

# Idaho Department of Fish and Game HUNTER EDUCATION PROGRAM

## Instructor Guide



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# Teaching Tips

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## PREPARATION

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

## METHODS

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

## PROPS

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

## GUEST INSTRUCTORS

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

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

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

officer visit as an introduction to the topic of hunter ethics.

## TEAM-TEACHING

Working with another instructor to present a class is a great way to teach and strongly encouraged. New instructors can learn tried and true techniques while experienced instructors can learn new ways of teaching. If you want to team-teach, find another instructor whose methods you admire and ask if you could work together. Take time to sit down together to plan your class, dividing up the topics depending upon your strengths, weaknesses and interests. When your partner is teaching, be an active listener and add information when pertinent. Also, remember

to provide each other with feedback regarding what went well and what could be improved. Instructor teams that have taught together for many years offer students the best of both instructors.

## MEDIA

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



# Hunter Education

## INSTRUCTOR-LED COURSE SAMPLE AGENDA

### REQUIREMENTS FOR CERTIFICATION

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

### SUGGESTIONS

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

### CLASS 1 (2 HOURS)

- Welcome & Student Paperwork
- Introduction to Hunter Education, Chapter 1 (history, purpose)
- Ten Commandments of Firearm Safety
- Know Your Firearm Equipment, Chapter 2 (parts of firearm, ammunition)
- Download: HE Tools  
<http://www.huntercourse.com/hetools/>
- Activity: Mouse Trap Watch the Muzzle

### CLASS 2 (2 HOURS)

- Basic Shooting Skills, Chapter 3 (shooting positions, firing techniques)
- Basic Hunting Skills, Chapter 4 (preparation, where to shoot, game care)
- Video: Shoot/Don't Shoot (15 minutes)
- Activity: Make Sure of Your Target
- Activity: Field Dressing with Chocolate

### CLASS 3 (2 HOURS)

- Be a Safe Hunter, Chapter 6 (field carries, zones of fire)
- Preparation and Survival Skills, Chapter 8 (hunting plan, dangerous situations)
- Video: The Last Shot (15 minutes)
- Activity: Wilderness Backpack
- Activity: It's Chilly

### CLASS 4 (2 HOURS)

- Be a Responsible & Ethical Hunter, Chapter 7 (landowner courtesy, common violations)
- Video: Law & Ethics (12 minutes) and/or invite Conservation Officer to class.
- Activity: Code of Ethics
- Activity: State of Idaho

### CLASS 5 (2 HOURS)

- Wildlife Conservation, Chapter 9 (habitat, conservation, carrying capacity)
- Wildlife Identification
- Activity: Oh, Deer

### CLASS 6 (2 HOURS)

- Review for Test
- Field Exercise Information
- Final Exam

### CLASS 7 (2 HOURS)

*\*For Hunter & Bowhunter Combination Courses*

- How bowhunting differs from hunting
- Bowhunting equipment
- Bowhunting methods
- Safety
- Bow law
- Download: HE Tools  
<http://www.huntercourse.com/hetools/>
- Activity: Shot Placement



# Field Exercise

## HUNTER EDUCATION FIELD EXERCISE

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

### MANDATORY EXERCISES:

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

### OPTIONAL EXERCISES:

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

### BOWHUNTER EDUCATION MANDATORY EXERCISES:

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

- Distance estimation
- Blood trailing
- Tree stand safety



# Field Day

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## HUNTER EDUCATION FIELD DAY

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

### HUNTER EDUCATION ONLINE STUDENTS:

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

- **DURATION:** The field day must be a minimum of 2 hours.
- **CLASSROOM INSTRUCTION:** Idaho Law
- **FIELD EXERCISE:** Follow the Field Exercise as in the instructor-led course on page 7.

### HUNTER EDUCATION WORKBOOK STUDENTS:

Will not have a voucher. They will be listed on the roster as paid at office (O). Workbook students must bring workbook answer sheet to class.

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



# Media

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## PLEASE REQUEST FROM VOLUNTEER SERVICES COORDINATOR

### ETHICS & RESPONSIBILITY

#### **Beyond Fair Chase (Orion production)**

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

#### **Care / Share (IDFG/ID Rangeland Commission production)**

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

#### **Hunting Ethics (IDFG production)**

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

#### **The Hunter's Path (Alan Madison production)**

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

#### **The Measure of the Hunt (Alan Madison production)**

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

### HUNTER SAFETY

#### **Firearms Safety and the Hunter (Alan Madison production)**

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

#### **Shattered Lives (IDFG production)**

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

#### **Shoot Don't Shoot (Alan Madison production)**

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

**The Last Shot**  
(Alan Madison production)

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

**Field Dressing Big Game**  
(Dan Walker production)

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

## **OUTDOOR SAFETY**

**Survival**  
(Alan Madison production)

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

## **WILDLIFE MANAGEMENT, CONSERVATION AND IDENTIFICATION**

**Wolves in Idaho**  
(IDFG production)

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

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

Make sure you are prepared, educated, and legal when you head to the trails with your Off Road Vehicle. ( 8.5 minutes) (DVD)

# Media Collections

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## TODAY'S HUNTER DVD (KALKOMEY PRODUCTION)

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

## HE TOOLS

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

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

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

# Mouse Trap

## WATCH THE MUZZLE!



### PURPOSE:

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



### PROCESS:

1. Prior to class, purchase a mouse trap and paint the spring end red. Using heavy tape, mount the mouse trap to the end of a dowel or stick with the red end out to represent the muzzle of a gun.
2. Tell the students they will be handling the mouse trap on a stick as if it were a real gun.
3. Have students get in a horseshoe shape. Demonstrate the proper way to exchange the “gun.” Hand the “gun” to the first person in line. Be sure they follow the proper technique for accepting a gun from another person.
  - A. Person with gun shows that “gun” is unloaded. Person receiving “gun” acknowledges that it is unloaded.
  - B. Person receiving “gun” puts hands on “gun” and says, “Got it.”
  - C. Person receiving “gun” takes “gun” with muzzle pointed in proper direction.
  - D. Process starts again with next person.
4. Continue around the horseshoe with each person.



### WRAP UP:

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

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



# Make Sure of Your Target

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



## PURPOSE:

Use the following signs to help students determine if what they see is actually what is there. Note: the signs must look exactly as presented below (same spacing and layout, but not the red!). Masters are on pages 14 - 16.



## PROCESS:

1. Use the posters on the following three pages to test accuracy.
2. Ask a student to read one of the signs aloud to the class. Ask another to read the same sign. Switch to the other two signs, each time asking several students to read the sign aloud.
3. If everyone misses the mistake, ask the class to look more carefully. Usually, someone will see the repeated word error when they take the time to concentrate.



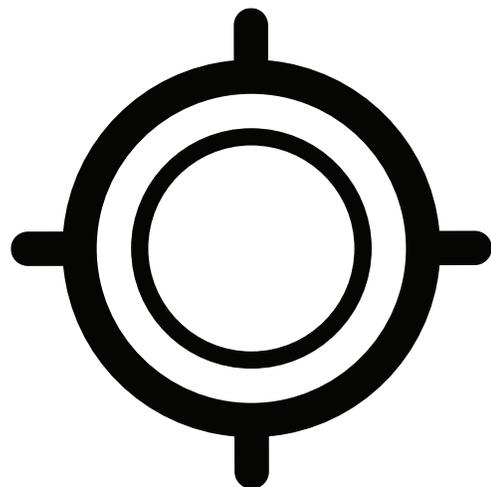
## WRAP UP:

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

A bird in **the**  
**the** hand

Once in **a**  
**a** lifetime

Look before **you**  
**you** leap



# A bird in the the hand

# Once in a lifetime

Look  
before you  
take a  
leap

# Field Dressing with Chocolate



## PURPOSE:

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



## PROCESS:

1. Purchase a large Hershey bar and a couple bags of Milky Ways (or other small pieces) and bring a large and small knife to class. Use the Hershey bar and minis to demonstrate how to field dress a deer.
2. Start by placing the Hershey bar face down. This is the way most deer die (on their belly). See example above. Your first job after downing a deer is to make sure it's dead. Do this by getting a long stick to poke the deer in the eye. If it doesn't move, it's dead. (Demonstrate)
3. Explain how to immediately tag your deer.
4. Put on rubber gloves before starting. Cut the deer open. Cut from inside out to keep from getting hair on the meat. Do this with a small knife. Be careful not to cut too deeply. Cut only through the hide, being careful not to puncture the stomach. Cut at rib cage down. Cut around the rear end. Then up to neck. Grab windpipe and arteries and other internal organs and cut, then pull it out. Either bury these items or leave them for other animals to eat. (Throw a few out to the students).
5. Cut off the tail, the legs at knees, and the head if you're not mounting it. (You could throw out some of these pieces to the students too!) Cut off musk gland from the rear legs if it is an antlered deer. Put it in a Ziploc bag. It will smell and you don't want to get that smell to get everywhere! Some people like to use it when they are bowhunting. Change knives. If you use the same knife, the musk gland will spoil any future meat you cut.



Cut deer open



Cut off legs at the knee



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

Angled cut



Skinning the deer



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

Quartered meat



Serving sizes



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



### WRAP UP:

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



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

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



# Hunting Plan

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

Name of person completing form: \_\_\_\_\_ Phone: \_\_\_\_\_

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

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

Name	Condition
_____	_____
_____	_____
_____	_____

## Trip Plans

Leaving from: \_\_\_\_\_

Going to: \_\_\_\_\_

Route details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Departing on: (Date/Time) \_\_\_\_\_

Returning on: (Date/Time) \_\_\_\_\_

Alternate route if bad weather is encountered: \_\_\_\_\_

Radio: Yes/No \_\_\_\_\_ Type: \_\_\_\_\_

Description of automobile: \_\_\_\_\_ Make: \_\_\_\_\_ Color: \_\_\_\_\_

License #: \_\_\_\_\_

Where parked : \_\_\_\_\_



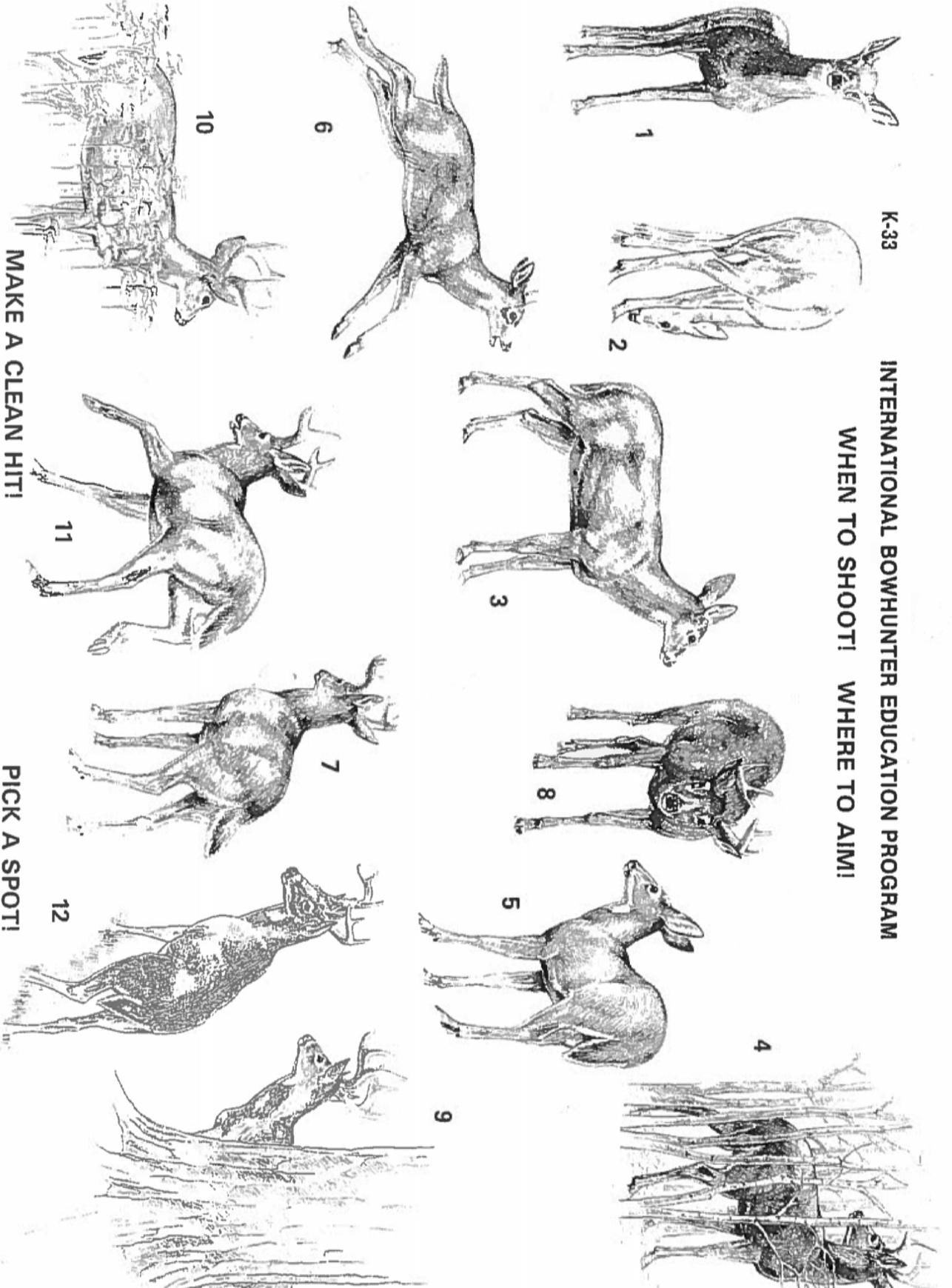
# Shot Placement

## MAKE A CLEAN HIT

K-33

INTERNATIONAL BOWHUNTER EDUCATION PROGRAM

WHEN TO SHOOT! WHERE TO AIM!



### MAKE A CLEAN HIT!

**INSTRUCTIONS -** These deer are all within 30 yards. Your bow weight is between 40 and 45 pounds. With your pencil place a dotted line where you think the vital area (lungs, liver and heart) is located and mark an "X" where you would prefer to place your arrow.

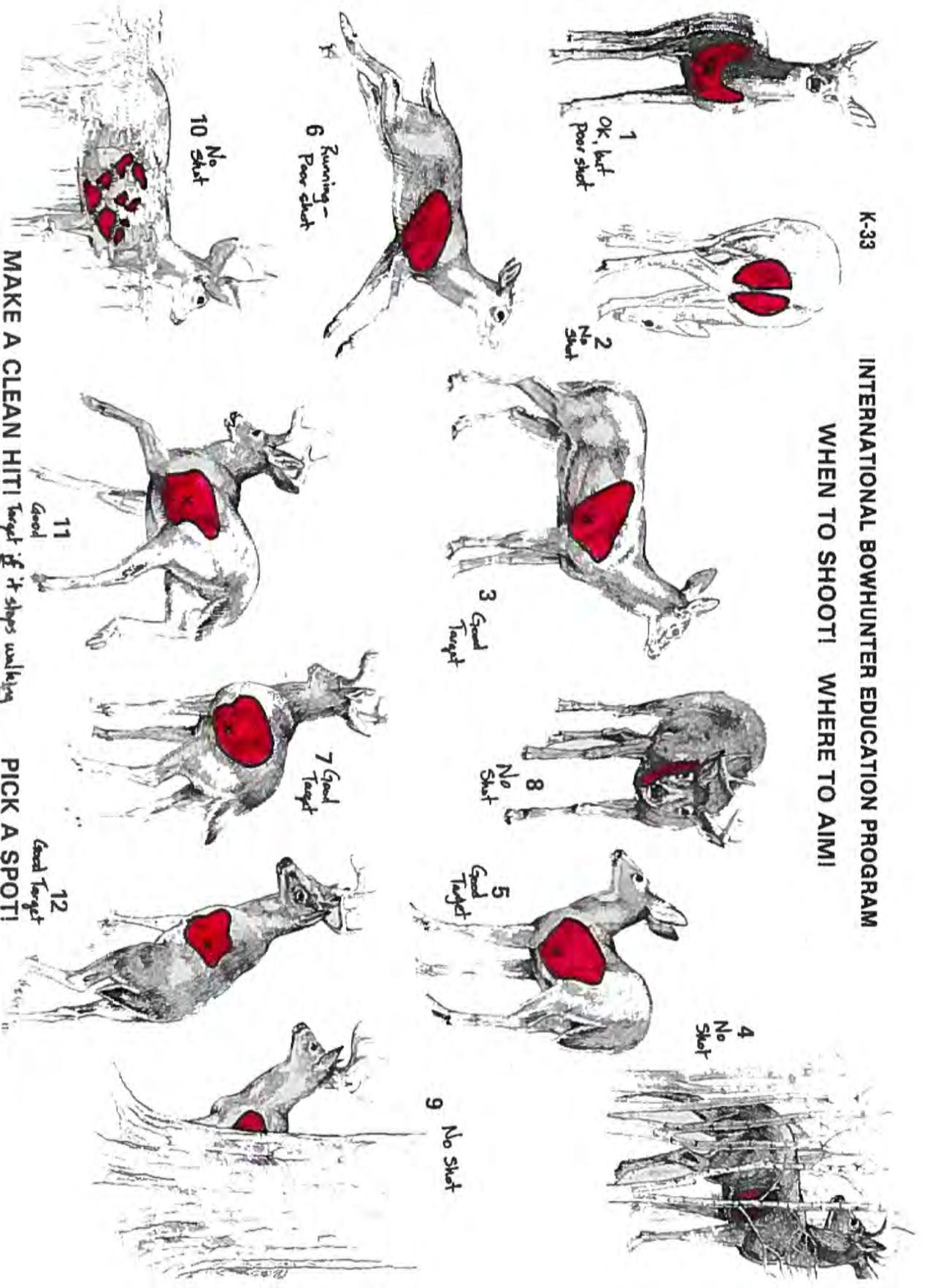
### PICK A SPOT!

# Shot Placement Key

K-33

## INTERNATIONAL BOWHUNTER EDUCATION PROGRAM

### WHEN TO SHOOT! WHERE TO AIM!



### MAKE A CLEAN HIT! Target if it stops walking

### PICK A SPOT!

INSTRUCTIONS - These deer are all within 30 yards. Your bow weight is between 40 and 45 pounds. With your pencil place a dotted line where you think the vital area (lungs, liver and heart) is located and mark an "X" where you would prefer to place your arrow.

# It's Chilly

## ICE COLD PENNY JAR ACTIVITY



### PURPOSE:

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



### PROCESS:

1. Gather the following equipment before class: a large clear container (such as gallon jar that's big enough to put hands in), ice water to fill the container half-way, a dozen pennies, and towel.
2. Put the pennies and ice water in the clear container in front of the class where everyone can see. Make sure the pennies are scattered across the bottom of the container and are not in a pile.
3. Ask for a volunteer to remove the pennies from the ice water. They must remove the pennies all at once, not one at a time. The student can remove their hand and any pennies they pick up at any time (i.e. when their hand gets too cold).
4. Ask the other students to watch their classmate's hand in the cold water. What happens to their ability to easily pick up pennies as their hand gets colder?
5. Have several students repeat the experiment, noting what happens to their ability to use their hand efficiently. You will probably have a lot of volunteers! Have the students dry their hands with the towel.



### WRAP UP:

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



# Code of Ethics

## MAKING GOOD CHOICES



### PURPOSE:

To help students understand proper ethical choices when hunting.



### PROCESS:

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

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

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

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



### WRAP UP:

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

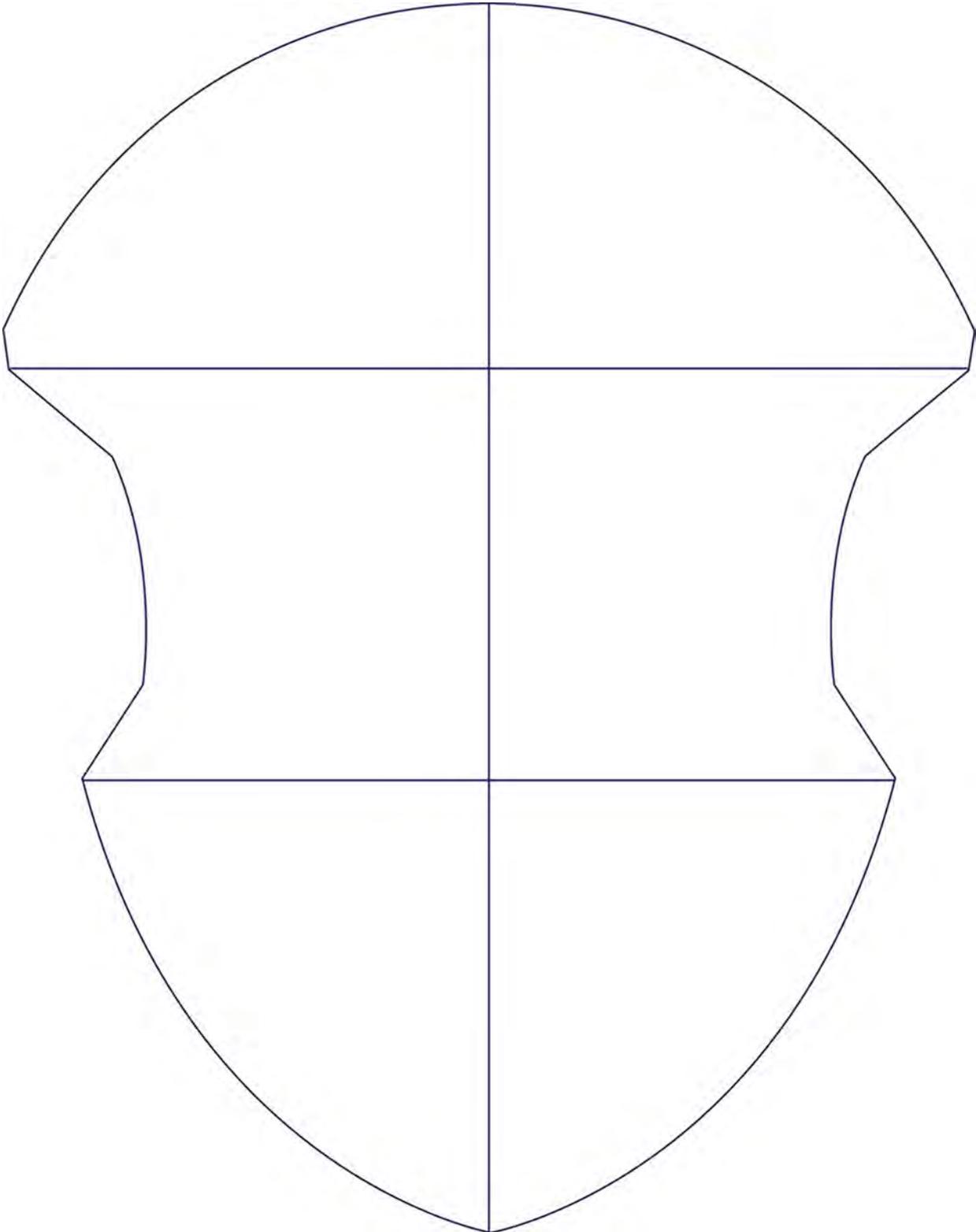
**E**thical behavior is doing the right thing when no one else is watching - even when doing the wrong thing is legal.

**Aldo Leopold**

# Code of Ethics

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## MY CODE OF HUNTING ETHICS



# State of Idaho

## LAND OWNERSHIP



### PURPOSE:

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



### PROCESS:

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

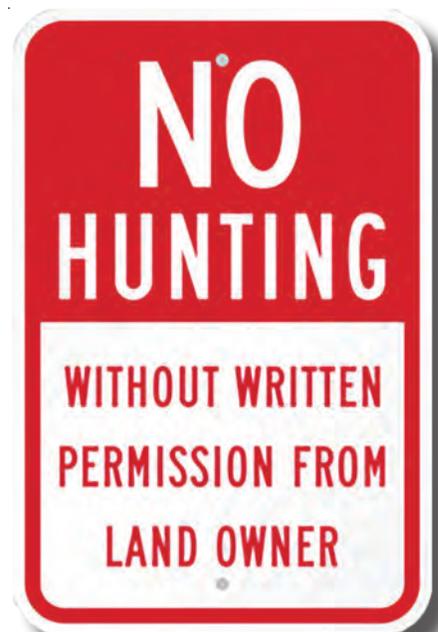
2. Pass out the cards on the following pages. One card per private land group. Tell students that the scenarios represent true-to-life incidents in Idaho. Have one student in each private land quadrant read the card. After each card is read, have that quadrant move to one side of the room representing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



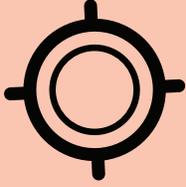
### WRAP UP:

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

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



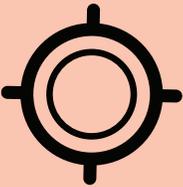
### CARD ONE



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

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

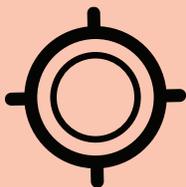
### CARD TWO



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

**Consequence: Landowner kicks all those people off her land.**

### CARD THREE



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

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

# Oh, Deer!

## A HABITAT “RED-ROVER” GAME



### PURPOSE:

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



### PROCESS:

1. Number the students off by 4's. Tell them they are going to become deer and components of habitat. To start with, ask the 1's to be “deer.” Have them go to one side of the field. Record the number of deer. The rest of the students go to the other side of the field; they will be components of habitat.
2. Hand symbols will represent the components of habitat. See below. Space will be represented by the playing area.



**SHELTER**



**WATER**



**FOOD**

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



### WRAP UP:

4. Discuss with students the importance of quality habitat for deer and other animals. Ask students other ways deer populations may fluctuate.
5. This activity was adapted from Project WILD—contact Lori Adams ([lori.adams@idfg.idaho.gov](mailto:lori.adams@idfg.idaho.gov)) for the complete activity.

# “Pinking” your Class

## LADIES' COURSE



### PURPOSE:

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



### PROCESS:

1. Make sure to advertise as a female-only class. Double check that everyone who is signed up is in fact, female. Post that it is taught by female instructors.
2. Placement of chairs/desks should be in an open environment, possible u-shaped to create a comfortable welcoming feeling to facilitate sharing.
3. At the very start of class on the first night, instructors should tell their “WHY and HOW” stories. Then ask everyone else to share why they are attending and what they hope to gain.
4. Offer the class for 6 nights. Two and ½ hours per night. For best results limit number to 20 participants.



### EXTRA-FUN IDEAS

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



# Posting your Class & Sample Forms

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## POSTING YOUR CLASS

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

You will need the following information:

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

## Regional Volunteer Services Coordinator Contacts:

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

## CLASS PAPERWORK

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

### Submit Online:

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

### Submit to Volunteer Coordinator:

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

# Sample Class Roster & Field Day Voucher

Student Class Roster												
Program: Bowhunter Class ID: xxxx Lead Inst.: Jane Doe Class Address: Hunter Education Center 109 W. 44th St., Boise Dates: 6/17/2014 6:00-10:00pm 6/21/2014 8:00am-12:00pm												Total Students: 31 Total Certified: 30 Males: 25 Females: 2
SAMPLE												
P=Pass   F=Fail   I=Internet   O=Office   C=Class   X=Present   A=Absent   MU=Make Up   CR=Credit   CH=Check   CA=Cash												
Student Names	Phone	Sex	DOB	Class Dates X/A/MU	Where Paid I/O/C	How Paid CR/CH/CA	Final Exam Score	Practical Exam P/F	Course P/F	Cert. No.	Cert Date	
1 Hunter Jackson	(208) 000-0000	M	7/1/1982	A X	I/O/C	CR/CH/CA	94%	P	P/F	xxxxx	Aug-14	
2												
3												
4												

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








## Field Day Voucher

is hereby granted to

FIRST LAST

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

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

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

Hunter ID/Voucher#:

Name:

Date of Birth:

Eye Color:

Hair Color:

To book your field day, please visit the Idaho Fish & Game website <http://fishandgame.idaho.gov/>.

Select: Hunter/Bowhunter Education Registration (at bottom of homepage)

Select: View or Sign Up for Courses and Internet Course Field Days Here

Then follow the directions listed.

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



# Student Information Form

COMPLETE THIS FORM FOR THE FOLLOWING REASONS  
(CHECK ALL THAT APPLY).

Not pre-registered \_\_\_\_\_ Information Change \_\_\_\_\_ Parental Consent \_\_\_\_\_

STUDENT INFORMATION PLEASE PRINT CLEARLY (\* required information)

\* First Name: \_\_\_\_\_ MI: \_\_\_\_\_ \* Last Name: \_\_\_\_\_ Suffix: \_\_\_\_\_

\* Address: \_\_\_\_\_

\* City: \_\_\_\_\_ \* State: \_\_\_\_\_ \* Zip: \_\_\_\_\_

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

Email: \_\_\_\_\_

## OPTIONAL INFORMATION (CIRCLE RESPONSE)

Sex: Male Female

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

Disability/Impairment: None Visual Hearing Reading Mobility Other Unknown

Status: Civilian Military Student Unknown

Education (highest grade attained): 3 5 6 7 8 9 10 11 12 GED

High School Grad College Student College Grad Other Unknown

## CLASS INFORMATION (To be completed by instructor)

Student Certification No. \_\_\_\_\_ Class ID: \_\_\_\_\_

Class Type: HE \_\_\_\_\_ BHE \_\_\_\_\_ Bow \_\_\_\_\_ Trapper \_\_\_\_\_

Instructor-led \_\_\_\_\_ Field Day Only \_\_\_\_\_

Instructor: \_\_\_\_\_

Course Fee (\$8) Paid by: Check \_\_\_\_\_ Cash \_\_\_\_\_



# Parental Acknowledgment Form

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

Parental Acknowledgement and authorization to Hunter Education Program instructor.

I / We, hereby give permission for

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## NAME OF STUDENT

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

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## (OTHER SPONSORING ORGANIZATIONS, IF ANY)

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

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Parent or Guardian Signature \_\_\_\_\_

Student Grade Level \_\_\_\_\_

Printed Name \_\_\_\_\_

Parent or Guardian



# Class Record Form

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

## CLASS INFORMATION

Class ID No.: \_\_\_\_\_ Class Location: \_\_\_\_\_

Course Start Date: \_\_\_\_\_ Course End Date: \_\_\_\_\_ No. Students Certified: \_\_\_\_\_

Males Registered: \_\_\_\_\_ + Females Registered : \_\_\_\_\_ = Total Registered Students \_\_\_\_\_

Class Hours: \_\_\_\_\_ + Field Exercise Hours: \_\_\_\_\_ = Total Class Hours \_\_\_\_\_

## CHECK CLASS TYPE

Instructor-led Hunter \_\_\_\_\_ Instructor-led Bowhunter \_\_\_\_\_

Instructor-led Hunter & Bowhunter Education \_\_\_\_\_

Field Day Hunter \_\_\_\_\_ Trapper Educator \_\_\_\_\_

Did you plan a live fire clinic?    Yes    No

Range Location \_\_\_\_\_ Range Hours: \_\_\_\_\_ Range Attendance : \_\_\_\_\_

<b>VOLUNTEER NAME</b> PRINT LEGIBLY	<b>VOLUNTEER TIME-CARD</b> SPECIFIC DATE & HOURS WORKED (CLASS HOURS + FIELD HOURS = TOTAL HOURS)	<b>TOTAL CLASS HOURS</b>	<b>VOLUNTEER SIGNATURE</b>
John Doe	4 hours per day on 8/1,8/3, 8/6, 8/10, 8/13, 8/16 5 hours on 8/17	29	JD
Lead Instructor:			
Assistant Instructor:			
Guest Instructor:			

## IDFG Volunteer Services Coordinator Verification

\_\_\_\_\_  
*Signature and date approved*



VOLUNTEER NAME PRINT LEGIBLY	VOLUNTEER TIME-CARD SPECIFIC DATE & HOURS WORKED (CLASS HOURS + FIELD HOURS = TOTAL HOURS)	TOTAL CLASS HOURS	VOLUNTEER SIGNATURE
John Doe	4 hours per day on 8/1,8/3, 8/6, 8/10, 8/13, 8/16 5 hours on 8/17	29	JD
Lead Instructor:			
Assistant Instructor:			
Guest Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Assistant Instructor:			
Guest Instructor:			

**IDFG Volunteer Services Coordinator Verification**



\_\_\_\_\_  
Signature and date approved



# Personal Firearm/Bow Use Certification Form

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

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

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

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

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_







