safety rules apply
- No live ammunition in this area
- Area must be supervised when students are present
- Secured materials in Equipment Storage Area when not in use
- Use cleaning of firearms as a learning and evaluation tool

5) Spectator Area

- A safe and secure area for spectators to view the activities on the range
- Located to provide good observation, but not distract from the activities
- This area's boundaries must be clearly marked
- Staffed to assist and answer questions
- Seating may wish to be provided as well as other comforts
- Absolutely no firearms or ammunition allowed in this area

b. **Range Policies/Procedures:** Identify the recommended policies and procedures that apply to firearms and range activities, administration and records, and instructors and staff when conducting live-firing activities.

1) Firearms and Range Activities

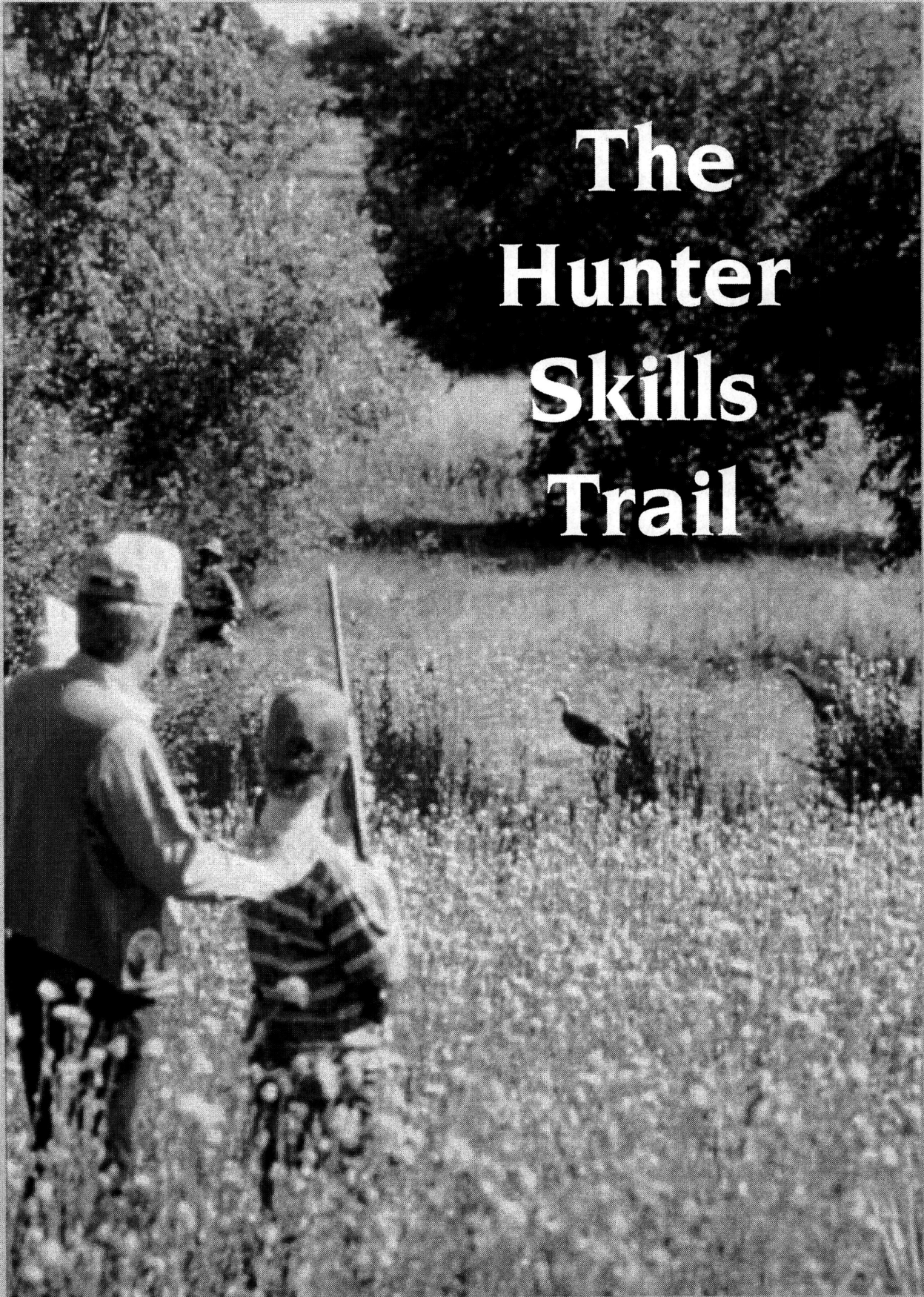
- Do not allow students to bring their own firearms or ammunition
- Make sure all staff and students know the general and specific rules that apply to the activities
- Insure all staff and students know the nomenclature and correct use of available equipment

- Students receive and load ammunition one round at a time
 - Students shoot for safety, not score
 - One firearm per shooting point
 - All firearms must be pre-checked for safety and accuracy
 - Firearms Safety Check
 - Good overall appearance (cleanliness)
 - No loose or missing parts
 - Mechanical safety operating properly
 - Action smooth - no binding
 - Size and caliber fit shooter
 - Bore clear of obstructions
 - Trigger pull adequate
 - Live-firing test for function
 - Live-firing test for accuracy
- 2) Administration and Records
- Keep a roster of all personnel that were in each particular activity.
 - Record of all firearms used
 - Record each described course of fire or student activity (targets, distance, etc.)
- 3) Instructors and Staff
- Use staff that demonstrate patience and understanding and are capable of student performance analysis
 - Review procedures before starting
 - Stand next to shooters, not behind them
 - Watch shooters at all times, paying special attention to safety precautions
 - Have a “dry run” with empty guns if students get confused
 - Talk shooters through procedures and correct any mistakes immediately
- c. **Range Safety Rules:** The following list includes some general safety rules for range operations. Go over these rules with the students and point out any additional rules your particular range may have.
- Always point the muzzle in a safe direction or down range
 - Keep your finger off the trigger until ready to shoot
 - Always keep actions open and firearms unloaded until told to do otherwise
 - Only proper size ammunition for firearms being used should be available
 - Entry and exit on shooting alley will be only upon command of chief range officer
 - Shooters will only fire at their designated target
 - Shooters must wear ear and eye protection when on the firing line
 - No one should be near or handling firearms when personnel are down range
 - Only firearms and targets authorized by the chief range officer will be used
 - Alcohol and drugs, or persons under their influence, will not be allowed in the firing line area
 - Obey all additional rules as established by particular range or situation
- d. **Range Commands:** Identify the basic range commands and explain proper actions shooters should take when each command is given.
- The shooters must be told four important pieces of information before firing their first round:
 - What to do
 - How to do it
 - When to do it
 - If there is a time limit
 - Keep commands simple and be sure commands are heard by all shooters

- All commands are given by the Chief Range Officer or appointed representative, except cease fire
 - Insist on immediate response to range commands
 - The basic range commands are:
 - Is the line ready
 - Ready on the left; ready on the right
 - Load and lock (#) rounds
 - Commence firing
 - Cease firing
 - Make sure all bolts are open
 - Retrieve targets
 - Other type of range commands may be utilized in the interest of safety
 - Make sure everyone is familiar with the range commands and their required actions
- e. **Mechanical Problems:** Actions to take when mechanical problems arise during firing
- Have the student immediately raise his or her hand while taking care to keep the muzzle pointed down range
 - Emphasize to the student that they are not to move out of position.
 - Wait a minimum of 30-60 seconds before opening the action after having a misfire or similar problem
 - If necessary, call a “cease fire” until the situation is corrected
 - Make sure everyone can recognize a “squib load,” which is any load that does not propel the bullet through the muzzle

E. SKILLS TRAIL: SEE FOLLOWING BOOKLET

The Hunter Skills Trail



The Hunter Skills Trail

Tamara Trail, Larry Hysmith and Denise Harmel-Garza*

Hunter education, especially hunting and firearms safety, is an important process. Hands-on teaching techniques usually are most effective. The hunter skills trail is hands-on hunter education for both adults and young people.

This publication describes the hunter skills trail experience and suggests ways to plan, equip, set up and conduct a hunter skills trail. However, it does not include all possible ideas and variations for developing such a program. The content and set up of the trail are limited only by the instructor's imagination.

Objectives

The hunter skills trail may be the first "hunting trip" for beginning hunters. It gives novices a chance to practice muzzle control, loading and unloading guns, field carries, and other basic skills. The skills trail allows students of all abilities to experience a variety of hunting situations, not just ones with which they are familiar. The objective is to motivate students to make safe, legal, ethical decisions in actual hunting situations. Instructors may evaluate, encourage and correct student behavior instantly through effective field exercises and tests. These exercises let students practice what they have learned in the classroom. The hunter skills trail teaches students to think about their own actions and the actions of others.

Methods

The hunter skills trail is a sequence of scenarios set up to simulate a real hunting experience. Individuals or small groups are directed through the trail and asked to react to these scenarios. The instructor evaluates students' reactions to the scenarios, either immediately or at the trail's end. In a small group, immediate discussion works best. When individuals are taken down the trail for testing or competition, discussion of the scenarios works best at the end of the trail.

Participants are often put in "shoot or don't shoot" situations. They must rely on their knowledge and skills to answer three questions: 1) Is the situation/shot safe? 2) Is the situation/shot legal? 3) Is the situation/shot responsible or ethical? Participants must respond to the scenario by "shooting" or declining to "shoot."

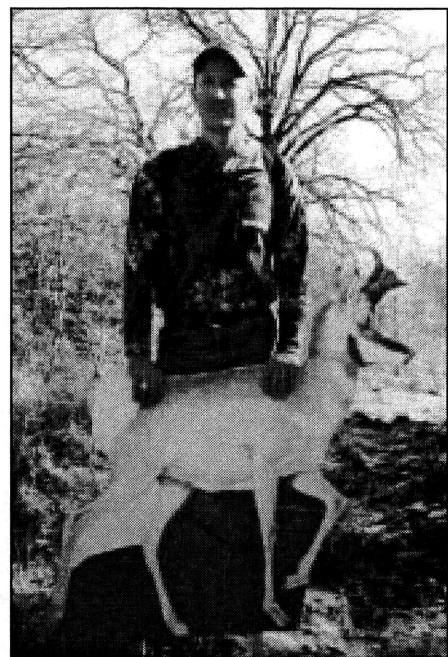
Other scenarios involve safe or responsible actions while in the field (e.g., tree stand safety, boat safety, obstacle crossing, littering, etc.). Examples of scenarios begin on page 5.

Materials and Equipment

The items listed below are only suggestions. A successful hunter skills trail is constructed with creativity and imagination, so the lack of some items should not mean excluding a scenario. The materials needed will vary with the specific site, the needs of the students, and the instructor's objectives.

Decoys: Decoys can be actual hunting decoys or archery targets. Although decoys enhance the authenticity of a scenario, they are large, cumbersome and expensive. Some alternatives are life size paper targets glued to plywood or cardboard, or tacked to hay bales. An inexpensive set of life size targets can be ordered from the N. R. A. (see references). Cardboard targets also are available through retail stores. Soft decoys work well for turkey and dove scenarios.

Firearms: Operational firearms can be used, but only if no live ammunition is available. Guns can be simulated with broom handles, yard sticks, or stakes cut to gun length with muzzle ends painted orange. Guns also can be cut out of plywood or other materials. Inoperable firearms with the firing



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pins removed and holes bored in the sides of the chambers are as effective as operational guns. Local gun dealers or others may donate old firearms and a gunsmith can remove the firing pins. Actual firearms, whether operational or dummy, provide a more authentic experience of firearm handling in the field. Participants should be instructed to assume they have the proper firearm for each scenario (i.e., shotgun, light rifle, large bore rifle) regardless of what they are carrying.

Deer stand: A stand can be simulated with a stepladder. If a real stand is used it is best not to set it at full height, but to leave it low for safety and control and to allow everyone to see and hear the discussion. Existing stands also can be used. Check them first (just as you should before hunting) for damage, weak points, wasps and other animals.

Camouflage: Camouflage clothing can be put on mannequins or hung on a clothes hanger in a tree. Camouflage pieces do not have to match. Large pieces of camouflage cloth can be used as demonstration blinds.

Mannequins: Retail stores often can provide old mannequins, but they may be bulky and heavy. Lightweight mannequins can be made with chicken wire or camouflage clothing stuffed with newspaper or hay. Clothes also can be hung in trees and brush. Using live “mannequins” can be very dramatic when they respond to the student hunters’ actions.

Vehicle: An actual vehicle can be used, or one can be simulated with chairs.

Fence: Take precautions if an existing fence is used, especially barbed wire. Using existing fence is discouraged when there is the possibility of damaging the fence or injuring a student. Create a fence crossing with two t-posts, stakes, existing trees, smooth wire, rope, or flagging tape. Even a broomstick across chairs works well.

Dummy Ammunition: Dummy ammunition looks and feels like live ammunition, but lacks powder and primer. It can be obtained from the state hunter education staff and possibly from hunter education area chiefs. This adds to the realism of firearm handling because students can choose the proper ammunition for the gun and practice handling and loading it properly.

Hunter orange vests and caps: These items are used to identify hunters and to illustrate laws and safety practices related to the use of hunter orange.

“No Trespassing” and/or “No Hunting Without Permission” sign/Purple Paint

Wildlife identification materials: Shed antlers, tanned hides, feathers from game birds, tracks and other materials can be used to teach wildlife identification.

Clay pigeon thrower: Use this to simulate flushing quail or dove.

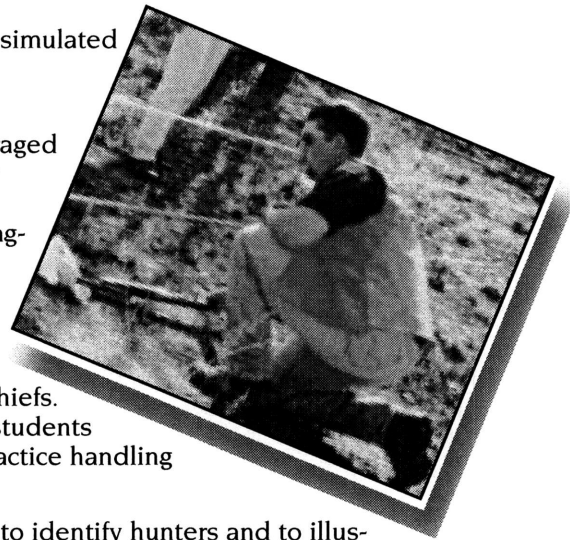
Binoculars: These are part of a responsible hunter’s equipment. Use them instead of a rifle scope to identify game.

Asking local landowners and businesses to donate items is a great way to get them involved and keep them informed of local hunter education events. Do not be afraid to ask for help. Your excitement and enthusiasm are contagious.

Procedures

Site Selection

Site selection is a very important consideration when setting up a skills trail. Although a large pasture with plenty of wooded cover more closely resembles an actual hunting experience, a successful hunter skills trail can be set up in a vacant lot, city park, state park, on school grounds, and even in a parking lot. Students can be informed that certain man-made features (some buildings, vehicles, etc.) are not to be considered in the scenarios. Remember that creativity is essential for the success of this activity. Using natural features of the topography and vegetation adds to the experience. The site should be large enough so that each scenario is hidden from adjacent scenarios. This prevents confusion, retains the element of surprise, and maintains student attention on the current situation.



Planning and Set-up

Planning is essential if each scenario on the skills trail is to effectively simulate a hunting situation. Remember, the student must decide if a scenario is safe, legal and ethical. Scenarios should be planned so that there are several possible choices related to laws, firearm safety, and ethical decisions. Ideas for scenarios and the set-up required for each are discussed in the next section. Be sure to allow yourself plenty of time to set up properly and to rehearse each station. It is a good idea to walk through the site and identify possible areas for each scenario before setting up. This will ensure that the best use is made of the landscape (roads and fences, topography, natural draws, vegetation, etc.).

Safety Precautions

Just as in a hunter education classroom, live ammunition is NOT allowed on the skills trail. Dummy ammunition is available to instructors through the Texas Parks and Wildlife Education Division (see resource section).

Review firearm safety before beginning the skills trail exercise. This is a perfect time to review the 10 Commandments of Shooting Safety (see resources).

Have a risk management plan. Keep a first aid kit, insect repellent, sun screen, and other helpful items on hand. Make sure water is available, especially on hot days, as well as restrooms and shaded areas.

Foul Weather Options

If the weather is bad there are several ways to simulate hunting scenarios in the classroom.

“Trigger films” are videos that depict hunting situations and that solicit a “shoot or don’t shoot” response from the students. With these video simulations, each situation can be “debriefed” or evaluated just as on the actual skills trail.

Indoor props and obstacles can simulate outdoor experiences. Tie ropes between chairs or a frame to create a fence crossing. Practice field carries using chairs as obstacles, or tape the floor to indicate narrow areas on a game trail. Use a stepladder to represent a tree stand, and a harness and haul line to demonstrate stand safety. Camouflage/hunter orange demonstrations also can be just as effective indoors.

A discussion of ethical dilemmas is a valuable part of the training.

Wildlife identification and habitats can be taught using animal parts (skulls, hides, molds of tracks, etc.) and posters or photos for identification. Have the students view photos of different types of habitat and rank them for various game species (see resource section for 4-H Wildlife Habitat Evaluation).

Playing hunter education trivia is a good way to review what has been taught. Divide the students into teams and ask them questions about firearm safety, laws and regulations, wildlife conservation, etc.

Evaluation

Students can be evaluated during discussions following each situation, by actually scoring their responses (see evaluation and scoring form in the resources section), or with a mixture of both. In a typical hunter education class, discussion is often best. In the hunter education home study testing procedure, the instructor keeps track of student responses to situations and also leads discussion. In competitions, such as the Youth Hunter Education Challenge (YHEC), each student is scored individually.

Possible Scenarios

Vehicle

Use a real or simulated vehicle to demonstrate storage of firearms and ammunition while traveling and safe removal of firearms. Have a variety of gun cases available and discuss their uses. Firearms can be put in the cab or bed of a truck or in the trunk or back seat of a car. This is a good time to discuss gun racks and traveling with unloaded rather than loaded guns. Use current hunting incident reports (see resources) to emphasize the need for vehicle safety. Demonstrate placing firearms in the vehicle both correctly and haphazardly to encourage discussion of correct procedures.

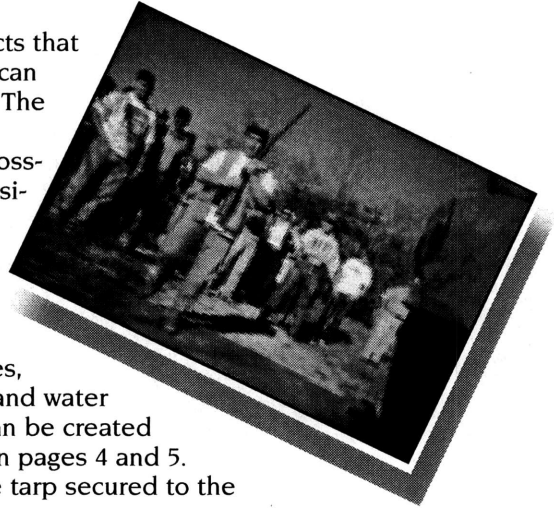
Landowner Relations/Hunting Regulations

To set the stage, inform students that they have a lease with a landowner. Discuss the fact that the landowner may have restrictions, such as “does only” and hunting only in designated areas. Tell students to assume it is the proper season for any legal game animal encountered, such as dove, spring turkey or deer. This is a good time to discuss a hunter’s responsibility to landowners and the resource, and to emphasize the importance of following hunting laws and regulations.



Obstacles

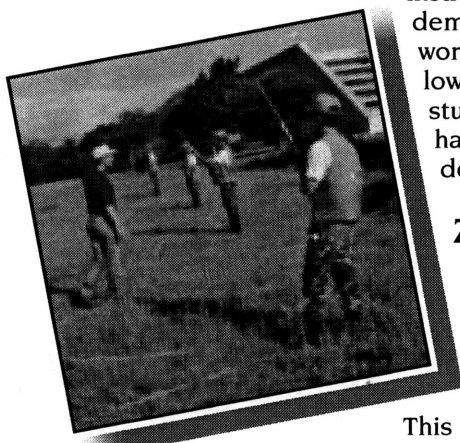
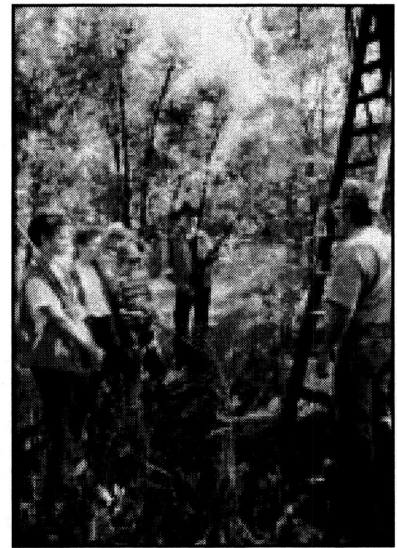
Obstacles are any objects that must be crossed and that can cause an unsafe situation. The general rule is to always unload a firearm before crossing an obstacle. When possible and necessary, unloaded firearms can be handed to hunting partners while one crosses an obstacle. Some examples of obstacles are fences, brush, logs, rocks, gullies and water (creeks, etc.). Obstacles can be created with props as described on pages 4 and 5. Simulate water with a blue tarp secured to the ground with rocks or stakes.



Deer Stand

Using any type of stand or blind requires certain safety precautions. Entering and exiting stands should be done without the firearm or bow in hand. Instead, the firearm or bow should be unloaded or un-nocked and tied to a haul line to raise and lower it into or from an elevated stand. The stand itself, whether elevated or on the ground, should be checked for wear or deterioration and unwanted tenants (wasps, birds, raccoons, etc.) before the first hunt. Regular checks should be made during the season and repairs made if needed. The hunter’s field of view should be unobstructed to ensure a good shot. When multiple blinds are set up, various zones of fire must be considered. Tower blinds or tree stands should have safety harnesses or restraining straps to keep the hunter from falling. Always secure the opposite end of the safety harness above the head of the hunter. The

instructor can use existing stands for demonstrations. Portable tree stands work well and can be set up at the lowest level to lessen the risk of student injury. Set up a stand that has a few problems and ask students if they would use it. Discuss each problem and solution.



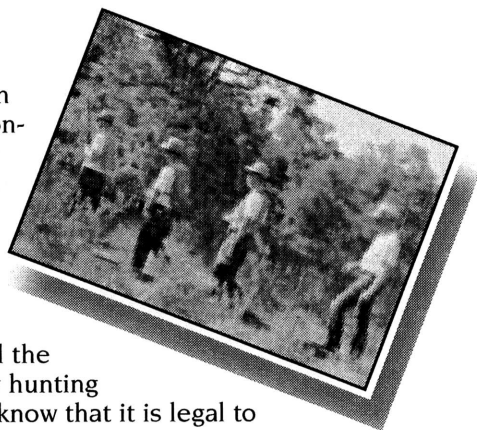
Zones of Fire

Mark zones of fire with orange flagging tape or orange spray paint on the ground. A hidden clay target thrower can be used to test zones of fire, swinging on game, and reaction time. Setting this up requires special equipment and extra assistance. Clay targets can be thrown across the path a short distance in front of the hunters.

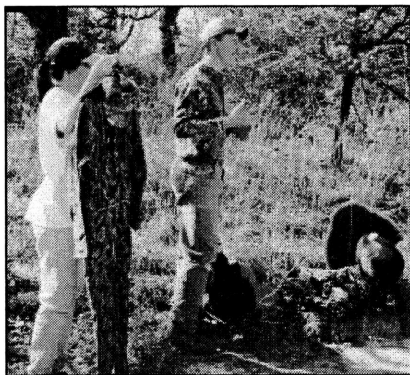
This brings up the opportunity to discuss communication between hunting partners, especially when they are out of each other’s sight.

Narrow Trail

Use this scenario to force hunters to walk single file rather than side by side. Entering this area, they must think about muzzle control and the type of carry necessary to maintain control of a firearm. Use existing trails or simulate a narrow trail with wooden stakes and orange flagging or rope. In order to see how the students react, don't give prior explanation.



Turkey and Camouflage



Before this scenario, tell the students it is spring turkey hunting season. They should then know that it is legal to shoot only toms. Set up turkey decoys in such a way that only one (a male) is a clear shot. Put another male in a group of hens to create a "don't shoot" situation. Behind the lone male that is in the clear, place a camouflaged "hunter," preferably backed to a large tree as a real turkey hunter would be. The camouflaged hunter could be a mannequin, a live person, or a set of camouflage clothing hung on the tree. Using a live person adds to the effectiveness of this scenario. Discuss wildlife identification, special hunting safety rules (e.g., hunting in full camouflage, special turkey hunting safety), what to do when another hunter approaches, specific hunting tactics and laws.

Road Hunting

There are several ways to set up this scenario, but the idea is to place a decoy beside a "public" road (specified by the instructor) so that the shot is not legal, safe or ethical. You can place the decoy at a curve in a road and make the students think about people driving around a blind curve. This scenario also helps students think about what is in front of their target as well as behind their target.

Unidentified Target

A white-tailed deer decoy (a "grazing" deer target works best) with its head in the brush challenges the student to think about laws and regulations as well as landowner management objectives. The instructor may inform the students that hunting is allowed for does only or bucks only. The purpose of this station is to make the students sure of their targets. Most students will recognize that the deer is a white-tailed deer, but will not know whether it is male or female. Both does and bucks may be legal in the county where they are hunting; however, if the landowner wants them to hunt only bucks, then the shot is no longer ethical because it may jeopardize good hunter-landowner relations. This emphasizes that proper identification of game is essential for making a safe, legal and ethical shot.

Horizons

Place a decoy on a skyline or horizon. This shot is not safe, especially if the students do not know what is on the other side of the hill. If the light is fading, identifying the species and sex of the target also can be difficult.

Water Safety

This scenario is for practicing getting into and out of a boat with firearms. The boat does not necessarily have to be in the water. A boat set on inflated inner tubes or old tires provides surprising realism. If the boat is in the water, make sure that it is stabilized at both ends so that it does not tip or capsize. A flat bottom or "john" boat in the water can be secured by tying off each end to give the students the true tipsy feeling of stepping in a boat while keeping the students and equipment safe. Safety equipment such as personal floatation devices should be used. Guns should be



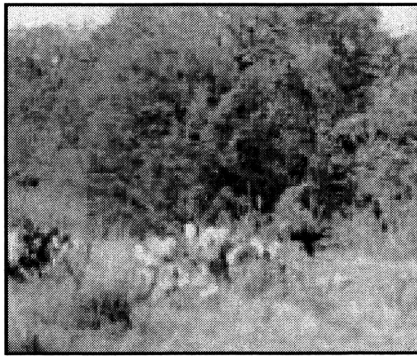
unloaded and safe muzzle direction maintained. This is a good station for discussing drowning, hypothermia, and other safety courses such as boater education.

In the Line of Fire

Place a target between parties of hunters to demonstrate the importance of not shooting at movement and of identifying what is in front of and behind your target. This situation reinforces the concept of “planning your hunt, and hunting your plan.” It also shows the importance of wearing hunter orange and keeping in touch with other hunters on your property or hunting lease.

“No Trespassing”/“No Hunting” Sign/Purple Paint Markings

These signs and/or purple paint markings can be added to any scenario to challenge students to think about property boundaries and the responsibilities associated with hunting on private property, such as lease agreements, establishing contact with neighboring landowners, etc.



Beyond the Target

This scenario stresses the importance of knowing what is beyond your target and the effectiveness of hunter orange in a situation where more than one hunter may be in an area. Place a large decoy about fifty yards from the point at which the hunters will come into view of the animal. Place a mannequin dressed in camouflage and hunter orange (vest and/or cap) in some brush beyond the target. If a mannequin is not available, simply place the clothing in the brush. This is also a good time for instructors to discuss what should be done if one is on the other side of the target as a hunter approaches and the hunter is unaware of your presence.

Building/Vehicle Beyond Target

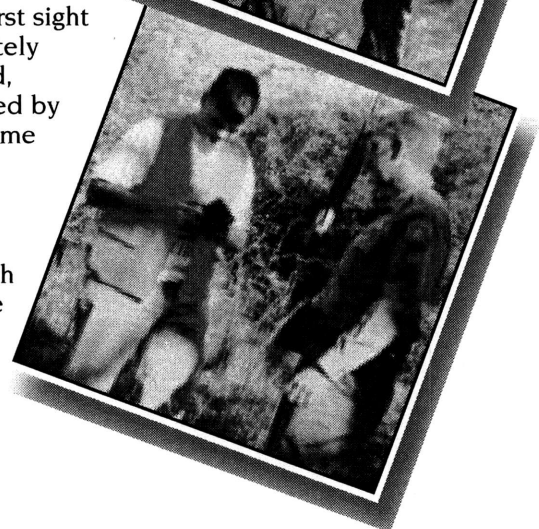
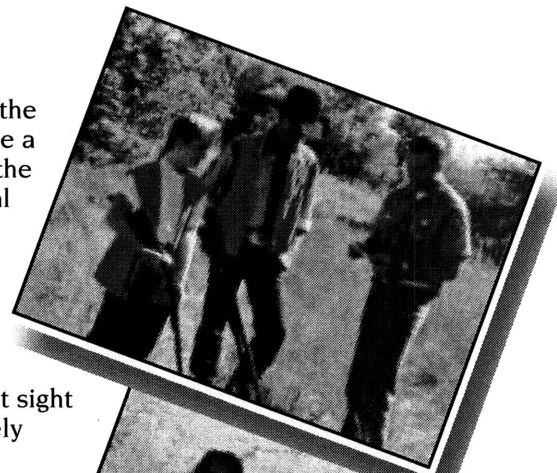
The point of this scenario is, again, proper identification of the target and knowing what is beyond the target. This may also be a good time to discuss firearm selection (i.e., shotgun vs. rifle), the hunter's image in the public eye, and the importance of ethical behavior.

Game Warden/Conservation Officer

Make sure students know what to do if they encounter a game warden while hunting. Have the local game warden come out and “check” the hunters on the skills trail. At the first sight of a warden, a hunter should unload his/her firearm and politely greet the warden. The hunting license, hunter education card, photo identification, and applicable permits should be carried by the hunter at all times. These should be presented to the game warden in a polite and respectful way.

Litter

Place a soft drink can or paper sack along the trail to teach students about our responsibility to be good stewards of the land, and to leave it in better shape than we found it. Landowners have a better view of hunters who do not leave trash behind. It is a good idea to pick up and remove any litter you find, even if it isn't yours.



Good Shot

Set up a decoy (target) where students can get a good shot that is safe, legal and ethical. Again, have students correctly identify the target, judge the distance, and be sure of what is in front of and beyond the target. Having "good shots" interspersed throughout the course encourages participation and builds confidence.

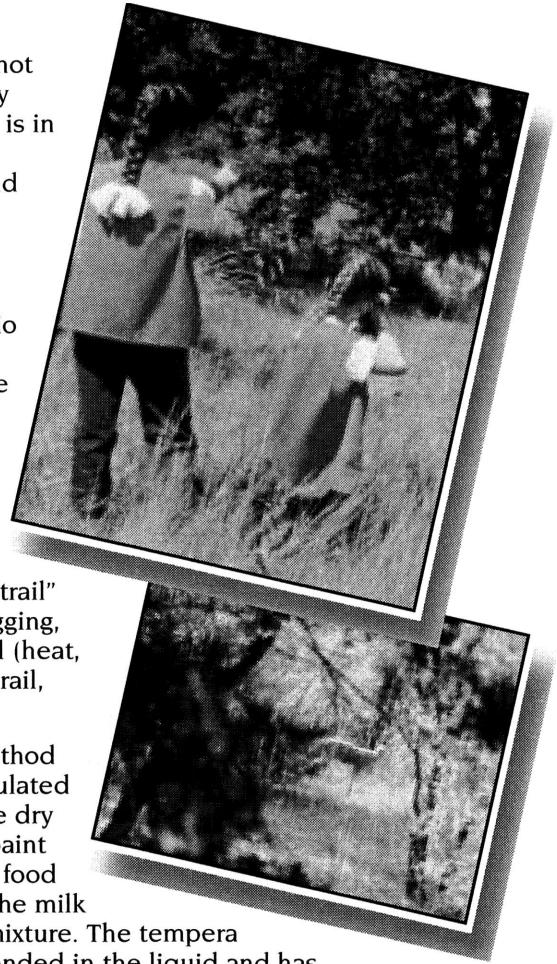
Vital Zones and Blood Trailing

After the student has made a good shot, use this scenario to talk about what happens after the shot. Vital zones can be discussed, as well as blood trailing and care of big game after harvest. To simulate blood, mix approximately 4 ounces of milk, 1/2 ounce glycerin, and 1/2 ounce red food coloring. Put it in a small bottle with a spout for laying out the blood trail (a transparent dishwashing detergent bottle works best). Adding less food coloring and shaking the mixture until it becomes frothy and pink can simulate lung blood. Have the students follow the "blood trail" to a "bedded down deer" under a tree or bush. Discuss tagging, field dressing and the three things that cause meat to spoil (heat, moisture and dirt). When following the simulated "blood" trail, stay off to the side so as not to disturb any of the sign.



Another method of making simulated blood is to use dry red tempera paint instead of red food coloring with the milk and glycerin mixture. The tempera remains suspended in the liquid and has some interesting properties that make it superior to food coloring. When it dries, it becomes flaky and slightly darker on leaves. The mixture reacts with moisture in a manner similar to blood.

The National Bowhunter Education Foundation also has a new, inexpensive product for making simulated blood. It makes 32 ounces and lasts approximately 1 year (see references).



Doves in Tree

Dove decoys arranged in a tree can stimulate discussion. Is it legal to shoot them? Is it ethical? Student responses will vary. There is NO wrong answer. It is legal, and for some, ethical (e.g., a youngster's first hunt). Let the student decide, then honor the decision. It might make a difference in his or her future participation in hunting.

Extensions

Orienteering Course

Basic orienteering activities can be used in conjunction with the hunter skills trail. For example, students might locate bearings from one blind to another and back to camp; this is a simple triangle course. Keep these activities short and simple, but encourage practice for proficiency.

Survival and First Aid

Techniques and principles of survival and first aid can be incorporated into the hunter skills trail at appropriate locations, and definitely should be included as part of planning the hunt. Topics might include building a shelter and solar still, using pressure points to stop bleeding, identifying poisonous plants, and dealing with wild animals.

Hunting Regulations

This topic is a must in any hunter education course, and it can easily be covered on the hunter skills trail. If a game warden is a team member or a resource person for the skills trail, he or she could teach about regulations. Topics should include seasons, bag limits, proper tagging, hunting hours, legal methods, game retrieval, trespassing, and hunter orange.

Wildlife Identification

Of course, each target encountered must be properly identified. However, students can be given more opportunities to learn wildlife identification if tracks (either natural or staged), skulls, skins, feathers, nests, roost trees, rubs, scrapes, droppings, etc. are used also. This also helps students learn the habits of animals.



Habitat Management and Conservation

Use the skills trail site to discuss possible habitat management techniques. In some areas there may be recent burns or brush clearing, special food plantings, feeders, and other management practices in place. Use these to illustrate basic wildlife management techniques. Habitat evaluation techniques also could be used to help students determine whether the site would support wildlife, and if so, which types. Useful habitat evaluation techniques can be found in the 4-H Wildlife Habitat Evaluation Project Manual (see resources).

Resources

N.R.A.

Life size game targets
To order: 1-800-336-7402
www.nrahq.org/store
(training materials)

Texas Parks and Wildlife

4200 Smith School Road
Austin Texas, 78744
1-800-972-1112, option 6, 1
www.tpwd.state.tx.us
- dummy ammunition
- Youth Hunter Education Challenge (YHEC)
information and contacts
- videos
- hunting incident reports
- other education resources and training
materials

4-H Wildlife Habitat Evaluation Manual

To order: Dr. Will Cohen
Texas Agricultural Extension Service
Rt. 2, Box 589
Corpus Christi, Texas 78406
(512) 265-9203

National Bowhunter Education Foundation

Blood trail powder
To order:
101 1/2 N. Front St.
Townsend, Montana, 59644
(406) 266-3237 or 266-3238
FAX (406) 266-3239

Hunter Skills Trail

Student Evaluation and Scoring Form

Student name: _____ **Score:** _____

SKILL **1 = least competent/5 = most competent**

Muzzle control	1	2	3	4	5
Firearm carry positions	1	2	3	4	5
Shooting positions	1	2	3	4	5
Unloaded firearm passing or receiving	1	2	3	4	5
Distance judging	1	2	3	4	5
Shoot/don't shoot decision & reaction time	1	2	3	4	5
Crossing obstacles	1	2	3	4	5

KNOWLEDGE

Zone-of-fire	1	2	3	4	5
Enter/exit					
vehicle	1	2	3	4	5
stand/blind	1	2	3	4	5
boat	1	2	3	4	5
Horizon/beyond target	1	2	3	4	5
In line-of-fire	1	2	3	4	5
Swinging on game	1	2	3	4	5
Proper identification of target	1	2	3	4	5
Regulations	1	2	3	4	5

ATTITUDE

Shooter participation/cooperation	1	2	3	4	5
Conduct as an observer	1	2	3	4	5
Ethics/conservation	1	2	3	4	5
Landowner/game warden relations	1	2	3	4	5



Funding for this publication was provided by the Federal Aid in Wildlife Restoration program through Texas Parks and Wildlife.

A special thanks for assistance and cooperation with this publication to Steve Hall, TPW Education Director; Terry Erwin, TPW Hunter Education Coordinator; Scotty Oliver, TPW Range Coordinator; and John Dea, Hunter Education Area Chief Instructor, Lubbock.

Produced by AgriLife Communications and Marketing, The Texas A&M University System
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Issued in furtherance of Cooperative Extension Work in Agriculture and Home Economics, Acts of Congress of May 8, 1914, as amended, and June 30, 1914, in cooperation with the United States Department of Agriculture. Chester P. Fehlis, Deputy Director, Texas Agricultural Extension Service, The Texas A&M University System.

Hunter Skills Trail Teaching Points

By: Rodney Sturdivant TPWD Area Chief, Coleman and Taylor Counties

Dove decoy

Setup: Place doves in tree and/or on the ground

Must be Harvest Information Program (HIP) certified

Max number of shells - 3 (all migratory birds)

Lead shot is still OK

Can shoot off trees and ground – legal but not ethical

Can shoot off elec wires - not legal (property damage) or ethical

Bag limit - statewide 15 per day not 15 in the morning and 15 in afternoon

Know what dove zone you are in for starting dates

Possession limit is twice the daily bag limit after the first day

White wing, white-tipped and mourning doves count in bag

No more than two white-tipped (white-fronted)

No Inca Doves

Eurasian collared doves and common pigeons (rock doves)

- no limit, leave head/neck and one wing on for ID

Need Texas Migratory Game Bird Stamp (also used for waterfowl)

No party hunting - keep your doves separate

Coolers traveling back home - use wildlife resource document or bag with name, hunting license number, date and number of species

Hunt hours 30 minutes before sunrise to sunset

September 1 earliest because of the Migratory Bird Treaty Act US, Canada and Mexico

Pick up shells - ethical behavior

More hunting accidents involved with dove hunting

swinging on game - shooting outside of safe zone of fire

shooting at low flying dove - shoot only if see blue sky

Illegal to shoot across road or have shot travel over road

Cannot shoot across property boundaries

Also called trespass with a projectile - state misdemeanor

If shot peppers house or car that is inhabited

Can be filed on as Deadly Conduct - Class 3 Felony

No sky busting - shoot within effective range - ethical behavior

30 yards and inside - effective range

Step off 30 yds and mark several areas to know range

If you can see color on the bird you are 25 yds or less

Waterfowl decoy

Setup: place decoys out for discussion - duck/geese decoys, also great blue heron and sandhill crane

Quiz about waterfowl ID - can't shoot great blue heron

Need the Texas Migratory Game Bird Stamp

Need the Federal Migratory Bird Hunting and Conservation Stamp (Duck Stamp)

Must sign on face of stamp to use for hunting

Also may be used for entrance to Fed Wildlife Refuges

Duck Stamps primarily funded Fed Wildlife Refuges

Whooping cranes benefit (Aransas National Wildlife Refuge)

Need the free Federal Sandhill Crane Hunting Permit

Max three shells

Non-toxic shells - bismuth, steel, tungsten iron nickel matrix, etc.

USFWS sets bag limits and seasons

Ethics - wounded/cripples not recovered count towards your bag limit

Wait until light enough to ID bird - don't shoot at first light

Pick up shells

Different zones for Ducks, Geese and Cranes - know where you are

Know how to ID birds

Know the rules - how many of each species - changes year to year

Know the bag limits

No baiting - know rules

Shooting hours 30 before sunrise to sunset

Avian flu - as to date no real problem

Pointing dog silhouette (Quail hunting)

Setup:

Need Upland Game Bird Stamp

Stamp needed for turkey, pheasant, and chachalaca

No limit on number shells that a gun can have

Safe zones of fire - need three helpers to demo

Accident scenario

- Check to see if anyone has had any accidents

same as:

- not his fault - partner did not do what he said he was going to do

- went to truck and returned from a different direction

- no hunter orange

- did have safety glasses

- shot in upper chest and neck - no eye injury

Harvey lost an eye - no orange and no eye protection

Don't stalk dog - approach from the side - not directly from behind

Only shoot when can see blue sky - low shots are a danger to dogs

Pass up on shot on low flying bird (Should be above head level of shooter)

Steady to wing and shot (dog points, bird flies, shoot then dog releases)

Pick up shells

Dog etiquette:

Don't try to give dog commands - let owner control their dog

Let dog retrieve to handler - you will get your bird

Ask dog handler what is appropriate - can I pet the dog? etc.

Lesser prairie chicken no longer legal to hunt

Turkey decoy

Setup: place hen and gobbler decoys together so there is no clear shot

Need Upland Game Bird Stamp

Know spring and fall rules for Rio Grande and Eastern sub-species

Each county different

Rifles OK for Rio Grande, not for Eastern

Spring Gobblers only

Gobblers only for Eastern sub-species only hunt in spring

Tag as soon as kill

Spring - must have proof of sex

(one leg with spur or beard attached to breast feathers)

Fall - if county rules gobbler or bearded hens only proof of sex applies

Eastern turkeys - Shotgun, archery and crossbows only

Don't shoot into flock - know pattern

Don't wear red, white or blue - you will look like a gobbler

Check 6 - keep large tree at your back - you can see in front

If see another hunter, yell before moving - human voice unmistakable

Feral Hog decoy

Setup: place decoy near javelina for comparison and discussion

Feral - domesticated animal that goes wild

Need hunting license needed, but suggest always have one

Landowner does not need license if hogs depredating

No real rules, no season, no limits, can use light at night

Can trap - check daily - King county story - fines for dead hogs left in trap for several days

Also be careful you may inadvertently catch other animals - deer

Only rule - cannot use poison

Considered as an exotic

Javelina decoy

Setup: place decoy near feral hog for comparison and discussion

Not related to Feral Hogs

Collared Peccary better name than Javelina

Native to Americas: Mexico, Texas, New Mexico, Arizona

White-lipped Peccary endemic to Central and South America

Need hunting license

Specific counties have seasons and bag limits generally 2 per year

Daggers for canines and are used to bite versus tusks on pig which slash
Has scent gland on lower back comes off with hide - no need to cut off
Chaparral WMA study 85% of a javelina's diet is prickly pear
Diurnal (move in daytime) versus hogs which are nocturnal

Mule deer decoy

Setup: place decoy on top of a hill simulating a sky shot

No skyline shot (know your target and what is behind it)

Antlers fork versus white tail - main beam and tines grow off it

Native to West Texas and the Panhandle

Rolling Plains (Abilene) southern end of the great plains

- now more brush and woody vegetation
- result of containing wildfires and habitat fragmentation
- prior to European settlement this area had antelope, mule deer

and elk, animals typical of the great plains

Proof of sex:

- the skinned or un-skinned head
- Or completed MLD permit, Landowner Assisted Management Permit, or landowner statement

White Tailed deer decoy

Setup: place decoy in brush so there is no clear shot or ID

Make sure animal is dead,

Tag immediately

Read tags carefully

Fill out harvest log on back of license

Reason can take bucks in several "one buck" counties

Main beam and antlers grow off them

Antlers are shed every year horns stay on

Goats, sheep, cattle, bison have horns

Review antler restriction rules

Best shot is broadside (heart lung)

Half animal top to bottom just behind shoulder (lung)

Visualize where bullet will pass through body - take note of the back (not hind) legs

Don't recommend head/neck shots

Head moves constantly

Neck shots rarely fatal - may put animal down but need a follow up shot

Recommend large calibers - .30-06, .270 etc. - get job done

No 400 yrd neck shots

400 yrds 10 mph crosswind blows 180 grain .30-06 12 inches

160 grain .30-06 18 inches

Archery - quartering away best shot - more travel through vital area

Wait 1 hour before following blood trail

The arrow only cuts - idea is to cut a major artery

A bullet causes damage in two ways:

The bullet will mushroom out and cause damage

Also the high velocity will cause hydrostatic shock damage

Blood trail

Bright red, foamy, white pieces = lung shot

Dark red, bits of meat = hind quarter or muscle shot

Green, watery, feces = gut shot

Remember which side of animal your shot went into
exit wound most blood

Visually mark where shot taken and where animal ran

Always go to the place where animal was shot and then track

Stay off trail so you don't damage trail sign

Trail will act like an arrow it will point to next blood

Look up on brush and down on the ground for blood and not out for
the animal

Cannot use .22 rim fire for big game (deer antelope, etc.)

Based on primer

Cannot use rimfire

Must be centerfire

Take appropriate photos –

Put tongue back in mouth

Wipe away blood

Use leaf to cover wound

Make sure deer tag is visible in photo - put on antlers

Proof of sex:

- the skinned or un-skinned head

- Or completed MLD permit, Landowner Assisted Management Permit, or
landowner statement

Buck is defined as a deer with antler material protruding through the skin

Texas defines deer as buck or antlerless not buck and doe.

Does may have antlers and would be classified as a buck

Antelope or Pronghorn decoy setup

The fastest land animal in N America - up to 60 mph

Not a true antelope, in goat family

Both sexes have horns

Male has black cheek patch

Each year shed outer horns and has bony core

Do not jump like a deer - will go under a fence

Tremendous eyesight

Proof of sex:

- un-skinned head
- or land owner statement

Coyote decoy setup

Canis latrans the talking dog

Why shoot? Ethical hunter takes for trophy not just to shoot a coyote

South Texas and Rolling Plains have the most quail and most coyotes

Hill country lesser quail and fewer coyotes

Is there a correlation?

Ducks Unlimited study

Red fox #1 waterfowl nest predator

Coyote #1 enemy to red fox

High coyote numbers = low red fox numbers = good nest survival

Red fox not endemic to Americas brought in from Europe

Coyotes eats coons and skunks

Top two nest predators of quail nests

Coyotes eats mice - seed competitor with quail

Good discussion why do you "varmint" hunt - it is legal? Is it ethical?

Some enjoy it and others do not see value in shooting just to be shooting things - do you keep as a trophy?

Archery

Should use finger and arm protection

No minimum draw requirement

Broadheads must have two cutting edges and at least 7/8 inch width

Mechanical broadheads must have 7/8 inch width when open

- must begin to open on impact

Crossbow - anytime for anyone during bow season

broadheads

Purple Paint

- Must be Federal Safety Purple
- More prevalent in East Texas
- 1 inch wide
- 8 inches long
- Placed between 3 feet to 5 feet tall
- Distance - no more than 100 feet in timber lands
 - no more than 1,000 feet in open range land

Fence crossing

- Don't climb over fence - can damage the fence
 - Unload gun and hand to partner
 - Use hat to cover muzzle and unload and lay on ground if alone

Safety Harness (Fall Restraint Device)

Setup: Show proper way to attach harness to tree

- Have harness rope tight when sitting down - short fall - avoid long fall and body shock when the safety rope stops you
 - Also hard to get back up to your platform
- Use anytime hunting from tree stand - rifle or bow hunting
- Use draw rope to bring up rifle or bow and equipment
- After a fall - throw away the harness and buy a new one
- Set up tree stand where you step down onto the platform and not crawl/step up to the platform
- Do not use a rope ring attached to your belt
 - If you fall, the pressure is on your soft tissues (intestines)
- Make sure does not cross neck or under arms
- If do fall and hanging exercise your legs
 - Can be fatal if blood pools in your legs

Skills Trail Blood Recipe:

Obtain med to small salad dressing bottle

Place 2 oz half and half (cream)

1 oz glycerin

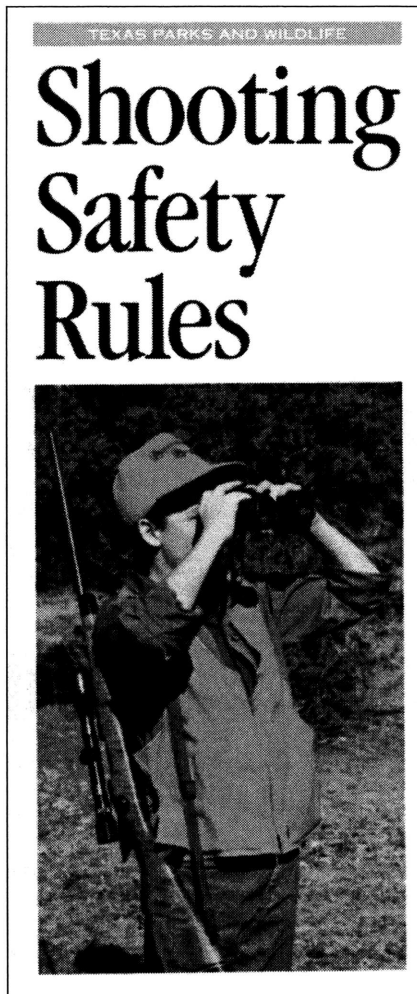
Food coloring to desired color

Freeze when not in use.

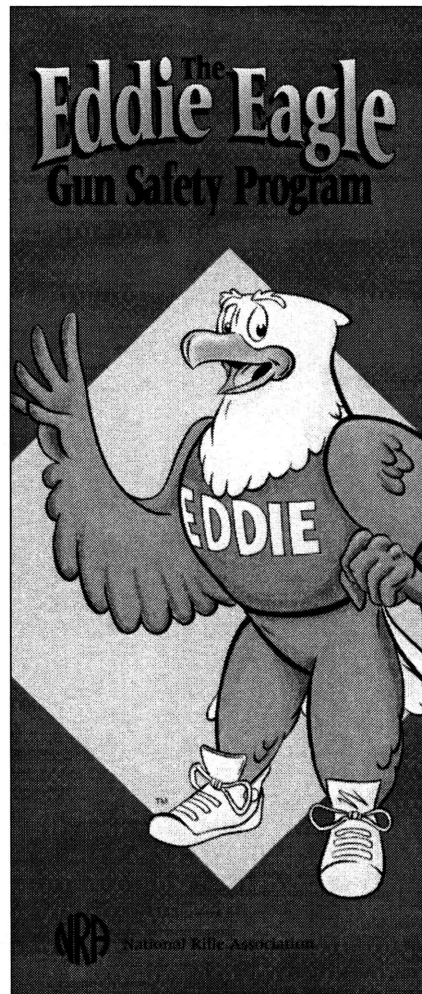
V

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

V. PRE-HUNTER EDUCATION PROGRAMS – FIREARM SAFETY



TPWD Shooting Safety Rules



NRA Eddie Eagle Program



Gunsafe Program

VI

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

VI. ADVANCED HUNTER EDUCATION/ YOUTH HUNTING PROGRAMS

A. NRA CLINICS AND TEXAS COOPERATIVE EXTENSION WILDLIFE CLINICS

1. Bowhunting
2. Muzzleloader Hunting
3. Upland Bird Hunting
4. Watefowl Hunting
5. Western Big Game Hunting
6. White-tailed Deer Hunting
7. Wild Turkey Hunting
8. Dove Hunting
9. Exotics Hunting
10. Small Game Hunting

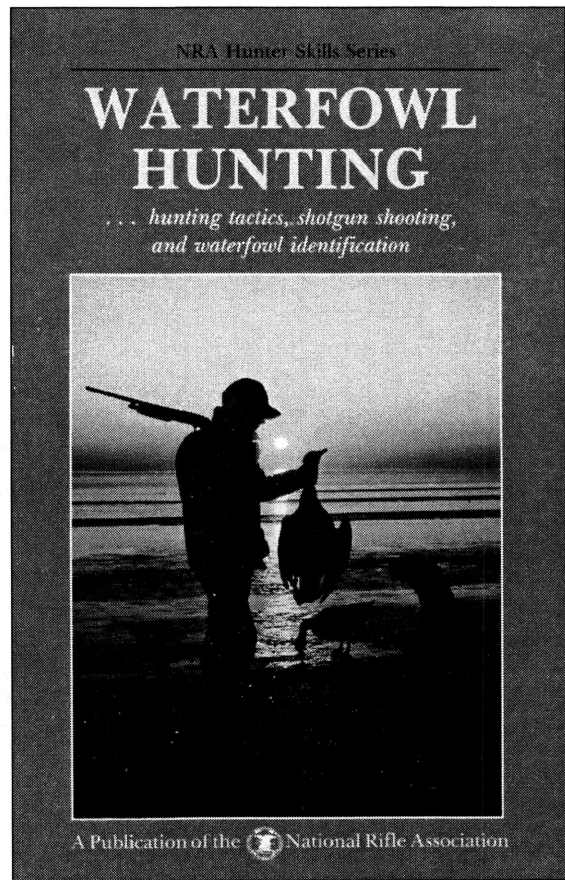
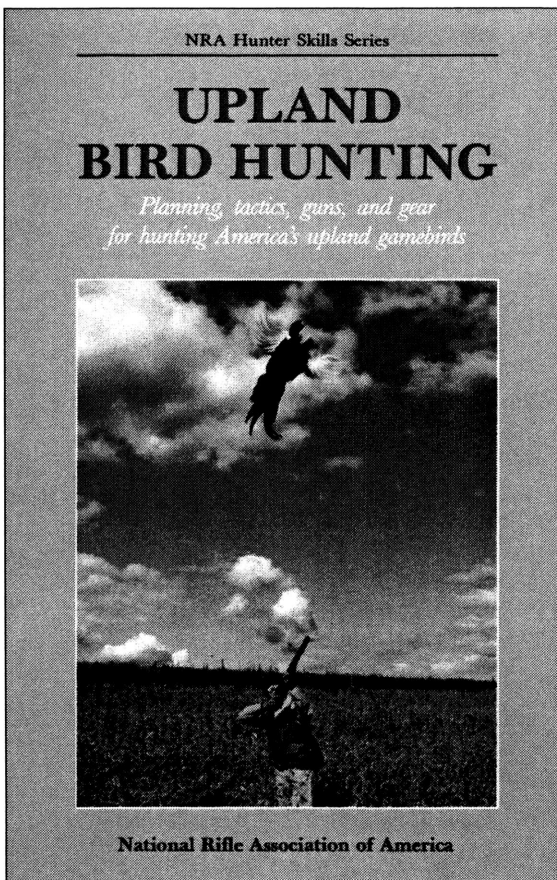
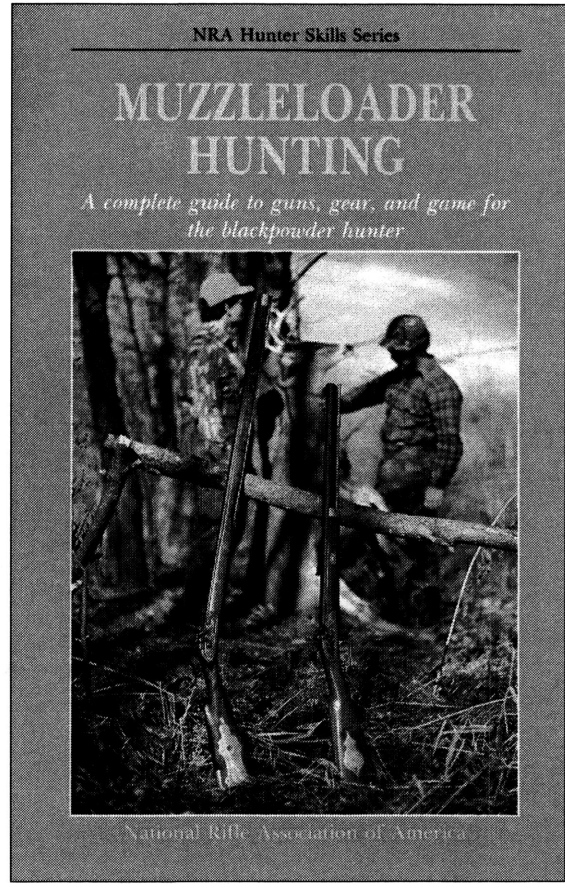
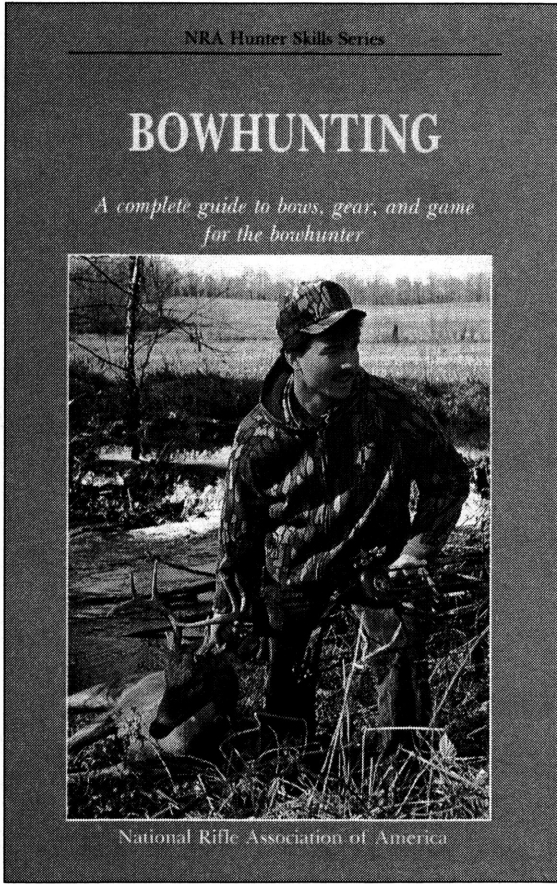
B. NBEF: INTERNATIONAL BOWHUNTER EDUCATION PROGRAM (IBEP)

C. NMLRA: NATIONAL MUZZLELOADING RIFLE ASSOCIATION

D. TWA: TEXAS WILDLIFE ASSOCIATION

E. TYHP: TEXAS YOUTH HUNTING PROGRAM

F. TYHP: HUNTMASTER



NRA Hunter Skills Series

WESTERN BIG GAME HUNTING

*Planning, tactics, guns, and gear
for hunting America's western big game*



National Rifle Association of America

NRA Hunter Skills Series

WHITETAIL DEER HUNTING

*How to prepare for and successfully hunt
America's most popular big game*

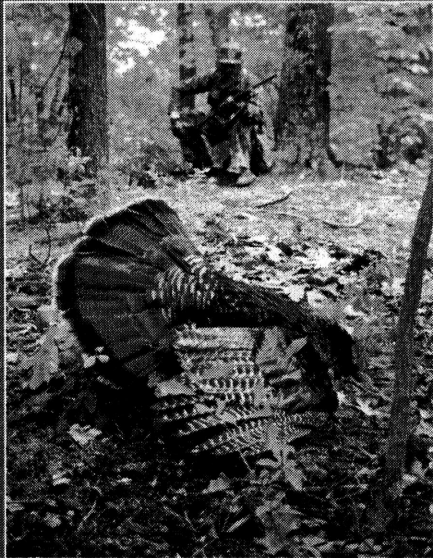


National Rifle Association of America

NRA Hunter Skills Series

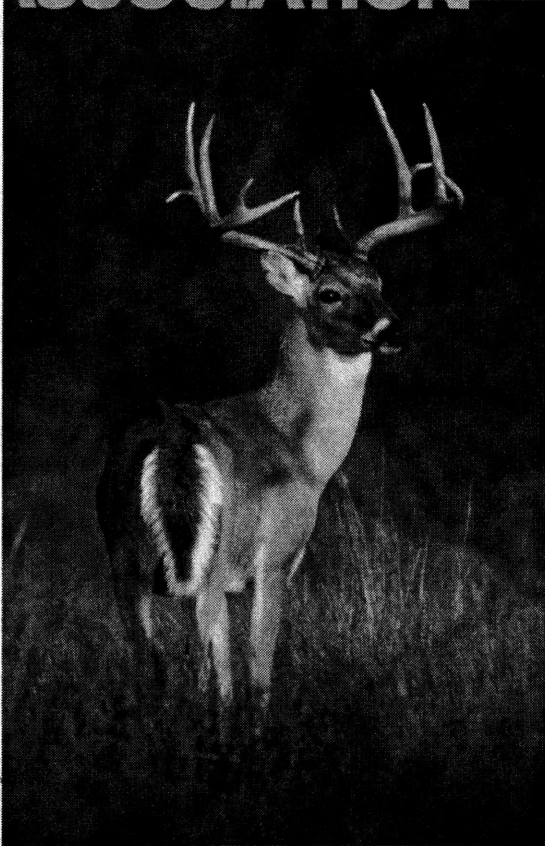
WILD TURKEY HUNTING

*... tips on spring and fall
hunting tactics, calling, and more*



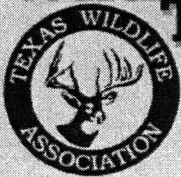
National Rifle Association of America

**TEXAS
WILDLIFE
ASSOCIATION**



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for Tomorrow's
Wildlife
Today**



*Preserving the hunting tradition
in Texas for future generations*



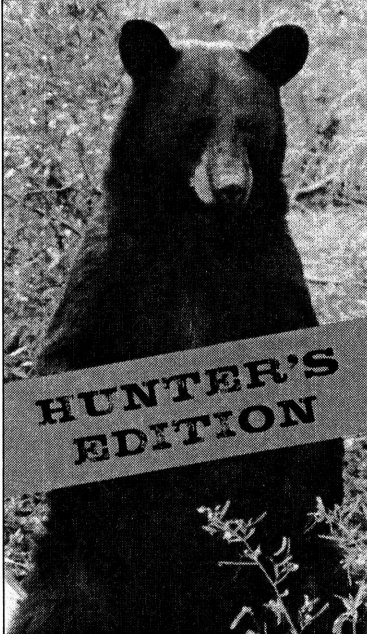
SHARE THE HERITAGE



TEXAS PARKS AND WILDLIFE

BEAR


SAFETY IN MIND



HUNTER'S EDITION

TEXAS HUNTERS FOR THE HUNGRY

A program of the
Texas Association of
Community Action Agencies, Inc.



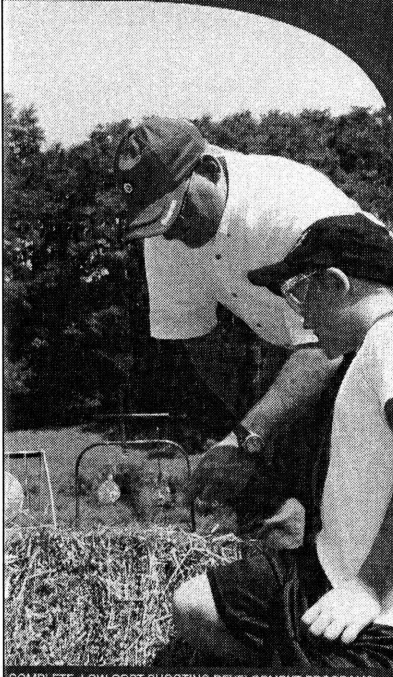
Can you spare
some doe
this season?

How about
a buck?

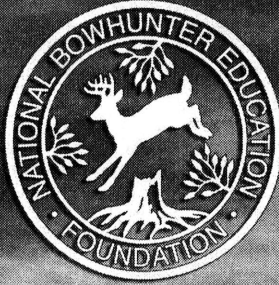
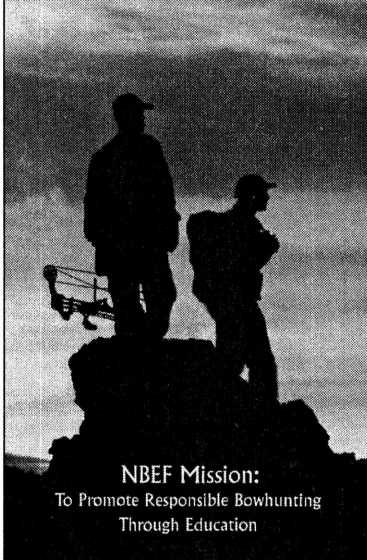
Crosman

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To Promote Responsible Bowhunting
Through Education

TEXAS PARKS AND WILDLIFE


ARCHERY

in the Schools
PROGRAM

NATIONAL ARCHERY
SCHOOLS PROGRAM

Changing Lives One Arrow at a Time



DEFENSIVE TREE STAND HUNTING

www.projectstand.net

VII

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

VII. RESOURCES AND ORGANIZATIONS

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TPWD Education Section
TPWD Law Enforcement Regional and Field Offices
Area Chief Listing
- B. INDUSTRY/SUPPORTING ORGANIZATION LIST
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National Bowhunter Education Foundation NBEF
International Bowhunter Education Program IBEP
Texas Hunter Education Instructors Association THEIA
National Muzzleloading Rifle Association NMLRA
National Rifle Association NRA
Texas State Rifle Association TSRA
National Shooting Sports Foundation NSSF
Women's Shooting Sports Foundation WSSF
National Skeet Shooting Association NSSA
- C. IHEA STATE DIRECTORY
Agency Directory (provided by IHEA)
- D. FEDERAL
U.S. Fish and Wildlife Service USFWS
Association of Fish & Wildlife Agencies AFWA
- E. CONSERVATION ORGANIZATIONS
Ducks Unlimited
Foundation For North American Wild Sheep
National Wild Turkey Federation
National Wild Turkey Federation (Texas Chapter)
Pheasants Forever
Quail Unlimited
Rocky Mountain Elk Foundation
Texas Wild Turkey Fund
The Ruffed Grouse Society
Wildlife Forever

A. TEXAS PARKS & WILDLIFE DEPARTMENT

TPWD EDUCATION SECTION

TPWD Headquarters(800) 792-1112
4200 Smith School Road, Austin, TX 78744

TPWD Web sitewww.tpwd.state.tx.us

Steve Hall(512) 389-4568
Education Director
E-mail: steve.hall@tpwd.state.tx.us

Terry Erwin(512) 389-8140
Hunter Education Coordinator
E-mail: terry.erwin@tpwd.state.tx.us • Fax: (512) 389-8042

Heidi Rao(281) 534-0126
Hunter Education Specialist - Southeast Texas
Texas Parks and Wildlife Department
1502 FM 517 E, Dickinson, Texas 77539
Email: heidi.rao@tpwd.state.tx.us
Fax: (281) 471-8679

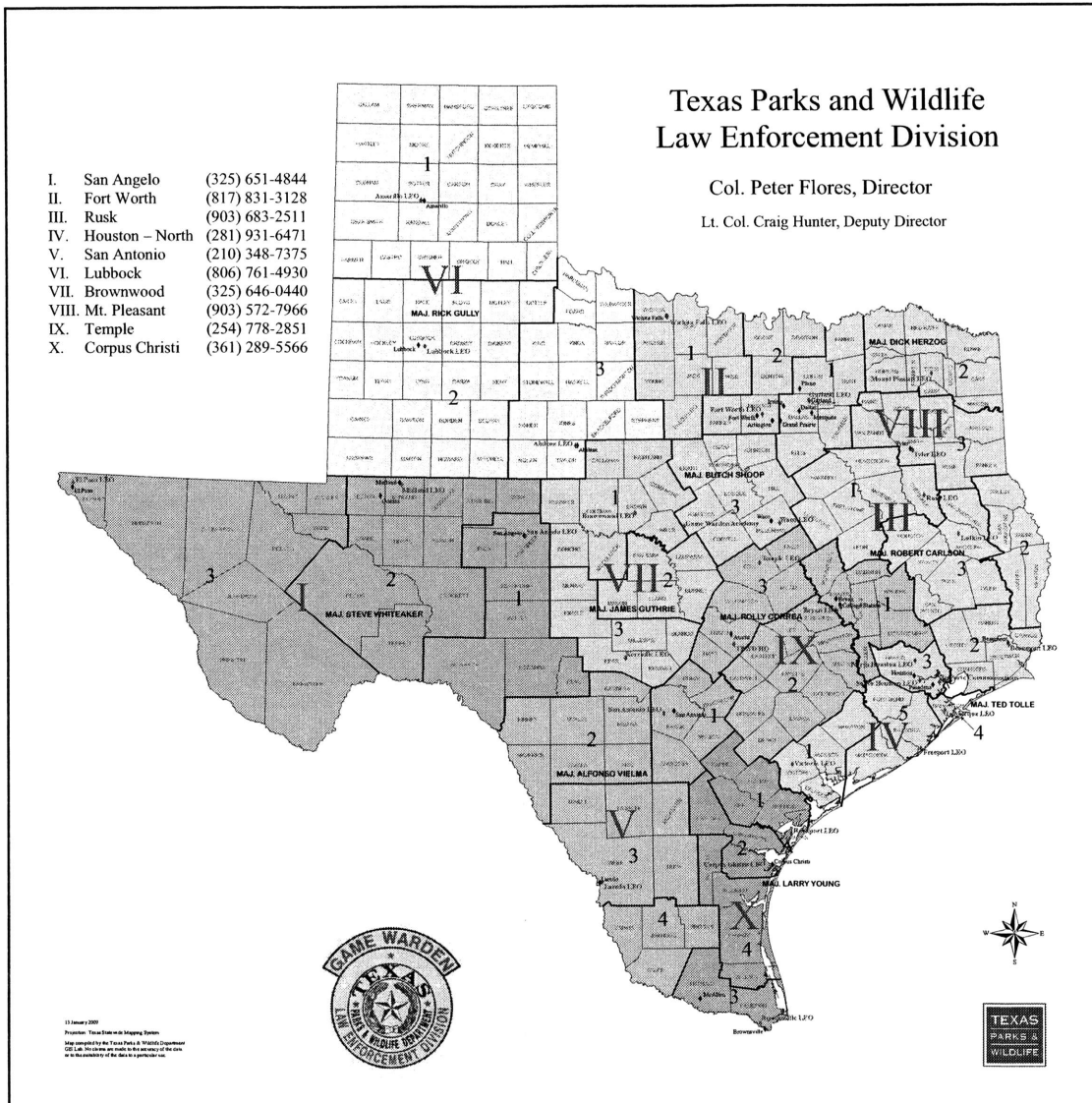
Robert Ramirez(972) 263-1219
Hunter Education Specialist - North Texas
Texas Parks and Wildlife Department
PO Box 540066, Grand Prairie, Texas 75054-0066
Email: rramirex@tpwd.state.tx.us
Fax: (972) 642-1419

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Hunter Education Specialist - West Texas
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Email: jimmiec@wcc.net

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Texas Parks and Wildlife Department
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Email: brock.minton@tpwd.state.tx.us

Kathy Powell512-389-8142
Administrative Assistant
Email: kathryn.powell@tpwd.state.tx.us
Fax: (512) 389-8042

TPWD REGIONAL LAW ENFORCEMENT MAP



Abilene	(325) 673-3333	La Marque	(409) 933-1947
Amarillo	(806) 379-8900	Laredo	(956) 718-1087
Austin	(512) 389-4821	*Lubbock	(806) 761-4930
Beaumont	(409) 892-8666	Lufkin	(936) 632-1311
Brownsville	(956) 546-1952	Midland	(432) 699-4729
*Brownwood	(325) 646-0440	*Mt. Pleasant	(903) 572-7966
College Station	(979) 696-4148	Rockport	(361) 790-0312
*Corpus Christi	(361) 289-5566	*Rusk	(903) 683-2511
El Paso	(915) 834-7050	*San Angelo	(325) 651-4844
*Fort Worth	(817) 831-3128	*San Antonio	(210) 348-7375
Freeport	(979) 233-7968	*Temple	(254) 778-8913
Garland	(972) 226-9966	Tyler	(903) 534-0388
*Houston (north)	(281) 931-6471	Victoria	(361) 575-6306
Houston (south)	(713) 779-8977	Waco	(254) 867-7951
Kerrville	(830) 257-7611	Wichita Falls	(940) 723-7327

* denotes regional office

AREA CHIEF INSTRUCTORS

FIRST NAME	LAST	ADDRESS	CITY	ZIP	HOME	WORK
Betty	Allen	12175 #15 Hwy 195	Killeen	76542	(254) 526-5797	
Curtis	Ansley		Shepherd	77371	(936) 628-1401	(713) 869-0361
George	Bartey, IV		Victoria	77905	(361) 485-1332	(361) 987-5986
Donald (Don)	Barker	Rt. 1 Box 238C	Colmesneil	75938	(409) 283-3210	
Ferris	Bavousett	9897 Macaway	Argyle	76226	(817) 498-8386	(972) 539-0886
Robert	Blew		McKinney	75071	(972) 548-0166	(972) 995-8153
Robert (Bob)	Boswell		Spring	77388	(361) 215-7020	
Phil	Brakebill	22301 Old TX Hwy 20	Mineola	75773	(903) 569-5882	
George	Brenzovich	HC Star Route Box 510	Fort Hancock	79839	915) 764-2030	
Manuel	Calderon		El Paso	79907	(915) 593-8491	
Donald	Carroll	Rt. 16 Box 2795	Lufkin	75901	(936) 634-3479	(936) 633-1204
Fred	Chaney	7108 E CR 110	Midland	79706	(432) 682-2962	
Roger	Coleman	313 Kerr	Edna	77957	(361) 782-7470	(361) 573-2497
James	Davis	3622 Truxton	Pasadena	77503	(713) 473-0664	
John	Dea	PO Box 6669	Lubbock	79413	(800) 888-0034	(806) 763-7078
William (Bob)	Douglas, Jr.	PO Box 2018	Van Alstyne	75495	(903) 482-0963	(903) 465-5191
Joe	Drobniak		Friendswood	77546	(281) 992-7366	(281) 709-1326
Quincy	Ellis	PO Box 266	Lohn	76852	(915) 344-5474	(915) 649-9303
Donald	Evans	701 S Vanderveer	Burnet	78611	(512) 756-1138	
Ronald	Fehler	HCR 32 Box 90A	Uvalde	78801	(830) 278-8733	
Rhonda	Esakov		Georgetown	78628	(512) 931-2227	(512) 868-5666
Leroy	Freeman	14802 Stice Rd	Krum	76249	(940) 466-3721	
Leslie	Freeman	14802 Stice Rd	Krum	76249	(940) 389-5751	
Virgil	Frick					
Kenneth (Ken)	Grau	PO Box 287	Romayor	77368	(281) 592-9702	(281) 583-1418
Gilbert	Graves, Jr.	4041 Rooney	Corpus Christi	78413	(361) 853-8644	
Pittman	Haymore		Irving	75062	(214) 559-9985	(214) 559-9718
James (Jim)	Haynes	1603 Heritage South	Richmond	77469	(832) 344-2110	
Kitty	Haynes	1603 Heritage South	Richmond	77469	(713) 882-7614	
Brent	Heath		Waco	76075	(254) 829-2994	
Jan	Heath	1717 Glenwick	Irving	75060	(972) 986-8247	
Claude	Hicks, Jr.	PO Box 150068	Arlington	76015	(817) 472-0332	
Billy	Holt	1805 West Walker	Breckenridge	76424	(254) 559-8010	
Scott	Howard	383 Soaring Eagle Trail	Wichita Falls	76310	(940) 763-1345	(940) 642-4444
Larry	Hysmith	102 Nagle Hall TAMU	College Station	77843	(979) 964-0964	(979) 845-4865

FIRST NAME	LAST	ADDRESS	CITY	ZIP	HOME	WORK
Larry	Larson	3102 A Janet St	Amarillo	79109	(806) 353-4048	(806) 383-0967
Chris	Lena		West Point	78963	(979) 242-3322	(512) 389-4376
Ricky	Linex	106 Oakwood Dr.	Weatherford	76086	((817)599-9706	(817) 596-2865
Elaine	Lochabay	2137 Village Green	Garland	75044	(972) 495-4708	
Mike	Lochabay	2137 Village Green	Garland	75044	(972) 495-4708	(972) 442-5405
Michael	McCarty	12660 Hoge Rd	Iowa Park	76367	(940) 438-9942	(940) 592-2111
William (Bill)	McCubbin	6201 Westwood	Amarillo	79124	(806) 353-3294	(806) 655-7588
Scot	McClure	202 Shenandoah Court	Argyle	76226	(940) 464-4499	(940) 465-0366
Kyle	McGregor		Stephenville	76401	(254) 965-3079	(254) 968-9601
John	Meekins	Rt. 10 Box 5508	Cleveland	77327	(281) 592-2744	
Brock	Minton	PO Box 989	Sanderson	79848	(432) 345-2564	(432) 294-1946
Rick	Monger	3534 Mineral Rd	Levelland	79336	(806) 229-8871	
Frank	Moore	13555 Breton Ridge #212	Houston	77070		(281) 682-0354
Lec	Morris	514 Cherry Ave	Dumas	79029	(806) 935-6239	(806) 935-3264
Charles (Chuck)	Morrow	410 Ridgehaven Pl.	Richardson	75080	(972) 235-6155	
Walter (Gene)	Norton	612 Littlewood	Baytown	77521	(281) 427-2144	
Danny	Odom	543 South Naquin Rd.	Orange	77630	(409) 883-8118	(409) 738-4052
Roger (Odie)	O'Dwyer	1703 Highland Dr	Copperas Cove	76522	(254) 547-7354	
John	Polasek		College Station	77845	(979) 693-5087	(979) 765-5220
Robert	Ratcliff	1909 Sutton Pl	Harker Heights	76548	(254) 698-1904	
John	Ridlehuber		Lott	76656	(254) 224-8246	
Joe	Rogers	2306 Douglass Hwy	Nacogdoches	75961	(409) 552-4827	(409) 560-7775
Albert	Ross	2425 N Cooper	Arlington	76012	(817) 261-9090	(817) 261-7711
James	Russell	3502 Ransom Circle	Denison	75020	(903) 465-4751	(903) 462-7000
Charles	Snowden, Jr.	PO Box 359	Linden	75563	(903) 756-5491	
Thomas (Tom)	Stashak, Jr.	2711 Huckleberry	Pasadena	77504	(713) 944-4004	(713) 945-7328
Wilford (Rusty)	Shriver		Harlingen	78550	(956) 425-7749	(956) 548-2522
Rodney	Sturdivant		Coleman	76834	(325) 625-2715	(325) 696-1305
Bryant	Truitt	P O Box 530	Hunt	78024	(830) 238-4442	
Ross	Walker		San Antonio	78222	(210) 648-7850	
Elmer (Duke)	Walton, Jr.	22648 2nd St	Porter	77365	(281) 354-4594	(281) 878-8929
Peggy	Weyel	13502 Syracuse	San Antonio	78249	(210) 696-9599	(210) 653-3900

B. INDUSTRY/SUPPORTING ORGANIZATION LIST

International Hunter Education Association www.ihea.com 3725 Cleveland Ave (PO Box 490) Wellington, CO 80549 (970) 568-7954	IHEA
National Bowhunter Education Foundation www.mbenz@nbef.org 2504 Ramsgate Way Ft. Smith, AR 72908 (479) 649-9036	NBEF
International Bowhunter Education Program - Texas (512) 389-8140	IBEP-TX
Texas Hunter Education Instructors Association (Call TPWD for Current Officers)	THEIA
National Muzzleloading Rifle Association www.nmlra.org P.O. Box 67 State Rte. 62 Friendship, IN 47021 (800) 745-1493	NMLRA
National Rifle Association www.nra.org 11250 Waples Mill Road Fairfax, VA 22030 (800) NRA-3888	NRA
Texas State Rifle Association 1131 Rockingham Lane, Suite 130 Richardson, TX 75080-4326	TSRA
National Shooting Sports Foundation www.nssf.org 11 Mile Hill Road Newton, CT 06470 (203) 426-1320	NSSF
Women's Shooting Sports Foundation www.wssf.org 1561 Vapor Trail Colorado Springs, CO 80916 (800) 820-9773	WSSF
National Skeet Shooting Association 5931 Rofit Road San Antonio, TX 78253 (800) 877-5338	NSSA

C. IHEA STATE DIRECTORY INFORMATION

International Hunter Education Association
2727 W. 92nd Ave., Suite #103
Federal Heights, Colorado 80260
(303) 430-SAFE (7233) ▪ Fax (303) 430-7236

IHEA

Refer to: www.ihea.com

D. FEDERAL

U.S. Fish and Wildlife Service
www.fws.gov
1849 C Street NW
Washington, DC 20240

USFWS

Association of Fish & Wildlife Agencies
www.sso.org/iafwa
444 North Capitol Street, NW Suite 444
Washington, DC 20001
(202) 624-7890

AFWA

E. CONSERVATION ORGANIZATIONS

California Waterfowl Association
4630 Northgate Blvd., Suite 150
Sacramento, CA 95834
916-648-1406
916-648-1665 - fax

Foundation of North American Big Game
Safari Club International
4800 West Gates Pass Road
Tucson, AZ 85745
602-620-1220

Delta Waterfowl
PO Box 3128
Bismark, ND 58502
701-222-8857

Friends of NRA
111250 Waples Mill Road
Fairfax, VA 22030
703-267-1358
703-267-3743 - fax

Ducks Unlimited, Inc. DU
www.ducks.org
One Waterfowl Way
Memphis, TN 38120-2351
(800) 45-DUCKS
901-758-3825
901-758-3850 - fax

Izaak Walton League of America
707 Conservation Lane
Gaithersburg, MD 20878-2983

Foundation for North American Wild Sheep
720 Allen Ave.
Cody, WY 82414-3402
(307) 527-6261

Minnesota Deer Hunters Association
2820 South Hwy 169
PO Box 5123
Grand Rapids, MN 55744
800-450-3337

Mule Deer Foundation
1005 Terminal Way
Suite 140
Reno, NV 89502
800-344-2825

North American Waterfowl Federation
PO Box 276
Stoneville, MS 38776
601-686-4062

National Wild Turkey Federation NWTF
www.nwtf.org
PO Box 530
Edgefield, SC 29824-0530 (mail)
770 Augusta Road
Edgefield, SC 29824 (ship)
(800) THE-NWTF
803-637-3106
803-637-0034 - fax

Texas Chapter National Wild Turkey
Federation TX-NWTF
www.nwtf-tx.org

Pheasants Forever, Inc.
1783 Beurkle Circle
White Bear Lake, MN 55110
(651) 773-2000
(651) 773-5500 - fax

Quality Deer Management Association
PO Box 160 (mail)
170 Whitetail Way (ship)
Bogart, GA 30622
706-353-0221
706-353-0223 (fax)
800-209-3337

Rocky Mountain Elk Foundation
PO Box 8249
Missoula, MT 59805-8249 (mail)
2291 West Broadway
Missoula, MT 59805-8249 (ship)
406-523-4500
406-523-4581 - fax
800-225-5355

Ruffed Grouse Society
451 McCormick Road
Coraopolis, PA 15108
412-262-4044
888-564-6747 - membership

Pheasants Forever PF
www.pheasantsforever.org
1783 Buerkly Circle
St. Paul, MN 55110
(877) 773-2070

Rocky Mountain Elk Foundation RMEF
www.rmef.org
PO Box 8249
Missoula, MT 59807
(800) CALL-ELK

South Carolina Waterfowl Association
Rte #1, Box 319
Pinewood, SC 29125
803-452-6001
803-452-6032 - fax

Texas Wildlife Association
401 Isom Road, Suite 237
San Antonio, TX 78216-5143
800-829-9453

The Ruffed Grouse Society
www.ruffedgrousesociety.org
451 McCormick Road
Coraopolis, PA 15108
(800) 564-6747

U.S. Sportsmen's Alliance
801 Kingsmill Parkway
Columbus, OH 43229
614-888-4868
614-888-0326 - fax

Waterfowl, U.S.A.
PO Box 50
Edgefield, SC 29824 (mail)
Rt. #3 Box 29B
Edgefield, SC 29824 (ship)
803-637-5767
803-637-0037 - fax

Whitetails Unlimited
PO Box 422
Sturgeon, WI 54235
414-743-6777

Wildlife Forever
www.wildlife-forever.org
PO Box 3404
Minnetonka, MN 55343
612-936-0605

Wildlife Management Institute (WMI)
1101 14th Street, NW #801
Washington, DC 20075
202-371-1808

VIII

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

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- A. WILDLIFE RESTORATION SUPPLEMENTAL RESOURCE
- B. HUNTING ACCIDENT REPORT SUMMARY
- C. HUNTER EDUCATION REQUIREMENTS IN *OUTDOOR ANNUAL*
- D. TEXAS HUNTER EDUCATION REQUIREMENTS
- E. MANDATORY HUNTER EDUCATION STATUTE - §62.014
- F. HUNTER ORANGE REQUIREMENTS
- G. OUTDOOR SKILLS/SURVIVAL TEACHING SUPPLEMENT
- H. "BECOMING AN OUTDOORS-WOMAN" INFORMATION

A. WILDLIFE RESTORATION SUPPLEMENTAL RESOURCE



Wildlife Restoration Supplemental Resource



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International Hunter Education Association
P.O. Box 490
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970-568-7954
www.ihea.com



This curriculum unit was made possible through a grant from the U.S. Fish & Wildlife Service, under the Federal Aid in Wildlife Restoration Program.

Contents were developed in cooperation with the IHEA by Silvertip Productions, Ltd.

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IMSI

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The U.S. Fish and Wildlife Service
Office for Diversity and Civil Rights Programs - External Programs
4040 N. Fairfax Drive, Suite 130
Arlington, VA 22203



Wildlife Restoration Supplemental Resource



Background Materials (for instructors)

Introduction

Hunters should know some good things about wildlife conservation in the United States.

1. Over the last 100 years, many species of wildlife have increased in number.
2. The United States has one of the world's best wildlife management programs.



Armed with this knowledge, your students will help to educate friends and family members about the role of hunting in wildlife management. The result will be increased support for hunting and wildlife conservation programs.

History

European settlers rejected the traditional views of wildlife ownership. In Europe, wildlife belongs to the landowner. In the U.S., wildlife belongs to everyone.

New World resources seemed limitless to colonists and the first generations of Americans. Wildlife was abundant and there seemed to be no need to protect it. Many early laws were designed to protect people from wildlife. Today laws help protect and manage wildlife.

By 1900, many species of wildlife were nearly eliminated, and a few actually became extinct. The major reasons included:

1. Habitat changes or destruction as people cleared land for farming.
2. Commercial uses of wildlife with no limitations on when, where, or how wildlife could be killed.
3. Intentional elimination of large predators and animals that eat crops.

During the 1800's hunting started to change. Many people no longer needed to hunt for survival, but they enjoyed hunting for recreation. By the late 1800's many hunters realized that some species of wildlife were vanishing, and they started to organize efforts to protect what was left.

Fish and game agencies, National Wildlife Refuges, and parklands were created as a result of this new concern which came to be known as "conservation." Leaders such as President Theodore Roosevelt and Aldo Leopold emerged. One of the most important advancements occurred in 1937, when Congress enacted legislation creating the Federal Aid in Wildlife Restoration Act.

Wildlife Restoration

Today, the Federal Aid in Wildlife Restoration Program is one of the largest, most successful wildlife conservation programs in the world. Your hunter education students should be able to explain the following concept to their friends and family members:



When hunters or target shooters buy sporting arms, ammunition, handguns, or archery equipment some of the money goes directly to important wildlife conservation programs. As a result, many species of wildlife have returned to abundance.

Technical Reference



The Federal Aid in Wildlife Restoration Act is also known as the Pittman-Robertson Act. The original Act has been amended several times over the years.

Industry pays a Federal excise tax on certain items of hunting and shooting equipment. Manufacturers of shotguns, rifles, and ammunition pay an 11% tax. The Wildlife Restoration Act was amended in 1970 to collect a 10% excise tax on pistols and revolvers. In 1972, the Act was amended to add an 11% tax on bows. A more recent amendment added a 12.4% tax on arrow components including shafts, points, nocks, and vanes.

The U.S. Fish and Wildlife Service, Division of Federal Aid, oversees the Wildlife Restoration Program. No more than 8% of annual revenues may be used to administer the program. The Division of Federal Aid has worked efficiently, using only 3 to 5 % of the money for administration each year. The remainder is used to fund national projects that benefit all states. National projects are selected in cooperation with state fish and wildlife agencies.

A sister program exists for fisheries. The Sport Fish Restoration program collects excise taxes on fishing equipment and motor boat fuel. State natural resource agencies use this money for fisheries conservation and programs that benefit anglers.

Except for the funds reserved by Federal Aid for administering the program, all of the Wildlife Restoration Program funds are apportioned to state wildlife agencies. Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Northern Mariana Islands also receive a portion of these funds.

All manufacturer excise taxes collected on shotguns, rifles, ammunition, handguns, and archery equipment are apportioned to the states for Wildlife Restoration using a formula that includes 1/2 of the state's total land area plus 1/2 of the paid hunting license holders.

No state can receive more than 5% or less than 1/2 of 1% of the total revenues collected from these excise taxes.

Half of the revenue collected from handgun and archery taxes may be used for hunter education and shooting ranges.

Each state receives an amount from 1 to 3% of the funds eligible for hunter education, based on their population. Guam, American Samoa, the Virgin Islands, and the Northern Mariana Islands receive 1/6 of 1% of these funds. Puerto Rico receives no Federal Aid apportionment for hunter education or shooting ranges.

Any funds not used for hunter education or shooting ranges are used for wildlife restoration programs.

States receive Federal Aid in Wildlife Restoration funding through a cost sharing, reimbursement grant program for projects approved through their Regional Federal Aid Office.

States must match at least 25% of a project's cost. The match may be made in cash, or by in-kind contributions under guidelines approved by Federal Aid. States may use the time contributed by volunteers as in-kind contributions to meet their 25% match.

State fish and wildlife agencies may use Wildlife Restoration funds for several purposes including:

- Wildlife habitat restoration
- Reintroduction of wildlife
- Wildlife population surveys
- Hunter education
- Research
- Land acquisition

Web Site References

www.restorewildlife.org
www.ihea.com
<http://FA.R9.FWS.gov>

Lesson Plan

Objectives

Students will be able to:

1. Recognize the Wildlife Restoration symbol.
2. Recognize the Wildlife Restoration Program as a tremendous success.
3. Identify items taxed under the Wildlife Restoration Program.
4. Identify at least four projects funded with Wildlife Restoration money in their home state.
5. Name four species of wildlife restored with Wildlife Restoration funds.
6. Describe the partnership of the firearms and archery industry with government agencies, hunters, and target shooters.

Methods

Time

Lecture and discussion
Individual activity sheets
Group activities
Home study extensions

30 to 60 minutes

Resources and Materials

Overheads
Local public hunting area maps
Class activity sheets
Student activity sheets
Firearms, bows, arrows, dummy ammunition
Other hunting gear such as clothing, scopes, knives, etc.
State agency publications or annual reports describing state specific wildlife restoration projects

Key Vocabulary

Advanced Vocabulary

Excise tax
Habitat
Population survey
Reintroduction
Research
Restoration
User benefit
User pay
Wildlife management

Endangered
Extinct
Threatened



Background for Student Presentation



Wildlife was abundant in North America through the early part of the 1800's. As the human population grew, there was little concern for saving wildlife. Wild animal populations declined for several reasons:

1. Habitats were eliminated as prairies and forests were cleared for farms, and wetlands were drained.
2. People intentionally eliminated large predators and animals that ate crops.
3. Some animals had commercial value for food and clothing, and there were no laws protecting them from overuse.

During the late 1800's the concept of conservation arose. Most people no longer needed to hunt or fish for survival, but many people continued hunting because they enjoyed it. These people soon recognized the need to protect animals and habitats for future generations to enjoy.

Early conservationists were responsible for the creation of state fish and game agencies, the US Fish and Wildlife Service, and many conservation organizations. Teddy Roosevelt was an avid hunter, and he established important conservation programs as our country's President.

It took hunters a long time to find a way to pay for wildlife programs. In 1937, after nearly 40 years of work, the Federal Aid in Wildlife Restoration Program was created when Congress passed the Pittman-Robertson Act. Today, the Wildlife Restoration Program is known as one of the best wildlife management programs in the world.

The program is based upon the user pays principle. When hunters and target shooters buy sporting arms, ammunition, handguns, bows, and arrows, the manufacturer pays the Federal government an excise tax that ranges from 10 to 12.4% of the product's cost. The U.S. Fish and Wildlife Service provides this money to state fish and wildlife agencies for important work.

Wildlife Restoration funds may be used for the following kinds of projects to aid in the restoration of wild birds and mammals:

Acquisition, improvement, and management of wildlife habitat; reintroduction of wildlife species; population surveys; construction of facilities to enhance wildlife or public enjoyment of wildlife; research and communications about research projects; and technical guidance for landowners. Some of the money may be used for hunter education programs and the development of shooting ranges. No funds can be used for law enforcement or public relations activities.

The Federal government reimburses state fish and wildlife agencies for as much as 75% of a project's cost. A lot has happened over the first 60 years of the program's existence.

- More than 45 million acres of land is now managed for wildlife.
- 750,000 people attend hunter education courses each year.
- Hundreds of public shooting ranges have been built.
- More than 25,000 biologists and managers are working to help wildlife.



Today, many species of wildlife have been restored to record numbers. White-tailed deer have increased from a national population of 500,000 to more than 18,000,000. Pronghorn antelope were nearly extinct in 1900 and today they number more than a million animals. Rocky Mountain elk, wild turkeys, and many other species of wildlife have had similar population increases as a result of the Federal Aid in Wildlife Restoration Program.

Student Lesson Procedures

Part I

1. Begin by asking your students this question: "Given that wildlife populations in North America have undergone dramatic changes during the last 400 years, what time period do you think was worst for wildlife: 1700, 1800, 1900, or today?" Repeat the dates one by one and ask the students to raise their hands when they think conditions were the worst for wildlife. If anyone answers correctly (1900) ask them why they chose that date rather than today. Use probing questions to help the class "discover what they may already know". If no one picks 1900 as the time when conditions were worst then tell the class the correct answer. Follow up with this question: "How is it possible that wildlife could be better off now than it was 100 years ago?"
2. If you have a large class, you can divide students into small groups of mixed ages and experience. Give the groups 10 minutes to list all of the reasons they can think of why wildlife might be better off today than it was in 1900. Ask the groups to name a spokesperson and have them give brief reports to the class.
3. Review the student background information with your class, adding any information that may have been missed. Use overheads to help make your point. As an option, you may photocopy the overhead masters as needed for handout materials or write the information on a whiteboard, flip chart, or blackboard.

Part I Option: Review the material with your class using the overheads. Give the students the Wildlife Restoration activity sheets to take home and complete. During the next class review the activity sheets and answer any questions students may have.

Part II - Student or Class Activity

This exercise will involve students in a hands-on activity that simulates the way the Wildlife Restoration Program works. Students will be allowed to spend up to \$500 each for hunting equipment they would need for their preferred type of hunting. Instructors will set up a "store" in the classroom using real or simulated items that hunters may want to purchase. Students will record the items they want to buy on paper, calculate the amount of money provided for the Wildlife Restoration Program as a class, and describe how they think the money should be spent in their state.

1. Instructors should set up a "store" in the classroom with basic clothing, firearms, bows, treestands, dummy ammunition, binoculars, reloading components other than powder (ammunition components are not taxed), books, videos, compasses, and other items. Instructors may use toy fire arms, airguns, or wooden cutouts in place of actual firearms. Each item should be labeled with a price tag of \$10, \$50, \$100, or \$200.
2. Each student will be given an order sheet and permission to "spend" up to \$500 on this equipment.
3. Students will be given a few minutes to go shopping. Large classes will need more time to complete the exercise than smaller classes. Students will record the name of each item they want to purchase and the purchase price. Students will then return to their seats and mark each item as taxable or non-taxable under the Wildlife Restoration Program. Students will then calculate the total amount of money spent and the amount of money raised for the Wildlife Restoration Program using a generic 10% tax rate for all appropriate items.
4. Have the students work in groups of five to eight people. Each group should total the value of the money collected for the Wildlife Restoration Program and report it to the instructor. The instructor will add up the grand total of money raised and announce it to the class.
5. Each group will discuss the best way to spend the total amount of money raised by the class. The money must be spent on eligible purposes such as land acquisition, population surveys, reintroduction of native wildlife, research, hunter education, or shooting ranges. Give each group 10 to 15 minutes to decide how they want to spend the money.
6. Have each group tell the class what they would do with the money and why. Limit each presentation to no more than five minutes.
7. Answer any questions.

Enrichment Activities

1. Have students identify businesses near their home where equipment taxed under the Federal Aid in Wildlife Restoration Program is sold. Have students visit a store and ask the owner or clerk if they have ever heard of the program. Ask the students to look around the store to see if they can find any uses of the Wildlife Restoration symbol. Have students report their experiences to the class.
2. Have students identify Wildlife Restoration projects near their home. Projects may be clearly visible such as a wildlife area, research station, or a shooting range. Ask students to visit the area and look for the Wildlife Restoration symbol on signs and publications. Other projects may not be clearly visible such as wildlife reintroduction programs or population surveys. Students may be able to learn about less visible projects by reading state wildlife agency literature or by visiting the agency Web site.
3. Have students identify all the major sources of funds for wildlife conservation in their state. Ask students to research various sources to determine how much money has been provided to their state since the Wildlife Restoration Program began. Have the students determine how the funds are being used in their home state at the present.
4. Have students identify three common game animals restored with Wildlife Restoration Program funds in their state. Have students pick one species of animal and write a history of its population levels and management programs.

Glossary

ENDANGERED	when animal or plant populations decline to near extinction
EXCISE TAX	an internal tax imposed on the production, sale, or consumption of a commodity or the use of a service within a country
EXTINCT	no longer existing or living: an extinct species
EXTIRPATION	the complete removal of a species from a certain area
HABITAT	the area or type of environment in which an organism or ecological community normally lives; a space which includes food, cover, water, and shelter for a particular species
POPULATION SURVEY	a study of an animal or plant species using specific techniques to answer questions such as how many, how old, how large, etc.
REINTRODUCTION	when wildlife managers return a species to a particular habitat where it lived in the past but is no longer found
RESEARCH	close, scientific study
RESTORATION	an act of putting something back the way it was
THREATENED	at risk of becoming endangered, such as a plant or an animal
USER BENEFIT	when a person gains something from using an item, program, or place
USER PAY	when a person pays a specified amount for something they are going to use
WILDLIFE MANAGEMENT	the control of habitat by techniques such as planting, mowing, cutting timber, or regulating of water levels and the control of wildlife populations (by regulating hunting, fishing and trapping) in order to increase, decrease, or maintain wildlife numbers

Part II Activity Sheet

Items Purchased	Cost	Taxed? Y or N	Money for WRP (10% of Cost)
Total Cost		Total Money for WRP	

Use this space for calculations.



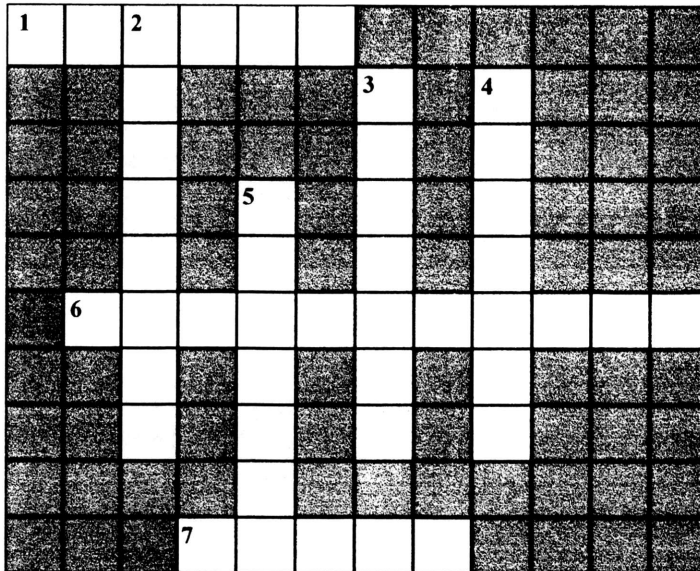
Word Find

WILDLIFE	W	A	E	W	V	I	R	R	W	I	L
WILDTURKEY	E	O	P	I	P	U	E	O	A	L	D
ELK	L	B	O	L	S	E	R	R	T	A	I
DEER	K	I	L	D	D	T	G	E	E	S	E
WOOD DUCK	Q	L	E	L	D	H	L	A	R	L	F
GEESE	P	R	T	I	H	U	G	G	F	V	G
WATERFOWL	Y	U	N	F	R	B	C	I	O	M	L
RIVEROtter	T	T	A	E	G	Q	U	K	W	N	I
ANTELOPE	T	Y	E	K	R	U	T	D	L	I	W
	R	I	V	E	R	O	T	T	E	R	C

Circle items Taxed as Part of the Wildlife Restoration Program

- hunter orange vest
- shotgun
- compass
- handgun
- ammunition
- bow
- binoculars
- arrows
- hunting boots
- knife
- treestand
- rifle

Crossword Puzzle



Across

1. A fee collected on the manufacture and sale of certain goods is called an _____ tax.
6. The process of returning animal populations to healthy numbers is called _____.
7. Most Wildlife Restoration Funds are used by _____ wildlife agencies for projects approved by the U. S. Fish and Wildlife Service.

Down

2. The governmental body that passed the Wildlife Restoration Act in 1937.
3. Excise taxes are paid to the _____ government.
4. Food, cover, water, and shelter are part of an animal's _____.
5. When an animal species no longer exists on Earth it is _____.

Put a Check by all Projects Eligible for Wildlife Restoration Program Funding

- | | |
|--|---|
| <input type="checkbox"/> Patrolling state park campgrounds | <input type="checkbox"/> Wild turkey reintroduction |
| <input type="checkbox"/> Managing public hunting areas | <input type="checkbox"/> White-tailed deer population surveys |
| <input type="checkbox"/> Building a boat ramp | <input type="checkbox"/> Wetland restoration |
| <input type="checkbox"/> Hunter education class | <input type="checkbox"/> Managing a fish hatchery |

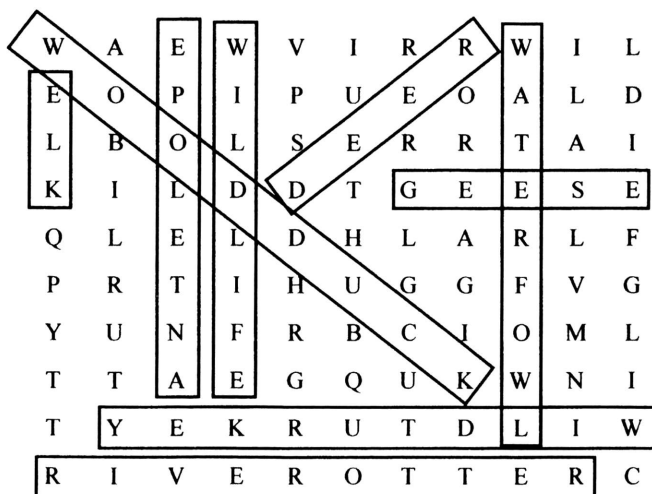


Answers to Crossword: Across 1. excise 2. state 3. Federal 4. habitat 5. extinct Down 6. restoration 7. state



Word Find

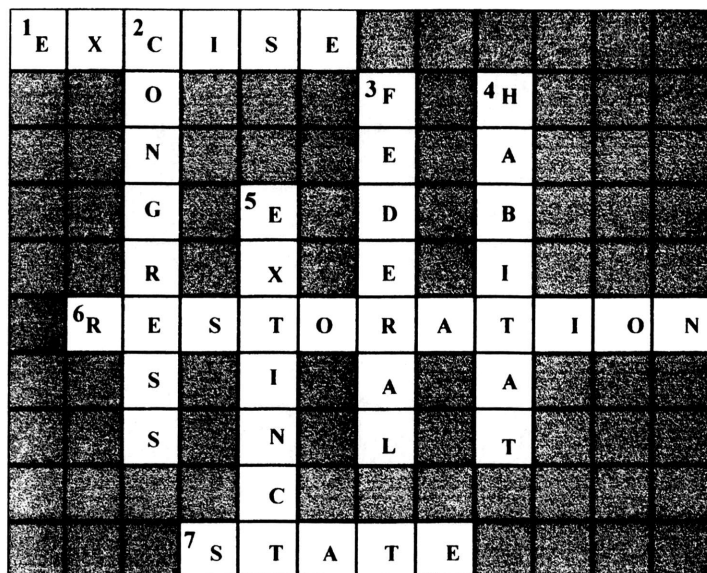
WILDLIFE
WILD TURKEY
ELK
DEER
WOOD DUCK
GEESE
WATERFOWL
RIVER OTTER
ANTELOPE



Circle items Taxed as Part of the Wildlife Restoration Program

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- shotgun
- compass
- handgun
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- bow
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- Patrolling state park campgrounds
- Managing public hunting areas
- Building a boat ramp
- Hunter education class

- Wild turkey reintroduction
- White-tailed deer population surveys
- Wetland restoration
- Managing a fish hatchery



REASONS WILDLIFE DECLINED

Habitat Destruction



Commercial Uses

Intentional Elimination

No Protective Laws

ONE REASON WILDLIFE INCREASED



WILDLIFE RESTORATION

A USER PAY/USER BENEFIT SYSTEM



ITEMS TAXED AND AMOUNT



Shotguns and Rifles

11%



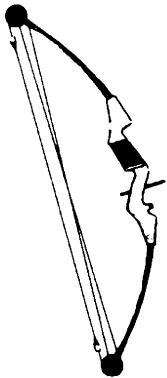
Handguns

10%



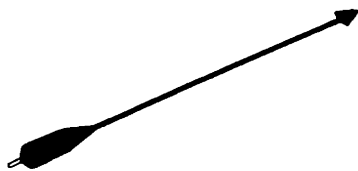
Ammunition

11%



Bows

11%







**Arrow Shafts, Points,
Nocks, Vanes**

12.4%



WILDLIFE RESTORATION SUCCESSES

		1930s	1990s
	Pronghorn Antelope	12,000	1,000,000
	Wild Turkey	100,000	4,500,000
	White-tailed Deer	500,000	18,000,000
	Rocky Mountain Elk	41,000	800,000



B. HUNTING ACCIDENT REPORT SUMMARY

C. TEXAS HUNTER EDUCATION REQUIREMENTS IN *OUTDOOR ANNUAL*

Every hunter (including out-of-state hunters) born on or after Sept. 2, 1971, must successfully complete a Hunter Education Training Course. Minimum age of certification is 9 years and cost is \$15.

If you were born on or after September 2, 1971 and you are:

- under 9 years of age, you must be accompanied*.
- age 9 through 16, you must successfully complete a hunter education course, or you must be accompanied*.
- age 17 and over, you must successfully complete a hunter education course; or purchase a “Hunter Education Deferral,” and you must be accompanied*.

Hunter Education Deferral (cost: \$10) Allows a person 17 years of age or older who has not completed a hunter education program to defer completion for up to one year. A deferral may only be obtained once and is only valid until the end of the current license year. A person who has been convicted or has received deferred adjudication for violation of the mandatory hunter education requirement is prohibited from applying for a deferral. Take the course by August 31 of the current license year and receive a \$5 discount.

***Accompanied means:** By a person (resident or non-resident) who is at least 17, who is licensed to hunt in Texas, who has passed hunter education or is exempt (born before Sept. 2, 1971), and you must be within normal voice control.

Note: Certification is **not** required to purchase a hunting license.

Bowhunter Education – Certification is required on certain areas of Texas (Hagerman National Wildlife Refuge, Pottsboro; and Camp Bullis, San Antonio). **Note:** Bowhunter education does not substitute for Hunter Education certification.

For course information, please consult the TPWD Hunter Education section at:
www.tpwd.state.tx.us/learning/hunter_education/ or call toll-free (800) 792-1112 (menu 6) or call (512) 389-4999.

D. TEXAS HUNTER EDUCATION REQUIREMENTS

The new sections are adopted under Parks and Wildlife Code, §62.014 which provides the commission authority to administer and establish a statewide hunter education program.

§55.603. Hunter Education Course and Instructors

(a) The course shall consist of at least 10 hours of instruction, including any combination of home study, classroom, laboratory, field exercises and live-firing exercises on the following subjects:

- (1) the safe handling and use of firearms and archery equipment;
 - (2) wildlife conservation and management;
 - (3) hunting laws and regulations of the state; and
 - (4) hunting safety and ethics, including landowner's rights.
- (b) The department may certify instructors who:
- (1) have successfully completed the department's game warden interview, background investigation, and an instructor training course; and
 - (2) are approved to teach the department's Voluntary Hunter Safety Program.
- (c) The department may decertify instructors for:
- (1) violation of provisions of the Parks and Wildlife Code or regulations adopted pursuant to the Code;
 - (2) falsification of records or documents; or
 - (3) action that is detrimental to the objective of the program.
- (d) The department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.
- (e) The department shall issue a certificate to persons who successfully complete the course. A duplicate certificate may be issued upon request to the department's hunter education section or to a law enforcement field office.

§55.605. Hunter Education Requirements

- (a) A person must successfully complete a Hunter Education Course before the person may hunt with firearms or archery equipment in Texas.
- (b) Persons whose date of birth is on or before September 1, 1971 are exempt from the requirements of the Mandatory Hunter Education Program.
- (c) Persons who have previously successfully completed the Voluntary Hunter Safety Course in Texas are exempt from the requirements of the Mandatory Hunter Education Program.
- (d) A person must be at least 9 years of age to be certified.
- (e) The course is successfully completed when the student:
 - (1) attends at least 10 hours of training;
 - (2) is evaluated by the instructor as acceptable in attitude, knowledge, and skill; and
 - (3) scores a minimum of 70 points on an examination prescribed by the department.
- (f) A person who is required to be certified must possess evidence of completion while hunting in Texas.
- (g) Any individual is encouraged to take the course on a voluntary basis.
 - (h) A person who is unable to pass the examination as the result of an existing medical condition may, upon authorization from the department, be granted certification.

§55.607. Other Non-Certified Persons

Persons under 17 years of age may hunt without certification if accompanied by a person 17 years of age or older and licensed to hunt in Texas in accordance with the Parks and Wildlife Code. For the purposes of this section, an uncertified person is considered as being accompanied if that person is within normal voice distance of a person 17 years of age or older who is licensed to hunt in Texas in accordance with the Parks and Wildlife Code.

§53.50. Texas Administrative Code

(b) Hunter education fees.

(1) The registration fee for a hunter education course is \$15, of which \$10 may be directly retained by a volunteer instructor.

(2) The fee for a deferred hunter education option is \$10; however, at the time a person who has used a deferred hunter education option chooses to enroll in a hunter education course, that person shall pay a \$5 registration fee to be directly retained by the volunteer instructor.

E. MANDATORY HUNTER EDUCATION STATUTE

§62.014. HUNTER EDUCATION PROGRAM

(a) In this section:

(1) "Firearm" means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

(2) "Archery equipment" means a long bow, recurved bow, or compound bow.

(b) The department may establish and administer a statewide hunter education program. The program must include but is not limited to instruction concerning:

(1) the safe handling and use of firearms, archery equipment, and crossbows;

(2) wildlife conservation and management;

(3) hunting laws and applicable rules and regulations; and

(4) hunting safety and ethics, including landowners' rights.

(c) The department shall issue a certificate to a person who has successfully completed a hunter education course. The department shall prescribe the form of the certificate.

(d) If funds are available for its implementation the commission may establish a mandatory hunter education program and may require a person to have successfully completed a training course before the person may hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas. If the certificate is so required, the person must possess the certificate or other evidence of completion of the program while hunting with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows. The commission may provide that residents or nonresidents who have successfully completed the same or a comparable hunter education course and possess a certificate or other evidence of completion have satisfied the requirements imposed under this subsection. The commission may establish a minimum age for participation in the program. Those persons who cannot participate in the hunter education program because they do not meet the minimum age or other requirements established by the commission can only hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas if they are accompanied by a person who is 17 years of age or older and licensed to hunt in Texas. Additionally, a person under 17 years of age hunting with a person licensed to hunt in Texas who is 17 years of age or older is not required to have certification under this Act.

The commission may implement the program by age group. Persons who are 17 years of age or older on September 1, 1988, or on the date on which a mandatory hunter education course is implemented, whichever is later, are exempt from the requirements imposed under this subsection.

The department is responsible for offering mandatory hunter education courses that are accessible to those persons required to take this course. To this end, the department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.

- (e) The commission may maximize the utilization of volunteer instructors to minimize the costs of the course and is authorized to charge a fee not to exceed \$15.00 to defray administrative costs. Fees collected under this subsection, less any instructor expenses approved by the department, shall be deposited to the credit of the game, fish, and water safety account. The commission by rule may establish a procedure to allow a volunteer instructor to retain an amount from the fees collected by the instructor under this subsection to cover the instructor's actual and necessary out-of-pocket expenses.
- (f) The department shall determine qualifications for instructors in the hunter education program and shall recruit, train, and certify instructors for the program.
- (g) The department may cooperate with educational institutions, local governments, individuals, or organizations interested in hunter education in administering this section. The department may accept gifts, grants, and donations to be used in administering this section.
- (h) The commission shall adopt rules to implement the hunter education program.
- (i) The commission may establish an incentive program to encourage citizens to participate in the program as instructors.
- (j) A person who violates any provision of this section or any proclamation or regulation of the commission issued under the authority of this section commits an offense.
- (k) If the commission requires a person to possess a certificate issued under this section and if the person is charged with a Class C Parks and Wildlife Code misdemeanor for failing to possess the required certificate, the person may present to the court not later than the 10th day after the date of the alleged offense an oral request or written motion to take a hunter safety training course.
- (l) If a person requests a hunter safety training course as provided by Subsection (d) of this section, the court shall defer proceedings and allow the person 90 days to present written evidence that, after being charged with failure to possess the certificate, the person has successfully completed a hunter safety training course approved by the department. If a person successfully completes the course and the evidence presented is accepted by the court, the court shall dismiss the charge.
- (m) It is a defense to prosecution under this section for failure to possess a certificate that the person charged produces in court a certificate issued to that person that was valid on the date of the alleged offense.

Added by Acts 1987, 70th Leg., ch. 276, § 1, eff. Aug. 31, 1987. Amended by Acts 1993, 73rd Leg., ch. 679, § 43, eff. Sept. 1, 1993; Acts 1993, 73rd Leg., ch. 732, § 1, eff. Sept. 1, 1993; Acts 1997, 75th Leg., ch. 1256, § § 84, 85, eff. Sept. 1, 1997.

Acts 1987, 70th Leg., ch. 167, § 5.01(a)(39) renumbered § 62.013, § 1, as added by Acts 1985, 69th Leg., ch. 477, as § 62.014, however this renumbering did not take effect pursuant to § 5.01(b) of ch. 167 which provided:

"If the number, letter, or designation assigned by this section conflicts with a number, letter, or designation made by another Act of the 70th Legislature, the other Act controls and the number, letter, or designation assigned by this section has no effect."

F. TEXAS HUNTER ORANGE REQUIREMENTS

All persons on public hunting lands (state, national forests, and grasslands) during daylight hours when hunting with firearms is permitted must wear at least 400 square inches of hunter orange material with orange headgear, and at least 144 square inches appearing on both chest and back. Exempt from these requirements are persons hunting turkey, migratory birds, alligators, or desert bighorn sheep; persons within the enclosed passenger compartment of a motor vehicle; or persons within a designated campground, designated vehicle parking area, designated boat launching facility or departmental check station.

G. OUTDOOR SKILLS/SURVIVAL TEACHING SUPPLEMENT

By John Weishaar

Survival education is an important component of the hunter safety education class. Students who attend our classes hunt in a variety of venues in addition to Texas. So what we can pass on to them can have an effect beyond the borders of our state. In a survey of hunter safety educators last year, I found that survival education and first aid are addressed approximately 1 1/2 to 2 hours in class. This workshop is designed not only to brush up and perhaps learn new skills, but also to review how we teach our students the topic of survival in a limited amount of time.

Teaching students methods of fire building, shelter construction, signaling techniques, navigation, in addition to, water and food procurement is important, however, I believe it is equally important to teach the lesson of preparation and how to avoid a survival event. The Boy Scout motto of "Be Prepared" rings ever so loudly when we find ourselves in a predicament. I believe this fits particularly well with the philosophy of NOLS training, "Avoidance of a survival situation is more important than learning how to get out of a survival situation." In a nutshell, NOLS addresses a plan for climate control, time control and energy control.

Now the question for educators is, "How do we teach such a mass amount of information from techniques and topics in the Hunter Safety manual to philosophies and lessons of life experiences, in such a short amount of time?" I believe the answer lies in having our classes well organized, objective oriented and experiential. I believe the classes should not be only "war story" oriented, however, we all know that this can bring a point home because they can relate to events which have happened to others or themselves.

This document is a collection of ideas for your perusal. It is a list of activities that may be considered in developing your lessons on survival in your hunter education classes. The list will be presented in "bullet" fashion, but will be explored in detail in the workshop. It is my hope that collectively we can develop the list into a working document for the use of all hunter safety educators. Again the objective is, "How can we teach such an important topic in such a short amount of time?" I believe we need to have an organized class with demonstrations and exhibits that taps all the senses of the students. The more senses we "impress," the greater the learning potential.

Before presenting survival techniques, I believe it is very important to emphasize the necessity of having a working knowledge of first aid. If injury occurs to a companion or themselves, they must first assess the nature and seriousness of the injury. Without proper steps to stabilize a victim, it may be of no need to know "how" to survive if they are not able to do any of the skills taught in the class due to ineffective first aid. Proper instruction on how to assess a survival situation and the discussion of how to prioritize survival needs is important to the "why" we do things in order of survival priorities.

The following list should be presented in topic format addressing fire craft, warmth, shelter construction, signaling and miscellaneous items.

Fire Building

- Discuss with the class the various uses of a fire and the importance of each emphasizing the fact that fire is a companion in a survival situation and the soothing effect it has for people in stressful situations. Also, emphasize the importance of safety in use of fire and all the precautions when building their fire.
- Demonstrate with a match trying to start a "green" twig vs. a dry twig, dry paper vs. wet paper, and kindling to large vs. tinder which is more quickly ignited.
- Demonstrate the use of one match and the wind sensitive nature plus the length of burn vs. the use of a candle. In addition, demonstrate the use of a candle that cannot be blown out vs. a regular candle.

- Demonstrate the various tinder and kindling possibilities and the importance of using dry tinder and kindling.
- Demonstrate the use of steel wool. Have various grades of steel wool on hand. Finer grades will be easily ignited and coarse more difficult. Also, have some wool that has become rusted. Show the technique of using a spark from flint and steel and the use of batteries when igniting the steel wool.
- Demonstrate with a piece of dry, dead wood which has been soaked in water. Show how you can dig in the dead wood even though wet on the outside to get dry punk from under the outside wet bark layer.
- Build small or normal-sized fire building examples using glue to hold the pieces together of a log cabin, teepee or a combination style.
- Demonstrate the wind sensitive nature of magnesium and other small, fine fire ignition substances.
- Demonstrate the use of rubbing alcohol, toilet paper and a coffee can for a heat source.
- Demonstrate the use of flint and steel ignition methods.
- Use a fan to demonstrate the difficulty in starting a fire in the elements and the importance of a wind block.
- Find some pitch from pine and show how it works with fire ignition.
- Build a drying rack to show how wood can be dried as a fire is in progress for the addition of “dry” wood even in wet conditions.
- Soak waterproof, wind-proof matches in water to show their effectiveness or lack of effectiveness.
- Demonstrate the use of the leather pouch for fire construction in adverse conditions. It can be used to “nurse” a small fire in adverse conditions.
- Show how a paper bag can be used to start a small fire inside if the wind is blowing or it is raining.
- Have a variety of hoses and demonstrate their use in accelerated fire ignition techniques.

Warmth and Shelter

- Relate their experiences of the importance of blocking a cold wind such as walking from around a wall into the cold wind vs. how effective it is to stay out of the wind. This personal experience can clearly draw the point home using their experience.
- Explain the heat absorbing power of rocks and the importance when in a cold environment of using nature to provide heat sources, if available.
- Give examples of the five ways the body loses heat and examples and how to deal with each. Radiation/Respiration/Perspiration/Conduction/Convection
- Demonstrate visually how heat is drawn from the body when wet clothing is worn in cold environments. Use a super absorbing paper towel and place a corner of the towel in a pool of water poured on a table. As the water is absorbed, this simulates the heat being drawn from the body when wet, cold clothes are being worn.
- Have various samples of clothing to show students proper wearing apparel. Cotton that is wet vs wool that is wet. Have other samples and describe the heating capturing capacity and breathe ability of each. Also, demonstrate the importance of layering clothing.
- Demonstrate the importance of having insulation under the body to prevent conduction. Show the use of a space blanket, pine boughs or other natural insulators.
- Have some space blankets available for the class to wrap up in to feel the reflective nature of the blankets.
- Demonstrate the many uses for a large trash bag to provide shelter. Rain suit, under cloth, tent shelter, storing leaves or pine needles for a mattress, etc.
- Have small exhibits (pre-cut) for the class to see the proper construction of a wilderness shelter. Emphasize the importance of proper placement, direction and fire placement.

Signaling

- Have several mirrors ready for students to practice proper reflection casting. Demonstrate the proper aiming technique. Use various other reflective devices such as a Copenhagen lid, foil, metal mirror vs. the magnitude of a glass mirror.
- Demonstrate the two important concepts of signaling. (Contrast to your environment and making yourself larger than you really are.) Demonstrate how the addition of wet vegetation to a fire can produce an inefficient burn, thus producing massive amounts of smoke for a signal.
- Demonstrate the “eye catching” capacity of a cyalume light stick tied to a rope and swung in circles to get someone’s attention. This needs to be done in a dark room or at night.
- Bring various sound producing articles such as whistles. Demonstrate the international signal for distress by blowing in three blasts. Some whistles are louder than others so demonstrate the various decibels given off by each. Emphasize the importance of plastic vs. metal.
- Have various signaling devices for demonstrations, such as, strobe lights, flashlights, mirrors, smoke bombs, etc.
- Demonstrate how to pile materials up in straight lines or right angles to the sun can produce shadows which can be spotted from the air.

Miscellaneous

- Perhaps one of the best methods of “showing” students various methods not allowed in a classroom setting is by the use of a video camera. Instructors can video segments of shelter construction, solar still construction, fire starting methods, and a variety of other things for class use and education. To “see” something important augments a verbal presentation.
- Have lecture size tablets already prepared for visual presentations.
- Demonstrate frostbite by having water in a balloon and freezing to the point of some ice formation. This demonstrates visually the formation of ice in the cell and how it can damage the cell wall if it is rubbed. The ice penetrates the balloon wall.
- Have a variety of compasses and topographical maps for student use in the class. Practicing these skills is better than having only one compass and map for the class to see.
- Show the many uses for the 35 mm film canister is storing survival materials and keeping them dry and for easy storage.
- This is up to the instructor, but demonstrate the use of a condom for water storage and transport. They are very strong and stretchable.
- Demonstrate how to boil water for purification using a paper cup.
- Have several pieces of rope at least seven foot long for students to practice knots and lashings.
- Have a rope board prepared for students to see the knots.
- Produce a sample sheet demonstrating the various information items needed to leave behind when going on a hunting trip or into the wilderness.
- Dig a solar still and fill with vegetation and use heat lamps to speed up the process of water production. This is when time is of the essence and to wait for it to happen in one class period is difficult.
- Set up a shadow stick in the morning of class and demonstrate the progression of the sun casting its shadow for direction finding with no compass.
- Prepare a list of books and their ISBN numbers of each on the topic of survival for class distribution.
- Pass out a list of Web addresses from the internet on the topic of wilderness survival.
- Obtain aerial photographs of the area to show how small a person is when observed from the air. Usually 500 to 1000 feet, if available.
- Have a collection of instructional videos available for showing class on various survival subjects.
- Have a collection of pictures and slides on various survival techniques ready to add to a presentation.

H. "BECOMING AN OUTDOORS-WOMAN" INFORMATION



IX

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

IX. CONCLUSION

A. INSTRUCTOR COURSE FINAL EXAM

B. INSTRUCTOR COURSE EVALUATION

**TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION INSTRUCTOR COURSE
FINAL EXAM**

Directions: Please circle the letter that best completes the statement, or answers the question.

1. Texas Parks and Wildlife Department's nine-member commission is appointed by the:
 - a. Executive Director
 - b. Governor
 - c. Game and fish board of directors
 - d. Citizens of Texas

2. Learning is a change of behavior that takes place as a result of the acquisition of new knowledge, skills and:
 - a. Learning styles
 - b. Principles
 - c. Materials
 - d. Attitude

3. Which of the following methods of instruction is generally considered the least effective?
 - a. Actual hands-on experience
 - b. Simulated experience
 - c. Demonstration
 - d. Lecturing or reading from the book

4. An instructor should schedule about ten minutes break time every:
 - a. 30 minutes
 - b. 1 hour
 - c. 2 hours
 - d. 4 hours

5. The instructor lesson plans should be:
 - a. Strictly followed throughout the course with no deviation
 - b. Detailed outlines so the instructor can read from them as needed
 - c. Out of sight so that the students cannot see that the instructor needs notes
 - d. Outlined information, flexible enough to account for variations in students' needs/abilities

6. "Enthusiasm" is contagious and is one of the forces of:
 - a. Planning
 - b. Preparation
 - c. Motivation
 - d. Reasoning

7. In planning a class, the instructor should consider:
 - a. Age of the student
 - b. Students' experience
 - c. Interest of the students
 - d. All of the above

8. Which of the senses do students primarily learn by?
 - a. Seeing
 - b. Hearing
 - c. Touching
 - d. Smelling and tasting

9. Visual training aids should:
 - a. Help the students learn
 - b. Be comfortable to use
 - c. Be colorful, bold and simple
 - d. All of the above

10. Which exercise can be used during the beginning of a course to determine needs and interests of the students?
 - a. Ice-breaker exercise
 - b. Pre-test
 - c. Experience survey
 - d. All of the above

11. Of the five steps in teaching, which includes sending the completed student registration forms to Texas Parks and Wildlife Dept. within seven (7) days of completion of the course?
 - a. Preparation
 - b. Application
 - c. Evaluation
 - d. Follow-up

12. What is considered, by many individuals, as the number one fear in America?
 - a. Heights
 - b. Close spaces
 - c. Being left alone
 - d. Public speaking

13. Demeanor refers to the way an instructor:
 - a. Uses proper language
 - b. Pronounces words
 - c. Acts
 - d. Uses hand gestures

14. To remain certified as an instructor, individuals must teach a minimum of:
 - a. One course with five students per year
 - b. Five courses with ten students per year
 - c. Two courses with ten students per year
 - d. No courses, just attend workshops

15. Students can be evaluated by which of the following?
 - a. Written or oral exams
 - b. Classroom participation
 - c. Field activities
 - d. All of the above

16. The instructor's primary teaching role is to:
 - a. Test students
 - b. Persuade students
 - c. Certify students
 - d. Motivate students

17. What is the primary purpose of using videotapes as a teaching aid?
 - a. It helps the instructors with paperwork
 - b. To entertain the students when the class gets boring
 - c. To help the students learn
 - d. Provides time for instructors to take a break

18. One of the best teaching techniques for an inattentive student is to:
 - a. Ask the student to see you after class
 - b. Give the student a homework assignment
 - c. Involve the student in a hands-on activity
 - d. Tell the student to pay attention or leave

19. Which act prohibits discrimination of handicapped student wanting to participate in education activities provided by volunteers representing Texas Parks and Wildlife Department?
 - a. Pittman-Robertson Act of 1937
 - b. Rehabilitation Act of 1973
 - c. Dingell-Hart Bill of 1970
 - d. Disability Claims Act of 1964

20. Instructors should always:
 - a. Relate personal experiences when instructing
 - b. Maintain a professional attitude
 - c. Use slide or overhead projectors in their courses
 - d. All of the above

HUNTER EDUCATION INSTRUCTOR COURSE EVALUATION

Dear Applicant:

Please complete the following questions immediately following your Hunter Education Instructor Course and return this form to the Texas Parks and Wildlife Department staff member and/or "Area Chief" Hunter Education Instructor who taught your course. Thank You!

I. Taking that first step...

A. What motivated you to want to become a Texas Hunter Education Instructor?

B. What two actions are you going to take to initiate a course in your area?

1. _____

2. _____

C. Do you plan to team-teach in your area, and if so, with whom?

Yes _____ No _____ With _____, _____

II. Hunter Education Instructor Course Rating:

Criterion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<u>Instructor(s) was/were:</u>					
Prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful with References	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>I now understand the:</u>					
Program (Nation/TX)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies (Expectations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures (Instructor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Study Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunter Skills Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Exam/Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Field Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Live-firing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Ethics/Game laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How Students Learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to Teach/Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. What topics were most valuable?

B. What topics were least valuable to you?

C. What suggestions do you have for improving this workshop?

On a scale of 1 to 5, please rate the overall Hunter Education Instructor Workshop (circle one)

1	2	3	4	5
Not useful at all	Useful to a small degree	Neither useful nor beneficial	Beneficial to a small degree	Extremely beneficial

III. Additional Comments:
