

# IOWA DNR HUNTER EDUCATION PROGRAM POLICIES & PROCEDURES

Photo Credit: Iowa DNR

Iowa Department of Natural  
Resources  
Hunter Education  
Program New Instructor  
Training Materials



# TABLE OF CONTENTS

Hunter Education and Shooting Sports Program Staff .....	3
Instructor Code of Conduct.....	5
Iowa Code for Conservation Education .....	6
Hunter Education Program Overview .....	17
IHEA-USA Hunter Education Standards.....	18
Course Administration.....	35
Non-Agency Firearms Use Agreement Form .....	38
Firearms Maintenance / Inspection Record .....	39
Course Types .....	40
Hunter Education Best Practices and Field Day Activities.....	44
Hunter Education Shooting Activity Procedures.....	51
Hunter Education Next Steps.....	58
Instructor Resources .....	63
Iowa Hunter Education Instructor Association (IHEIA) .....	66
Instructor Incentives .....	68

# HUNTER EDUCATION AND SHOOTING SPORTS PROGRAM STAFF

## **Megan Wisecup**

Education, Outreach and Marketing Section Supervisor  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-238-4968  
Fax: 515-725-8201  
E-mail: [Megan.Wisecup@dnr.iowa.gov](mailto:Megan.Wisecup@dnr.iowa.gov)

## **Jamie Cook**

Hunter Education Coordinator  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-350-8091  
Fax: 515-725-8201  
E-mail: [Jamie.Cook@dnr.iowa.gov](mailto:Jamie.Cook@dnr.iowa.gov)

## **Chris VanGorp**

Shooting Sports Coordinator  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-313-8048  
Fax: 515-725-8201  
E-mail: [Chris.VanGorp@dnr.iowa.gov](mailto:Chris.VanGorp@dnr.iowa.gov)

## **Rachel Alliss (Ladd)**

Hunting and Shooting Sports Outreach & Planning Coordinator  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-729-6037  
Fax: 515-725-8201  
E-mail: [Rachel.Alliss@dnr.iowa.gov](mailto:Rachel.Alliss@dnr.iowa.gov)

## **Zach Benttine**

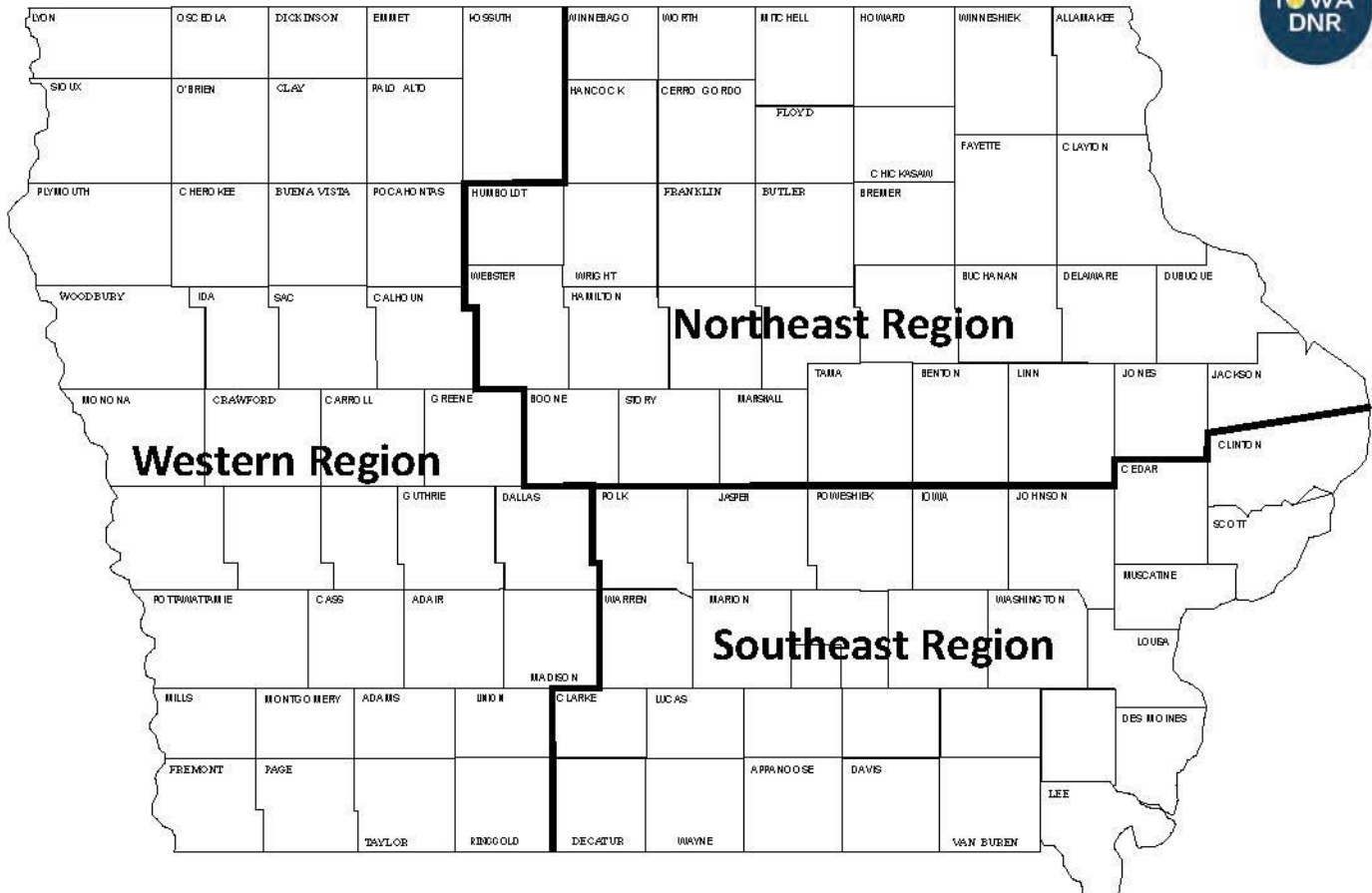
Archery Education and Outreach Coordinator  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-205-8709  
Fax: 515-725-8201  
E-mail: [Zachary.Benttine@dnr.iowa.gov](mailto:Zachary.Benttine@dnr.iowa.gov)

## **Jess Shirbroun**

Olofson and Banner Shooting Ranges Asst. Manager  
*Communications, Outreach & Marketing Bureau*  
Phone: 515-330-7170  
Fax: 515-725-8201  
E-mail: [Jessica.shirbroun@dnr.iowa.gov](mailto:Jessica.shirbroun@dnr.iowa.gov)



# Outdoor Skills Specialist Map



**WESTERN REGION**

**Ajay Winter**

[Ajay.Winter@dnr.iowa.gov](mailto:Ajay.Winter@dnr.iowa.gov)

(515) 669-7201



**SOUTH EAST REGION**

**Rose Danaher**

[Rose.Danaher@dnr.iowa.gov](mailto:Rose.Danaher@dnr.iowa.gov)

(515) 238-4955



**NORTH EAST REGION**

**Holly Schulte**

[Holly.Schulte@dnr.iowa.gov](mailto:Holly.Schulte@dnr.iowa.gov)

(319) 530-9318

# INSTRUCTOR CODE OF CONDUCT

All certified instructors must adhere to the twelve items listed below in addition to the rules, policies, and procedures that have been established for the Iowa Hunter Education Program. A violation of the Instructor Code of Conduct or any of the rules, policies, or procedures governing the program could result in a suspension of instructor privileges or decertification.

1. Be neat and clean in dress and appearance. When provided by DNR, wear Iowa Hunter Education Program approved apparel which includes orange vest, camouflage or orange instructor hat, instructor polo, or hunter education t-shirt.
2. Be organized and prepared for classes, clinics, or workshops.
3. Speak clearly and audibly, avoiding offensive language, off color humor, references and expressions. This includes political opinions. Be polite and courteous to any and all people.
4. Teach material outlined in the manual as a minimum, adding and enhancing as needed. Present material in a clear and interesting, manner, using a variety of teaching techniques (i.e., not just constantly lecturing or reading from a book). Use personal stories only when needed to make an appropriate and specific point.
5. Present the Iowa Department of Natural Resources and its programs in a positive and straightforward manner. Negative comments about the Department, it's programs or staff will not be tolerated.
6. Set the students at ease, respond to their needs, encourage them to participate and show respect for other viewpoints.
7. Control the class and limit inappropriate discussions and activities.
8. Be precise, accurate and as complete as possible when answering questions and offer to find unknown answers. It is ok to say you don't know but will get back to them with the answer.
9. Stress legal and ethical actions throughout the class, regardless of personal point-of-view.
10. Handle problems promptly and fairly (i.e., late students, disruptive students, horseplay, etc.).
11. The safety and welfare of all students are the instructor's responsibility from the time the first student arrives until the last student leaves, including lunch and/or breaks. At no time should students or facilities be left unattended.
12. All state-owned and/or approved equipment used for classes, workshops, or other Department approved events must be handled in a safe and responsible manner. Instructors are responsible for the equipment from the time they acquire it until they return it. All equipment should be returned in the same condition if not better than when it was received. If damage or loss occurs to the equipment while in the instructor's possession they must notify their Outdoor Skill Specialist, Conservation Officer, or the Hunter Education Coordinator within twenty-four (24) hours of when the damage or loss occurred.
13. Complete all forms and reports required by the DNR for the accurate input and upkeep of the DNR online registration and instructor time tracking systems.

# IOWA CODE FOR CONSERVATION EDUCATION

## NATURAL RESOURCE COMMISSION [571]

IAB 1/1/00

### CHAPTER 12

### CONSERVATION EDUCATION

#### DIVISION I

#### MENTOR AND VOLUNTEER INSTRUCTOR CERTIFICATION AND DECERTIFICATION PROCEDURES

**571—12.1 to 12.19** Reserved.

**571—12.20(321G,321I,462A,483A) Purpose.** Pursuant to Iowa Code sections 321G.23, 321G.24, 321I.25, 321I.26, 462A.12(6), 462A.12A, and 483A.27(8), these rules set forth curriculum and course standards for the department's recreation education courses and provisions for certification of volunteer instructors and approved mentors to teach, advise, and train others.

**571—12.21(321G,321I,462A,483A) Definitions.** For the purpose of this division:

"Certified instructor" means a person who meets all criteria in rule 571—12.23(321G,321I,462A,483A) and the specifics contained in each education program's Instructor Policies and Procedures Manual and who wishes to voluntarily teach an education course.

"Education course" means the department's bow hunter, fur harvester, mentor, snowmobile, all-terrain vehicle (ATV), boating, snow groomer operator, and hunter education programs.

"Mentor" means a person skilled and knowledgeable in a particular activity or subject area and who has been approved by the department or a recognized partner organization to teach, advise, and train others in that activity or subject area.

"Online event and instructor management system" means a web-based application that tracks student data, allows students to register for courses, allows certified instructors to list their course offerings and to track volunteer hours and program details, and displays downloadable files.

"Outdoor skills specialist" means a person who manages and trains volunteers and mentors to participate in the recreation education programs of the department.

"Program coordinator" means a person assigned to coordinate instructor certification and development activities, develop curriculum standards for the programs, conduct outreach for the programs, train volunteer instructors and mentors and evaluate their skills, and serve as the primary contact for information about the programs.

**571—12.22(321G,321I,462A,483A) Mentor and certified instructor application process.**

**12.22(1) Application procedures.**

- a. The instructor or mentor applicant must request an application by contacting a program coordinator or outdoor skills specialist.
- b. The instructor or mentor applicant must provide all information requested on the application or the department may reject the application.
- c. The application will remain on file until the instructor or mentor applicant meets all the requirements in rule 571—12.23(321G,321I,462A,483A).
- d. Once the instructor applicant successfully completes all required training and meets all required qualifications, the program coordinator or outdoor skills specialist shall document that all certification requirements have been met and shall issue a certified instructor identification card to the applicant.
- e. Once the mentor applicant meets all required qualifications, the program coordinator or outdoor skills specialist will notify the successful applicant and provide the applicant with guidance on the process to begin mentoring.

**12.22(2) Acceptance of mentor or certified instructor applications.** If the number of existing certified instructors or mentors in one or more of the education courses meets demand, the department may choose not to accept new applications.

**571—12.23(321G,321I,462A,483A) Requirements for instructor certification and mentoring.**

**12.23(1) *Minimum requirements.*** The conditions listed in this rule must be satisfied before an instructor applicant may become a certified instructor or an approved mentor. Failure to meet these requirements shall result in the denial of the application. The applicant will be notified of the denial by the program coordinator or outdoor skills specialist. The applicant must:

- a. Submit an application as provided by the department.
- b. Be at least 18 years of age.

**12.23(2) *Additional certified instructor requirements.*** Instructor applicants must also complete the following:

- a. A training and certification course for the ATV, boating, hunter, bow hunter, fur harvester, snowmobile, and snow groomer operator education programs. Instructor training courses shall review policies and
- b. procedures of the department, required record keeping and paperwork, education course material, teaching techniques, and criteria for evaluating the performance of student skills.
- c. The specific education course the instructor will be teaching.
- d. An apprenticeship for the specific education program that the instructor will be teaching. The apprenticeship shall consist of either teaching a simulated class to other instructor applicants or assisting a certified instructor to prepare and present an education course to students. The hunter education program apprenticeship must be completed within one year of attending the certified instructor training course.

**12.23(3) *Background check.*** The instructor or mentor applicant must authorize a background check that includes, but may not be limited to, a criminal history check. A record of a felony conviction will disqualify the applicant. A record of a misdemeanor within the last three years may disqualify the instructor applicant, except for simple misdemeanors under Iowa Code chapter 321 or its counterparts in other states.

**12.23(4) *Fish and wildlife violation check.*** The applicant may be disqualified if the instructor applicant has accumulated any habitual offender points pursuant to rule 571—15.16(483A) within the last five years or had a license suspended by a court of law or the department.

**571—12.24(321G,321I,462A,483A) Mentor and certified instructor responsibilities and requirements.**

**12.24(1) *A mentor or certified instructor has the following responsibilities:***

- a. To follow all administrative rules and applicable policies and procedures as set forth by the department for the specified education program.
- b. To assist in the recruitment of additional instructors and mentors.
- c. To recruit and train students or mentees.
- d. To actively promote and publicize the education courses and mentorship opportunities. A course must be posted at least 30 days prior to the start date.
- e. To maintain order and discipline in the learning environment at all times.
- f. To accurately and completely fill out forms and reports within the online event and instructor management system, or on paper forms if applicable.
- g. To teach the education course or perform the mentorship role as prescribed by the department.

**12.24(2)** A certified instructor must teach a minimum of one course every two years. If this requirement is not met, the instructor's certification may be revoked after notification by certified mail. If an instructor's certification is revoked due to inactivity, the instructor may reapply pursuant to rule 571—12.22(321G,321I,462A,483A). Based upon the period of inactivity, some of the requirements in rule 571—12.23(321G,321I,462A,483A) may be waived by the program coordinator or outdoor skills specialist.

**12.24(3)** A certified hunter, bow hunter, or fur harvester education instructor must attend one continuing education instructor workshop every two years. A certified ATV, boating, snowmobile, or snow groomer operator education instructor must attend one continuing education workshop every three years.

**12.24(4)** A certified instructor or mentor shall represent the department in a professional and positive manner that supports the department's goals and mission. The certified instructor or mentor shall avoid even the appearance of impropriety while instructing or mentoring students.

**12.24(5)** A certified instructor must teach the education course with another adult present unless prior approval is obtained from the department. It is the department's preference that the certified instructor is assisted by another certified instructor. A noncertified assistant over 18 years of age may assist and must meet the same standards and expectations for character and behavior as the department has for its instructors and mentors. The certified instructor is responsible for the conduct of the noncertified assistant. The certified instructor is subject to suspension or revocation of certification based upon the actions of the noncertified assistant. A parent or legal guardian of a student in the class who is present as a direct result of the student's participation is not eligible to assist with the class. This subrule does not apply to a conservation officer or any other department representative who is teaching an education course alone.

**12.24(6)** A certified instructor shall not use private residences for classes and shall limit instruction to public buildings or facilities unless a private, non-residence venue is approved beforehand by the program coordinator or outdoor skills specialist.

**12.24(7)** All recreation education courses shall be made available to the public except for special circumstances that are preapproved by the department, such as courses being held in conjunction with schools, camps, and other special events.

**571—12.25(321G,321I,462A,483A) Grounds for revocation or suspension of instructor certification or a mentor's approved status.** The department may, at any time, seek to revoke or suspend the mentor status or instructor certification of any person who:

1. Fails to meet the instructor or mentor responsibilities and requirements as outlined in rule 571—12.24(321G,321 I,462A,483A).
2. Fails to follow the policies and procedures of the department.
3. Falsifies any information that may be required by the department. Falsifying information is understood to mean purposefully supplying information that is inaccurate or misleading or the intentional omission of information.
4. Handles any equipment in an unsafe manner, or allows any student or other instructor to handle equipment in a reckless or unsafe manner.
5. Is convicted of or forfeits a bond for any fish and game, snowmobile, ATV, or navigation violation of this state or any other state. Anyone who has a privilege to operate a motor vehicle suspended, barred, or revoked shall not be eligible to be an instructor for the snowmobile, ATV, or snow groomer operator education programs.
6. Uses profanity or inappropriate language, such as any type of lewd, sexist, or racial references or generalities; engages in any kind of discriminatory conduct due to race, color, national origin, religion, sex, age, disability, or sexual orientation; or otherwise acts in an unprofessional manner.
7. Engages in the physical punishment of a student, including the use of unreasonable or unnecessary physical force or physical contact made with the intent to cause pain, or any type of indecent contact with a child as defined by the Iowa Code.
8. Participates in a course while under the influence of alcohol or any illegal drug or while ingesting prescription medication in a manner contrary to the dosing directions given by the prescribing physician. The physician shall be a licensed physician, osteopathic physician, physician assistant, or advanced registered nurse practitioner.
9. Has substantiated complaints filed against the instructor by the public, department personnel, or another certified instructor.
10. Is under investigation for committing, is in the process of a judicial proceeding based on the allegation of committing, or is convicted of committing a felony or a misdemeanor as defined in the statutes of this state or another state, except for simple misdemeanors under Iowa Code chapter 321 or its counterparts in other states. Every certified instructor or mentor is subject to a criminal history check and conservation violation check at any time during the instructor's or mentor's tenure as an instructor or mentor.
11. Receives compensation directly or indirectly from students for time spent preparing for or participating in an education course or mentorship.
12. Teaches an education course without another adult present without prior department approval.

**571—12.26(321G,321I,462A,483A) Temporary suspensions and immediate revocations of instructor certifications or approved mentor status.**

**12.26(1)** Any complaint made against a certified instructor or a mentor will be taken seriously and will be investigated by a program coordinator or a conservation officer. If convincing evidence exists that a certified instructor or mentor engaged in any of the activities listed in rule 571—12.25(321G,321I,462A,483A), the instructor's certification or mentor's approved status will be temporarily suspended. A letter detailing the reason(s) for the suspension will be sent via certified



mail to the last-known address of the instructor or mentor. The letter will detail the length of the suspension and any corrective action to be taken before the instructor or mentor can be reinstated.

**12.26(2)** At the conclusion of the department’s investigation, any certified instructor or mentor who is found to have engaged in the activities listed in rule 571—12.25(321G,321I,462A,483A), numbered paragraph “3,” “5,” “7,” “8,” “10,” or “11,” shall immediately have the instructor’s certification or mentor status revoked.

**12.26(3)** At the conclusion of the department’s investigation, if a certified instructor is found to have engaged in the activities listed in rule 571—12.25(321G,321I,462A,483A), numbered paragraph “1,” “2,” “4,” “6,” “9,” or “12,” the suspension shall be exercised at the department’s discretion based upon the nature and seriousness of the misconduct.

**12.26(4)** For the hunter education program, bow hunter education program, and fur harvester education program, the results of the department’s investigation shall be supplied to the Iowa hunter education instructor association (IHEIA), which shall review the results and supply a disciplinary recommendation to the department. The department shall consider IHEIA’s recommendation when exercising its discretion to suspend or revoke the instructor’s certification, based upon the nature and seriousness of the misconduct.

**571—12.27(321G,321I,462A,483A) Termination of certification or mentor status.** Any certified instructor or mentor has the right, at any time, to voluntarily stop teaching or mentoring. If a certified instructor voluntarily terminates the certification or the instructor’s certification is terminated by the department, the instructor must return to the department the certification card and all materials that were provided to the individual.

**571—12.28(321G,321I,462A,483A) Compensation for instructors and mentors.** Instructors and mentors shall not receive any compensation for their time either directly or indirectly from students or mentees while preparing for or participating in a course or mentorship. However, instructors or mentors may require students and mentees to pay for actual, course-related or mentorship expenses involving facilities, meals, or materials other than those provided by the department. All certified instructors and mentors shall keep all records, bills, receipts, etc., relating to student payments for at least five years after the course and shall submit such documents to the department upon request.

**571—12.29 and 12.30** Reserved.

These rules are intended to implement Iowa Code sections 321G.23, 321G.24, 321I.25, 321I.26, 462A.12, 462A.12A, and 483A.27.

## **DIVISION II**

### **RECREATION EDUCATION PROGRAMS**

**571—12.31(321I) ATV education program.**

**12.31(1)** The department has developed a course designed to meet the statutory requirement in Iowa Code section 321I.25. The education course is designed to teach ATV riders the principles and behaviors of safe and responsible ATV riding.

**12.31(2) Reciprocity.** The department recognizes safety courses taught by ATV Safety Institute (ASI)-certified instructors and those sanctioned by a governmental authority of another state. Students who successfully complete such a course are not required to take any additional training and are eligible to receive an education card issued by the department upon proof of completion of the course and payment of the certification fee.

**12.31(3)** The following criteria apply to the ATV education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certificate shall not become valid until the student’s twelfth birthday.
- b. Students shall register as described on the program’s website.
- c. Students engaging in the rider-based course must provide their own protective riding gear and a properly sized ATV. The student will follow all applicable requirements of Iowa Code chapter 321I.

**12.31(4)** The department will establish requirements and standards for curriculum, security protocol, and course delivery for an online education offering. Only vendors that have entered into a memorandum of understanding with the department will be allowed to offer an online course that results in the issuance of a department education certificate. Vendors will be allowed to charge for the courses identified in the memorandum of understanding and must collect the department's education certificate fee on behalf of the department.

**571—12.32(321G) Snowmobile education program.**

**12.32(1)** The department has developed an education course designed to meet the statutory requirement in Iowa Code section 321G.23.

**12.32(2)** The following criteria apply to the snowmobile education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.
- b. Students shall register as described on the program's website.

**12.32(3)** The department will establish requirements and standards for curriculum, security protocol, and course delivery. Only vendors that have entered into a memorandum of understanding with the department will be allowed to offer an online course that results in the issuance of a department education certificate. Vendors will be allowed to charge for the courses identified in the memorandum of understanding and must collect the department's education certificate fee on behalf of the department.

**571—12.33(462A) Boating education program.**

**12.33(1)** In accordance with Iowa Code sections 462A.12(6) and 462A.12A, the goal of the boating education program and education course is to promote safe and responsible boating practices.

**12.33(2)** Reciprocity. The department also recognizes safety courses taught by the United States Coast Guard Auxiliary and America's Boating Club/United States Power Squadrons-certified instructors. Students who successfully complete such a course are not required to take any additional training or testing from the department and are eligible to receive an education card issued by the department upon proof of completion of the course and payment of the certification fee.

**12.33(3)** The boating education course is taught by certified instructors virtually or in a classroom setting and shall be six to eight hours in length.

**12.33(4)** The following criteria apply to the boating education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.
- b. Students will be given a written examination that they must pass with 80 percent accuracy in order to earn an education certificate.
- c. A home study course may be offered at the discretion of the department. The home study packet will contain the same written material provided in the classroom-based setting. An attestation form must be signed by the parent or guardian stating that the student completed the work. A student must pass a written examination with 80 percent accuracy in order to earn an education certificate.
- d. The cost of the education course, for both the instructor-led class and the home study option, is \$5 per student. Payment may be made when the student registers for the course or to the instructor at the time of class. Home study students must mail in payment with their completed course paperwork. Payment shall be made by check or money order made payable to the department. Course fees are nonrefundable.
- e. Students shall register as described on the program's website.

**12.33(5)** The department will establish requirements and standards for curriculum, security protocol, and course delivery. Only vendors that have the National Association of State Boating Law Administrators seal of approval and have entered into a memorandum of understanding with the department will be allowed to offer an online course that results in the

issuance of a department education certificate. Vendors may charge for their courses as agreed to in the memorandum of understanding and must collect the department's education certificate fee on behalf of the department.

**571—12.34(483A) Hunter education program.**

**12.34(1)** The hunter education program is designed to teach students basic survival and first-aid skills, water safety, wildlife identification, and the basics of wildlife management, hunting laws, and firearm/archery safety. The education course also stresses the importance of individual responsibility and outdoor ethics.

**12.34(2)** The education course is taught by certified instructors and shall have both classroom and hands-on components unless otherwise exempted by law. Where permitted, live fire exercises may be taught.

**12.34(3)** The hunter education program also offers an online course/field day. The online course, offered by an approved third-party vendor, covers the same subject taught in the lecture portion of the department's course and meets the standards set forth by the International Hunter Education Association—United States of America (IHEA— USA). A field day voucher must be obtained from the approved vendor upon the student's successful completion of the online course. The field day voucher is valid for one year from the date of issuance and authorizes entrance into a field day course. The field day is designed to meet the additional required elements of the hunter education program as set forth in Iowa Code section 483A.27.

**12.34(4)** Reciprocity. The department recognizes hunter education courses sanctioned by a governmental authority of another state, province or country that meets the current IHEA—USA content and delivery standards. Students who successfully complete such a course are not required to take any additional training and are eligible to purchase an Iowa hunting license as long as they meet all other licensing requirements.

**12.34(5)** The following criteria apply to the hunter education program:

- a. Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certificate shall not become valid until the student's twelfth birthday. If the certificate is lost, a replacement certificate may be obtained during regular business hours or online.
- b. A student successfully completes the course by passing both the classroom-based instruction and a hands-on firearm component. A student successfully passes the classroom-based instruction by achieving a score of 75 percent or higher on the end of course exam. A student passes the hands-on component by
- c. demonstrating the safe handling of a firearm. Upon successful completion of the course, a student shall be issued a certification of completion.
- d. Students shall register as described on the program's website.

**12.34(6)** An online-only course is available through the department's website. The online-only course is available for students 18 years of age or older. The online course meets the standards set by IHEA—USA. The online-only course has the same general content as the traditional classroom-based course and online/field day combination courses but requires state-specific information to be covered. To pass the course, a student must score at least 75 percent on the final exam. Upon successful completion of the course and payment of any applicable online course fees directly to the approved vendor, a student will be issued a permanent certificate that the student can download and print immediately.

**12.34(7)** The department offers a dual online-only handgun safety/hunter education course for Iowa residents 21 years of age or older. This course has the same general content as the traditional classroom-based course and online/field day combination course, but requires state-specific information to be covered, plus additional handgun safety curriculum. To pass the course, a student must score at least 75 percent on the final exam. Upon successful completion of the course and payment of any applicable online course fees directly to the approved vendor, a student will be issued a permanent certificate that the student can download and print immediately. This course meets the educational requirements necessary to qualify for the Iowa Permit to Carry.

**571—12.35(321G) Snow groomer operator education program.**

**12.35(1)** The department has developed a program to educate snow groomer operators to meet the statutory requirement of Iowa Code section 321G.2.

**12.35(2)** The snow groomer operator education program includes review of the department's policies and procedures, course materials, operator certification requirements, paperwork requirements, and the department's equipment agreement and completion of an apprenticeship.

**12.35(3)** The following criteria apply to the snow groomer operator education program:

- a. An operator must be at least 18 years of age and possess a valid driver's license.
- b. Operators shall agree to follow all policies and procedures as set forth by the department. **12.35(4)** A student who wishes to become a certified operator must complete an apprenticeship. A student must operate the equipment under the direct supervision of a certified operator until the certified operator is confident that the student can successfully operate the equipment. Operation of snow grooming equipment is allowed only by certified operators or by an apprentice under direct supervision of a certified snow groomer operator. Proof of certification must be in the snow groomer operator's possession when the equipment is being operated.

**12.35(5)** Certified operators must attend a recertification course once every three years to maintain their certification.

**12.35(6)** The department may revoke an operator's certification if it finds that equipment was used or maintained in violation of the equipment agreement, that there are founded cases of misuse of the equipment, or that an operator does not possess a valid driver's license.

**571—12.36(483A) Bow hunter education program.**

**12.36(1)** The education course for the bow hunter education program is designed to teach bow hunters safe and ethical hunting techniques and to instill responsible attitudes toward people, wildlife, and the environment. The education course is based on the National Bowhunter Education Foundation's publications and is administered by the department. The education course covers topics such as responsibilities of a bow hunter, knowledge necessary before hunting, shot placement, tree stand safety, blood trailing, and game care.

**12.36(2)** The education course is offered in both a classroom and an online setting.

- a. The classroom course is taught by certified instructors and consists of both a lecture and hands-on exercises. Students will be given a written examination, which they must pass with 75 percent accuracy in order to earn a certificate of completion.
- b. An online course is available through the department's website. The online course meets the standards set by IHEA—USA. The online-only course has the same general content as the traditional classroom-based course. To complete the online-only course, a student must pass a final exam with a score of 75 percent or higher. Upon successful completion of the course and payment of any applicable online course fees to an approved vendor, the student will be issued a permanent certificate that the student can download and print immediately.
- c. Students shall register as described on the program's website.

**12.36(3) Reciprocity.** The department recognizes bowhunter education courses sanctioned by a governmental authority of another state, province or country that meets the current National Bowhunter Education Foundation and IHEA—USA content and delivery standards. Students who successfully complete such a course are not required to take any additional training.

**12.36(4)** Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.

**571—12.37(483A) Fur harvester education program.**

**12.37(1)** The fur harvester education program is designed to teach trappers safe and ethical trapping techniques and to instill responsible attitudes toward people, wildlife, and the environment.

**12.37(2)** The education course is offered in both a classroom and an online setting.

- a. The classroom course is taught by certified instructors, and students will receive instruction and hands-on training on the history and heritage of the fur trade, biology and management of Iowa furbearers, wildlife regulations and their purpose, ethics and responsibility, fur harvesting equipment, the basics of harvesting Iowa

furbearers, marketing furbearers, public relations, and the basics of outdoor safety and survival. Students will receive a certificate of completion at the end of the education program.

- b. An online course is available through the department's website. The online course meets the standards set by IHEA—USA and has the same general content as the traditional classroom-based course. To complete the online course, a student must pass a final exam with a score of 75 percent or higher. Upon successful completion of the course and payment of any applicable online course fees to an approved vendor, the student will be issued a permanent certificate that the student can download and print immediately.
- c. Students shall register as described on the program's website.

**12.37(3) Reciprocity.** The department recognizes fur harvester education courses sanctioned by a governmental authority of another state, province or country that meets the current IHEA—USA content and delivery standards. Students who successfully complete such a course are not required to take any additional training.

**12.37(4)** Any student who is 11 years of age or older may enroll in a course and receive a certificate if the student successfully completes the course; however, if the student is 11 years old, the certification shall not become valid until the student's twelfth birthday.

These rules are intended to implement Iowa Code sections 321G.23, 321I.24, 321I.25, 321I.26, 462A.12, 462A.12A, and 483A.27.

**571—12.38 to 12.59** Reserved.

### **DIVISION III SHOOTING SPORTS PROGRAM**

**571—12.60(481A) Purpose.** Pursuant to Iowa Code section 481A.17, these rules set forth the department's shooting sports programs.

**571—12.61(481A) Definitions.** For the purpose of this division:

"Athlete" or "student" means a member of a department-approved shooting sports team.

"Certified coach or instructor" means a person who wishes to coach a shooting sports team and who meets all criteria in rule 571—12.24(481A) and the specifics contained in the department's certified coach policies and procedures manual.

"Trainer" means someone who has received specialized advanced training and is certified to train coaches or instructors in a national program.

**571—12.62(481A) Department-recognized shooting sports programs.** The following shooting sports programs are recognized by the department:

**12.62(1) Archery.** The National Archery in the Schools Program (NASP) or other equivalent nationally recognized archery program including bullseye and 3D target training, education, and competition.

**12.62(2) Rifle and pistol.** The Scholastic Action Shooting Program (SASP) or other equivalent nationally recognized rifle and pistol program, which may include centerfire, rimfire, and air-powered disciplines.

**12.62(3) Shotgun.** The Scholastic Clay Target Program (SCTP) or other equivalent nationally recognized clay target shooting program that includes both American and international clay target disciplines.

**571—12.63(481A) Administration of shooting sports programs.**

**12.63(1) Program coordinator.** The department shall assign a program coordinator for the programs identified in rule 571—12.62(481A).

**12.63(2) The program coordinator's responsibilities shall include the following:**

- a. Coordinate the overall program in the state.
- b. Coordinate regular coach certification and development training opportunities.
- c. Coordinate athlete competitions and state championship events and serve as the shoot director for

- championship events.
- d. Develop policies and procedures for the program, including any state-specific eligibility criteria and rules of play for the program. Such standards shall be published on the department's website prior to the start of the season.
- e. Enforce and uphold all national and state-specific program rules.
- f. Conduct outreach for the program and serve as the primary point of contact in the state for the program.

**571—12.64(481A) Certified coach or instructor requirements and responsibilities.**

**12.64(1) *Registration procedure.*** The certified coach or instructor applicant must register with the applicable program and meet the minimum requirements in subrule 12.64(2). The applicant shall completely and accurately fill out the registration form.

**12.64(2) *Minimum requirements.*** Failure to meet the following requirements shall result in the denial of the applicant's registration. The applicant shall be notified of the denial by the program coordinator.

- a. Minimum age. The applicant must meet the minimum age of the program.
  - (1) For archery, certified coaches must be 18 years of age.
  - (2) For rifle and pistol, certified head coaches must be 21 years of age. Certified assistant coaches must be at least 18 years of age.
  - (3) For shotgun, certified head coaches must be 21 years of age. Certified assistant coaches must be 18 years of age.
- b. Training. The applicant must satisfactorily pass a designated training course.
- c. Background check. The applicant must authorize a background check that includes, but may not be limited to, a criminal history check. A record of a felony conviction will disqualify the applicant. A record of a misdemeanor conviction (not including simple misdemeanors under Iowa Code chapter 321) within the last three years may disqualify the applicant.
- d. Fish and wildlife violation check. The applicant may be disqualified if the applicant has accumulated any habitual offender points pursuant to rule 571—15.6(483A) within the last five years or had a license suspended by a court of law or the department.

**12.64(3) *Certified coach or instructor responsibilities.*** A certified coach or instructor has the following responsibilities:

- a. Complete required data management and reporting, including updating and maintaining athlete and coach information in the online data management systems, recording shooting sports competitions and results, and recording volunteer coaching hours when required.
- b. Follow all applicable administrative rules, policies, and procedures as set forth by the department for the specified shooting sports program.
- c. Follow any applicable national program or state-specific program rules or policies including but not limited to handbooks, rules, and sportsmanship contracts.
- d. Represent the department and associated program in a professional and positive manner that supports the department's goals and mission, and avoid even the appearance of impropriety while instructing or coaching athletes or students.
- e. Recruit students and volunteer coaches for shooting sports teams.
- f. Actively promote shooting sports.
- g. Maintain order and discipline on the shooting sports team, model good sportsmanship, and ensure safe handling practices of the relevant shooting sports equipment at all times.

**571—12.65(481A) Athlete or student requirements and responsibilities.**

**12.65(1) *Registration.*** The athlete or student shall contact the athlete's or student's local shooting sports team to participate. The head coach will provide the athlete or student with an electronic link to register online with the applicable program.

**12.65(2) *Requirements.*** An athlete or student participating on a department-approved shooting sports team shall abide by the following requirements. Failure to do so may result in removal from the program, disqualification from competitions, or both.

- a. Complete any national program or department-required documents prior to participation.
- b. Follow any applicable national program or state-specific program rules or policies including but not limited to handbooks, rules, conduct requirements, and sportsmanship contracts.

**12.65(3) Fish and wildlife violations.** Prior to participation on a department-approved team, the athlete or student shall be subject to a fish and wildlife violations check. If the athlete or student has accumulated any habitual offender points pursuant to rule 571—15.6(483A) within the last five years or has had a hunting, fishing, or trapping license suspended by a court of law or the department, the athlete or student may be ineligible to participate on a department-approved shooting sports team for the current season. Eligibility will be reviewed prior to the beginning of the next season.

**571—12.66(481A) Certified trainer requirements and responsibilities.**

**12.66(1) Registration.** A certified trainer applicant must register with the applicable program. The applicant shall completely and accurately fill out the registration form. A certified trainer applicant must have successfully completed certified coach or instructor training before being eligible to become a certified trainer.

**12.66(2) Responsibilities.**

- a. The trainer applicant must register with the applicable program and meet the program's minimum requirements. The applicant shall completely and accurately fill out the registration form.
- b. A certified trainer shall represent the department and respective program in a professional and positive manner that supports the department's goals and mission and shall avoid even the appearance of impropriety while instructing.
- c. The certified trainer will work with the program coordinator to identify and schedule training classes around the state.
- d. Trainers will utilize the online class registration system for the program to create coach training classes for which coach applicants can register.
- e. Certified trainers must conduct at least one class per year to remain an active certified trainer.

**12.66(3) Acceptance of new trainers.** If the number of existing certified trainers meets the demand for the program, the department may choose not to add additional trainers.

**571—12.67(481A) Grounds for revocation or suspension of certification of a certified trainer, coach, or instructor.**

The department may, at any time, seek to revoke or suspend the certification of a certified trainer, coach, or instructor who: **12.67(1)** Fails to meet the responsibilities and requirements as outlined in rule 571—12.64(481A) or 571—12.66(481A), as appropriate.

**12.67(2)** Fails to follow the policies and procedures of the department.

**12.67(3)** Falsifies any information that may be required by the department. Falsifying information is understood to mean purposefully supplying information that is inaccurate or misleading or the intentional omission of information.

**12.67(4)** Handles any shooting sports equipment in a negligent, reckless, or unsafe manner, or allows any student to do so.

**12.67(5)** Is convicted of or forfeits a bond for any fish and game, snowmobile, ATV, or navigation violation of this state or any other state.

**12.67(6)** Uses profanity or inappropriate language, such as any type of lewd, sexist, or racial references or generalities; engages in any kind of discriminatory conduct due to race, color, national origin, religion, sex, age, disability, or sexual orientation; or otherwise acts in an unprofessional manner.

**12.67(7)** Engages in the physical punishment of a student, including the use of unreasonable or unnecessary physical force or physical contact made with the intent to cause pain, or any type of indecent contact with a child as defined by the Iowa Code.

**12.67(8)** Coaches while under the influence of alcohol or any illegal drug or while ingesting prescription medication in a manner contrary to the dosing directions given by the prescribing physician.

**12.67(9)** Has substantiated complaints filed against the trainer, coach, or instructor by the public, department personnel,

or another certified volunteer coach.

**12.67(10)** Is under investigation for committing, is in the process of a judicial proceeding based on the allegation of committing, or is convicted of committing a felony or misdemeanor as defined in the statutes of this state or another state, except for simple misdemeanors under Iowa Code chapter 321 or its counterparts in other states. Every certified trainer, coach, or instructor is subject to a criminal history check and conservation violation check at any time during the individual's tenure as a certified trainer, coach, or instructor.

**12.67(11)** Is suspended or expelled by a national governing body for a shooting sports program. These rules are intended to implement Iowa Code section 481A.17.



# HUNTER EDUCATION PROGRAM OVERVIEW

## PURPOSES AND OBJECTIVES

Since the inception, the Hunter Education Program has been primarily taught by volunteer instructors. Its purpose is to provide a quality program of instruction and training in hunter education for the new hunter in Iowa. Individuals who successfully complete this course are not expected to be expert hunters or marksmen. They are expected to have a better understanding of the responsibilities that go with the use of firearms and/or archery equipment.

## COURSE CONTENT

The Iowa Department of Natural Resources established hunter education in 1960 as a voluntary program. The course became mandatory July 1, 1983, requiring anyone born after January 1, 1972 to successfully complete a hunter education course before they can obtain a hunting license.

## HUNTER EDUCATION CORE CURRICULUM

Course content designed for students to be instructed and assessed according to performance-based learning objectives related to safe, legal, and responsible hunting.

## REASONS FOR HUNTER EDUCATION & JUSTIFICATION FOR HUNTING

### SAFE

- Safe firearms mechanical handling
- Safe firearms field practices

### LEGAL

- Wildlife identification
- Hunting regulations

### RESPONSIBLE

- Personal responsibility and behavior
- Hunter best practices
- Responsibility to wildlife
- Hunter's role in conservation
- Key wildlife and management principles

## HUNTER EDUCATION NON-CORE CURRICULUM

Course content designed for students to receive information about next steps after completing their Hunter Education Course.

## PARTICIPATE, LEARN, CONNECT

To foster graduate participation in hunting, emphasize importance of continuing education, and illustrate value of mentorship and social support.

# IHEA-USA HUNTER EDUCATION STANDARDS



## CORE CURRICULUM

Course content designed for students to be instructed and assessed according to performance-based learning objectives related to safe, legal, and responsible hunting.

Safe	Legal	Responsible
Justification for Hunter Education and Hunting	Justification for Hunter Education and Hunting	Justification for Hunter Education and Hunting
Safe Firearms Mechanical Handling	Hunting Regulations Wildlife Identification	Key Wildlife and Management Principles
Safe Firearm Field Practices		Hunter's Role in Conservation
		Responsibility to Wildlife
		Hunter Best Practices
		Personal Responsibility and Behavior

## NON-CORE CURRICULUM

Course content designed for students to receive information about next steps.

Participate, Learn, Connect
To foster graduate participation in hunting, emphasize importance of continuing education, and illustrate value of mentorship and social support.

## REASONS FOR HUNTER EDUCATION & JUSTIFICATION FOR HUNTING

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Justification for Hunter Education	Why hunter education is important	Identify the purpose and importance of hunter education.	<p>The goal of hunter education is to train safe, responsible and law abiding hunters. Hunter education is important because it:</p> <ul style="list-style-type: none"> <li>Decreases hunting-related shooting incidents and other hunting injuries</li> <li>Promotes responsible hunter behavior, including compliance with hunting laws and regulations</li> </ul>	Legal, Safe, Responsible
Hunter's Role in Wildlife Conservation	Role of hunting in conservation	Identify hunters and recreational hunting as key to wildlife conservation.	<ul style="list-style-type: none"> <li>Hunters are primary source of financial support that benefits all wildlife species</li> <li>Hunters advocate and support legislation that protects wildlife resources</li> <li>Hunters assist wildlife agencies with management of some wildlife populations</li> </ul>	Responsible

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Role in Wildlife Conservation	North American Model of Wildlife Conservation	Describe the central principles of the North American Model of Wildlife Conservation.	<ul style="list-style-type: none"> <li>Fish and wildlife are public resources and every citizen has the opportunity to pursue them within legal limits</li> <li>Wildlife populations are sustained and scientifically managed by professionals in government agencies</li> </ul>	Responsible
Hunter's Role in Wildlife Conservation	Conservation funding for wildlife management, habitat management and hunter education.	Describe how license fees and excise taxes support wildlife conservation.	<p>Wildlife management is funded largely by users who directly benefit from the resource. Two primary funding sources for wildlife management are:</p> <ul style="list-style-type: none"> <li>Excise taxes on hunting equipment and ammunition from 1937 Federal Aid in Wildlife Restoration Act</li> <li>Revenue from state natural resource agencies, including hunting license fees</li> </ul>	Responsible
Key Wildlife Ecology & Management Principles	Basic factors of wildlife conservation	Describe how wildlife and habitat interact.	<p>Factors that affect wildlife production and survival are:</p> <ul style="list-style-type: none"> <li>Quality and amount of habitat</li> <li>Climate</li> <li>Reproductive potential of species</li> </ul> <p>Habitat:</p> <ul style="list-style-type: none"> <li>Is most important factor affecting wildlife survival</li> <li>Changes over time through natural succession providing benefits to distinct species at different stages of growth</li> </ul>	Responsible
Key Wildlife Ecology & Management Principles	Basic factors of wildlife conservation	Identify key components of wildlife habitat.	<p>Habitat consists of:</p> <ul style="list-style-type: none"> <li>Food</li> <li>Water</li> <li>Cover</li> <li>Space</li> <li>Arrangement</li> </ul>	Responsible
Key Wildlife Ecology & Management Principles	Biological basis of hunting	Describe how carrying capacity, biological surplus and limiting factors affect the size of a population.	<p>Carrying capacity is:</p> <ul style="list-style-type: none"> <li>Number of animals of a given species that an area can support without damage to the habitat</li> </ul> <p>Biological surplus is:</p> <ul style="list-style-type: none"> <li>Number of animals in a population beyond the carrying capacity</li> </ul> <p>Limiting factors:</p> <ul style="list-style-type: none"> <li>Factors that limit population growth</li> <li>Examples include: disease, predation, weather, and a lack of food, water, cover, or space</li> </ul>	Responsible

## SAFE FIREARM HANDLING

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Major causes of incidents	Identify common causes of hunting and shooting-related incidents.	<p>Four main types of hunting-related shooting incidents:</p> <ul style="list-style-type: none"> <li>• Hunter Judgment Mistakes—such as mistaking another person for game or not checking the foreground or background before firing</li> <li>• Safety Rule Violations—including pointing the muzzle in an unsafe direction and ignoring proper procedures for crossing a fence, obstacle, or difficult terrain</li> <li>• Lack of Control and Practice—which can lead to accidental discharges and stray shots</li> <li>• Mechanical Failure—such as an obstructed barrel or improper ammunition</li> </ul> <p>Most common causes of hunting incidents.</p> <ul style="list-style-type: none"> <li>• Failure to identify the target (15.5%)</li> <li>• Shooter swinging on game (12.8%)</li> <li>• Careless handling of firearm (11.4%)</li> <li>• Victim out of sight of shooter (8.3%)</li> </ul> <p>(NSSF, Industry Intelligence Reports, 2007)</p>	Safe, Legal
Safe Firearm Handling (mechanics)	Parts of a firearm including safety mechanisms	Identify the basic parts of a firearm and state their purposes.	<p>The three main parts of a firearm are the:</p> <p>Action:</p> <ul style="list-style-type: none"> <li>• Loads and fires ammunition</li> <li>• Ejects the spent case</li> </ul> <p>Stock:</p> <ul style="list-style-type: none"> <li>• Serves as a platform for supporting the action and barrel and is held by the shooter</li> </ul> <p>Barrel:</p> <ul style="list-style-type: none"> <li>• That part of a firearm through which a projectile or shot charge travels under pressure from burning gunpowder, compressed air or other like means. A barrel may be either smooth or rifled guides the projectile in the intended direction</li> </ul> <p>Rifling:</p> <ul style="list-style-type: none"> <li>• Is a pattern of spiral grooves cut into the bore of the barrel</li> <li>• Puts spin on a bullet when fired</li> <li>• Allows for more accurate shooting</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Parts of a firearm including safety mechanisms	Identify the basic parts of a firearm and state their purposes.	<p>Other parts of the firearm include:</p> <p>Trigger:</p> <ul style="list-style-type: none"> <li>Allows shooter to initiate the shot</li> </ul> <p>Trigger guard:</p> <ul style="list-style-type: none"> <li>Protects trigger from unintended movement</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>A device that is designed to block the trigger and therefore to prevent the firearm from firing. A safety does not necessarily block the gun's firing mechanism. Never depend solely on a safety to prevent a gun from firing.</li> </ul> <p>Barrel stamp:</p> <ul style="list-style-type: none"> <li>Specific information stamped on the side of the barrel about the correct ammunition (caliber or gauge) to use</li> <li>Allows shooter to correctly match ammunition to the firearm</li> </ul> <p>Muzzle:</p> <ul style="list-style-type: none"> <li>Part of barrel from which projectile emerges</li> <li>Must always be pointed in a safe direction</li> </ul> <p>Sights:</p> <ul style="list-style-type: none"> <li>Allow precise alignment of the firearm with the target</li> </ul>	Safe
Safe Firearm Handling (mechanics)	Differences between rifles, shotguns and handguns	Describe the characteristics of rifles, shotguns and handguns.	<p>Rifles and handguns:</p> <ul style="list-style-type: none"> <li>Are distinguished by spiral grooves in the bore known as rifling</li> <li>Fire cartridges typically with a single projectile called a bullet</li> <li>Are aimed by aligning the sights and are fired by carefully squeezing the trigger to avoid disturbing sight picture</li> <li>Are used for stationary targets</li> <li>Extra care must be taken to control the muzzle of a handgun, because of the short barrel length</li> </ul> <p>Shotguns:</p> <ul style="list-style-type: none"> <li>Usually have a smooth bore</li> <li>Fire shotshells with multiple projectiles or a single projectile known as a slug</li> <li>If designed to fire slugs, may have a rifled barrel</li> <li>Are pointed, rather than aimed and are fired by quickly "slapping" the trigger when the shooter is ready to fire</li> <li>Are typically used for moving targets in the air</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Basic rules of firearm safety	Apply the basic rules of firearm safety.	<p>Four basic rules of firearm safety:</p> <ul style="list-style-type: none"> <li>• Always treat the firearm as if it is loaded</li> <li>• Control the muzzle by keeping the firearm pointed in a safe direction</li> <li>• Keep your finger off the trigger until ready to shoot</li> <li>• Be sure of the target and what lies beyond</li> </ul>	Safe
Safe Firearm Handling (mechanics)	Common firearm actions	Identify common types of modern firearm actions.	<p>Common firearm actions:</p> <ul style="list-style-type: none"> <li>• Bolt</li> <li>• Break or hinge</li> <li>• Lever</li> <li>• Pump or slide</li> <li>• Semi-auto</li> </ul>	Safe
Safe Firearm Handling (mechanics)	Parts of ammunition	Describe how ammunition functions in a firearm.	<p>Rifle and pistol cartridges consist of:</p> <ul style="list-style-type: none"> <li>• Case</li> <li>• Primer</li> <li>• Powder</li> <li>• Bullet</li> </ul> <p>Shotgun shells consist of:</p> <ul style="list-style-type: none"> <li>• Hull</li> <li>• Primer</li> <li>• Powder</li> <li>• Wad</li> <li>• Shot</li> </ul> <p>Cartridge or shotshell firing sequence:</p> <ul style="list-style-type: none"> <li>• Trigger is pulled</li> <li>• Firing pin strikes the primer, which ignites the powder in the case</li> <li>• Burning powder increases pressure from hot gases</li> <li>• Heat and pressure propel the bullet or shot and wad out of the barrel</li> </ul>	Safe, Legal, Responsible
Safe Firearm Handling (mechanics)	Failure to fire	Describe how to safely handle a firearm during and after a misfire.	<p>Steps to handle a misfire:</p> <ul style="list-style-type: none"> <li>• Maintain safe muzzle control</li> <li>• Keep the action closed and firearm pointed at a safe backstop</li> <li>• Wait 15 seconds (60 seconds for a muzzleloader)</li> <li>• If gun still has not fired, remove shell or cartridge from chamber</li> </ul>	Safe
Safe Firearm Handling (mechanics)	Proper ammunition	Match ammunition to the respective caliber or gauge of a firearm.	<p>Steps to correctly match ammunition to firearm:</p> <ul style="list-style-type: none"> <li>• Locate and understand barrel stamp on firearm</li> <li>• Locate and understand head stamp on ammunition correctly match proper caliber or gauge and length of shell</li> <li>• You must match the descriptions exactly</li> </ul> <p>Example of the importance of correctly matching firearm to ammunition: A 20-gauge shotshell loaded into a 12-gauge shotgun can slide forward beyond the chamber. If another shell is fired, there is a barrel obstruction which can cause the barrel to rupture.</p>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Loading and unloading firearms	Show how to load and unload common modern firearm actions.	<p>Loading sequence:</p> <ul style="list-style-type: none"> <li>• Point the muzzle in safe direction</li> <li>• If possible, engage the safety</li> <li>• Keep finger off the trigger and outside the trigger guard</li> <li>• Open the action</li> <li>• Load the correct ammunition into the chamber or magazine</li> <li>• Close the action. The firearm is loaded</li> </ul> <p>Unloading sequence:</p> <ul style="list-style-type: none"> <li>• Point the muzzle in safe direction</li> <li>• If possible, engage the safety</li> <li>• Keep finger off the trigger and outside the trigger guard</li> <li>• Remove the magazine</li> <li>• Open the action</li> <li>• Eject cartridges if it is the only way to remove them</li> <li>• Physically and visibly check to make sure the chamber and magazine are empty</li> </ul>	Safe
Safe Firearm Handling	Passing firearms safely	Show how to transfer a firearm from one hunter to another.	<p>Basic rules for passing a firearm to another person:</p> <ul style="list-style-type: none"> <li>• Keep the firearm pointed in a safe direction</li> <li>• Unload the firearm with your back toward the other person</li> <li>• Engage the safety</li> <li>• With the action open, check the chamber and magazine to be sure there is no ammunition</li> <li>• With the action open, allow the recipient to verify that there is no ammunition in the chamber or magazine</li> <li>• Allow the recipient to grasp the firearm securely</li> <li>• Maintain your grip until the recipient acknowledges a secure hold by saying "Thank you" or "I got it"</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Shooting skill	Explain the fundamentals of rifle marksmanship or shotgun shooting.	<p>Shooters should determine and use their dominant eye for shooting. Fundamentals of rifle marksmanship are:</p> <ul style="list-style-type: none"> <li>• Proper shooting position(s) (benchrest, prone, kneeling, sitting, standing)</li> <li>• Sight alignment</li> <li>• Sight picture</li> <li>• Breath control</li> <li>• Trigger squeeze</li> <li>• Follow through</li> </ul> <p>Fundamentals of accurate shotgun shooting include:</p> <ul style="list-style-type: none"> <li>• Proper stance</li> <li>• Mounting the shotgun</li> <li>• Pointing the shotgun</li> <li>• Proper lead on moving targets</li> <li>• “Slapping” the trigger</li> <li>• Follow through</li> </ul>	Safe, Responsible
Safe Firearm Handling (mechanics)	Eye and ear protection	Explain why it is important to wear eye and ear protection while shooting.	<p>Firing a cartridge:</p> <ul style="list-style-type: none"> <li>• Creates loud noise which can damage hearing</li> <li>• Sends the projectile down range</li> <li>• Discharges small particles of the projectile, burning gas and other residue which can damage eye</li> </ul> <p>Wear eye and ear protection at all times when shooting</p>	Safe
Safe Firearm Handling (mechanics)	Performance characteristics of ammunition	Describe the differences among rifle, shotgun and handgun ammunition	<p>Characteristics of cartridges and shotshells greatly affect performance of projectiles. Cartridge and shotshell performance depends on:</p> <ul style="list-style-type: none"> <li>• Bullet weight</li> <li>• Shot size</li> <li>• Design of the projectile</li> <li>• Materials used to manufacture the projectile</li> <li>• Type and amount of gun powder</li> </ul> <p>Rifles and pistols usually fire a single projectile, called a bullet, which is caused to spin by the rifled barrel. The spin leads to greater accuracy.</p> <p>Shotguns usually fire multiple projectiles, called shot. The pattern of the shot may be tightened (brought closer together) by the choke in the end of the barrel.</p> <p>Shooter’s choice of cartridge or shotshell should be based on:</p> <ul style="list-style-type: none"> <li>• Species to be hunted</li> <li>• Environment</li> <li>• Hunting regulations</li> </ul> <p>Rifle and pistol bullets usually travel further than shotgun pellets.</p>	Safe, Legal, Responsible



Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Performance characteristics of ammunition	Explain the importance of a safe backstop when taking a shot.	<p>When shooting, a safe impact area is necessary. Backstop needs to be solid enough to capture fired bullets and is constructed of a material that will not allow ricochets. Also, when hunting the shooter must be certain that the area beyond intended target is clear of any non- target objects.</p> <p>Examples of projectile travel distances:</p> <ul style="list-style-type: none"> <li>• .22 bullet can travel over 1 ½ miles</li> <li>• Centerfire bullet can travel several miles</li> <li>• Small shot can travel 200-350 yards</li> <li>• Larger shot can travel over 600 yards</li> <li>• Slugs can travel over 800 yards</li> </ul>	Safe, Legal, Responsible
Safe Firearm Handling (mechanics)	Transporting firearms	Describe how to make a firearm safe for transport in a vehicle, watercraft, or ATV/UTV.	<p>When transporting a firearm in a vehicle, boat, or on a horse, snowmobile or ATV/UTV, firearms should:</p> <ul style="list-style-type: none"> <li>• Have the safety engaged</li> <li>• Be completely unloaded</li> <li>• Have the magazine removed</li> <li>• Be cased</li> </ul>	Safe, Legal
Safe Firearm Handling (mechanics)	Cleaning firearms	List the steps to safely clean a firearm.	<p>Cleaning firearms ensures safe, proper function of the action and performance of the ammunition. Steps for cleaning a firearm:</p> <ul style="list-style-type: none"> <li>• Safely unload the firearm</li> <li>• Remove all ammunition from the cleaning area</li> <li>• Use cloth and gun cleaning solvents to remove dirt, powder residue, skin oils and moisture from all metal parts of the firearm, including the action</li> <li>• Use cleaning rods, brushes, patches and solvent to clean the bore</li> <li>• Disassemble the firearm for more thorough cleaning</li> <li>• Apply a coating of gun oil to protect the firearm from rust</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Handling (mechanics)	Storing firearms	Describe how to safely store firearms and ammunition.	<p>Safety precautions for firearm storage:</p> <ul style="list-style-type: none"> <li>Firearms should be unloaded when stored</li> <li>Firearms should be stored so that unauthorized persons cannot access them</li> </ul> <p>Preferred conditions for firearm storage:</p> <ul style="list-style-type: none"> <li>Store firearms in a locked cabinet or safe</li> <li>Store firearms and ammunition separately</li> </ul> <p>Control of firearms when not in storage:</p> <ul style="list-style-type: none"> <li>A hunter must maintain physical control of firearms whenever they are not in storage to prevent unauthorized use. This could mean being physically present, using gun locking mechanisms or locking the firearms in a vehicle.</li> <li>Firearms should be unloaded except when actually hunting. This includes in a home, yard or vehicle.</li> <li>Family members should be taught what to do if they find a firearm which has not been properly stored.</li> </ul>	Safe

### **SAFE FIELD PRACTICES**

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices	Handling firearms in hunting situations	Describe how to make a firearm safe when entering or exiting a ground blind.	<p>When entering or exiting a blind:</p> <ul style="list-style-type: none"> <li>Keep muzzle(s) pointed in a safe direction</li> <li>Safely unload the firearm(s) and engage the safety</li> </ul>	Safe
Firearm Field Practices	Proper field carries	Choose safe firearm carry methods while hunting alone and with others.	<p>Methods of carry include:</p> <ul style="list-style-type: none"> <li>Sling carry</li> <li>Trail carry</li> <li>Cradle carry</li> <li>Elbow or side carry</li> <li>Shoulder carry</li> <li>Two-handed or “ready” carry</li> </ul> <p>When choosing a carry method, you must consider muzzle control. Never allow your muzzle to be pointed at anyone. Weather or terrain may limit your choices. Also keep your finger off the trigger and keep the safety “on”. Two-handed or ready carry is the best carry for control of the muzzle and it allows the hunter to get into shooting position quickly. In case of a fall, the two-hand ready carry allows a hunter to:</p> <ul style="list-style-type: none"> <li>Better control of the firearm with both hands</li> <li>To keep the muzzle pointed in a safe direction</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices	Safe zones of fire	Apply the concept of safe zone of fire while hunting in groups.	<p>A safe zone of fire is:</p> <ul style="list-style-type: none"> <li>• An area into which the hunter may safely shoot</li> <li>• An area where no persons, houses, outbuildings or domestic animals are in range</li> </ul> <p>When hunting with one or two partners:</p> <ul style="list-style-type: none"> <li>• Each hunter's zone of fire is the area that extends in a 45° angle directly in front of the hunter</li> <li>• Hunters must walk abreast</li> <li>• A hunter must never swing or shoot outside the safe zone of fire</li> <li>• Hunters must not move away from an established "stand" location without notifying all other hunters in the group</li> <li>• Changing location will change the safe zone of fire for not only that hunter but for the rest of the hunting party</li> </ul>	Safe
Safe Firearm Field Practices	Handling firearms in hunting situations	Choose the proper response when presented with safe/unsafe shot opportunities.	<p>Before taking a shot the hunter must always:</p> <ul style="list-style-type: none"> <li>• Be sure of the target. Positive identification of the target eliminates "mistaken for game" incidents</li> <li>• Be sure of what lies in front of and beyond the target. Being sure of a safe backstop means that the projectile cannot hit an unintended target</li> </ul> <p>Also, never shoot at sky-lined animals or animals out of range.</p> <p>Extreme caution should be used when shooting at running or fast-moving game. Shoot only within your zone of fire. Do not shoot unless you are confident that you can make an effective shot.</p>	Safe, Responsible
Safe Firearm Field Practices	Barrel obstructions	Determine how to clear an obstruction from the barrel of a firearm.	<p>For clearing obstructions in a firearm:</p> <ul style="list-style-type: none"> <li>• Always point the muzzle in a safe direction</li> <li>• Open the action</li> <li>• Make certain that the chamber and magazine are unloaded</li> <li>• Check for obstructions by looking from the breech toward the muzzle, if possible</li> <li>• Alternatively, check from the breech using a tool, such as a barrel light</li> <li>• Clear the obstruction using a cleaning rod</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter Field Safety	Elevated stands	Identify the causes of falls from an elevated stand.	<p>The number one cause of injury or death when using elevated stands is falls. Falls from elevated stands are caused by:</p> <ul style="list-style-type: none"> <li>• Errors in the placement and use of equipment</li> <li>• Errors made while climbing into or out of the stand</li> </ul> <p>Falls may also be caused by equipment damage due to:</p> <ul style="list-style-type: none"> <li>• Weathering or stress</li> <li>• Insufficient familiarity with the equipment</li> <li>• Weather</li> </ul>	Safe
Hunter Field Safety	Elevated stands	Identify safe practices for hunting from an elevated stand.	<p>Always use caution when off the ground. Stay attached with a full body harness/fall arrest system (FBH/FAS) whenever off the ground. A full body fall arrest system should include a full body harness with a tether strap and lineman's belt and a suspension relief system. Users should:</p> <ul style="list-style-type: none"> <li>• Follow the manufacturer's instructions</li> <li>• Practice at ground level before climbing</li> <li>• Inspect the stand and accessories before each use</li> <li>• Use three points of contact when climbing</li> <li>• Use a haul line to pull up firearms, bows or other equipment</li> </ul>	Safe
Hunter Field Safety	Full Body Harness/Fall Arrest Systems	Explain how the fall arrest system/full body harness is essential for reducing the risk of serious injury.	<p>A properly used full body harness/fall arrest system (FBH/FAS):</p> <ul style="list-style-type: none"> <li>• Prevents the wearer from falling to the ground</li> <li>• Has a shock absorbing feature built into the tether</li> <li>• Includes suspension relief to avoid suspension trauma</li> <li>• Allows the wearer to re-enter the treestand</li> </ul> <p>Some systems allow a safe and gradual descent to the ground in the event that it is not possible to re-enter the stand</p>	Safe
Hunter Field Safety	Full Body Harness/Fall Arrest Systems	Describe how to recover from a tree-stand fall.	<ul style="list-style-type: none"> <li>• Do not panic - the full body harness/fall arrest system (FBH/FAS) will hold you</li> <li>• Signal for help</li> <li>• Recover and get back on the platform as quickly as possible</li> <li>• Take action to avoid suspension trauma if you cannot quickly get back on the platform or the ground. Your FAS/FBH should have a suspension relief strap, step into the loop and stand up to relieve pressure caused by the leg straps. If you do not have a suspension relief strap, keep moving your legs.</li> </ul>	Safe

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Safe Firearm Field Practices	Crossing obstacles	Show how to cross an obstacle or hazardous terrain when hunting alone and with others.	<p>To safely unload a firearm:</p> <ul style="list-style-type: none"> <li>• Keep the muzzle pointed in a safe direction at all times</li> <li>• Engage the safety and unload</li> <li>• Keep the action open</li> </ul> <p>When crossing fences, logs and other obstacles alone:</p> <ul style="list-style-type: none"> <li>• Safely unload the firearm</li> <li>• Cover the muzzle</li> <li>• Place the firearm on the opposite side of the obstacle</li> <li>• Cross the obstacle (near a post if crossing a fence)</li> <li>• Retrieve the firearm</li> <li>• Check the barrel for obstructions before loading and continuing the hunt</li> </ul> <p>When crossing obstacles with one or more hunting partners:</p> <ul style="list-style-type: none"> <li>• Safely unload all firearms while standing back to back</li> <li>• The first hunter hands his/her firearm to the second hunter</li> <li>• The second hunter visually confirms that both firearms are unloaded and that the actions are open and verbally confirms control of both firearms by saying “I got it” or “Thank you”</li> <li>• The first hunter crosses the obstacle (near a post if crossing a fence)</li> <li>• The second hunter passes both firearms over the obstacle to the first hunter using visual and verbal confirmations</li> <li>• The second hunter crosses the obstacle (near a post if crossing a fence) and retrieves his or her firearm using visual and verbal confirmations</li> <li>• Both hunters stand back to back to reload, before continuing the hunt</li> </ul>	Safe
Hunter’s Best Practices	Hunter orange	Explain the importance of wearing hunter orange to prevent hunting- related shooting incidents.	Wearing hunter orange allows an individual to be more easily seen and identified as a human. Wearing hunter orange prevents hunting-related shooting incidents. Most states require hunters to wear hunter orange clothing for certain hunting activities	Safe, Legal
Hunter’s Best Practices	Avoid alcohol and drug consumption	Identify reasons for avoiding alcohol and drug consumption prior to and during the hunt.	Alcohol and drug consumption prior to and while hunting can impair a hunter’s motor skills and judgment, leading to serious injuries or death	Safe, Legal, Responsible

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices	Outdoor preparedness	Identify items that should be included in every survival kit.	Every survival kit should include: <ul style="list-style-type: none"> <li>• Fire building device</li> <li>• Method of procuring safe water for drinking</li> <li>• Personal first aid kit</li> <li>• Signaling device, material for shelter construction</li> <li>• Map &amp; compass</li> <li>• Emergency food</li> </ul> Additional items will vary based on hunting conditions and personal preferences	Safe, Responsible
Hunter's Best Practices	Outdoor preparedness	Describe the essential steps necessary to survive an emergency situation in the outdoors.	During an emergency situation a hunter should: <ul style="list-style-type: none"> <li>• Stop - remain calm and analyze situation</li> <li>• Think - what should I do now</li> <li>• Observe - survey terrain and look for familiar land marks</li> <li>• Plan - what's the next best course of action</li> </ul> A hunter should remember and follow the STOP principle.	Safe, Responsible
Hunter's Best Practices	Outdoor Preparedness- Prepare a hunt plan	Identify reasons for preparing and following a hunt plan.	A hunter should prepare and follow a hunt plan in case of becoming: <ul style="list-style-type: none"> <li>• Lost</li> <li>• Sick</li> <li>• Injured</li> </ul> A hunter should leave the hunt plan: <ul style="list-style-type: none"> <li>• With a friend or family member so that searchers will know where to find the hunter</li> </ul> A hunter should prepare and follow a plan when hunting in groups to prevent accidental shootings. A well-planned hunt is usually more successful.	Safe, Responsible
Hunter's Best Practices	Outdoor Preparedness- Physical conditioning	Explain the importance of personal preparedness when outdoors.	Preparation is important for reducing the likelihood of serious emergencies while hunting. Staying in shape can prevent exhaustion and heart attacks. Carrying medication for known medical conditions allows immediate treatment in the field. Proper clothing and a survival kit can be used to reduce the effects of harsh weather conditions.	Safe, Responsible

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunter's Best Practices	Outdoor preparedness	Identify causes, symptoms and treatments of hypothermia and heat exhaustion.	<p>Hypothermia is a decrease in the body's core temperature caused by cold, wind and wet conditions. Signs and symptoms of hypothermia are:</p> <ul style="list-style-type: none"> <li>• Mild hypothermia - uncontrollable shivering</li> <li>• More severe hypothermia - confusion and lack of judgment</li> </ul> <p>To treat hypothermia:</p> <ul style="list-style-type: none"> <li>• Remove the victim from cold, windy and wet conditions</li> <li>• Re-warm gradually</li> <li>• Get medical help if severe</li> </ul> <p>Heat exhaustion is caused by:</p> <ul style="list-style-type: none"> <li>• Excessive heat</li> <li>• Dehydration</li> </ul> <p>Signs and symptoms of heat exhaustion include:</p> <ul style="list-style-type: none"> <li>• Cool, clammy, pale skin</li> <li>• Dry mouth</li> <li>• Fatigue</li> <li>• Weakness</li> <li>• Dizziness</li> <li>• Headache</li> <li>• Nausea</li> </ul> <p>To treat heat exhaustion:</p> <ul style="list-style-type: none"> <li>• Move victim to a cool or shady place</li> <li>• Provide water or sports drinks</li> <li>• Keep victim inactive</li> <li>• Seek medical attention if severe</li> </ul>	Safe, Responsible
Hunter's Best Practices	Outdoor preparedness	State the importance of wearing a personal flotation device (PFD) when hunting on the water.	<p>A personal flotation device (pfd) is worn to:</p> <ul style="list-style-type: none"> <li>• Keep the individual afloat in water</li> <li>• Prevent drowning</li> <li>• Delay the onset of hypothermia</li> </ul>	Safe, Responsible
Hunter's Best Practices	Outdoor preparedness	State the importance of first-aid training for hunters.	<p>First aid skills are necessary for treating life threatening emergencies while hunting, such as:</p> <ul style="list-style-type: none"> <li>• Heart attacks</li> <li>• Drowning</li> <li>• Broken bones</li> <li>• Cuts and bleeding</li> <li>• Tree stand falls</li> <li>• Burns</li> <li>• Snakebites</li> </ul> <p>Other issues may be specific to individual jurisdictions</p>	Safe, Responsible

## HUNTING LAWS, REGULATIONS & WILDLIFE IDENTIFICATION

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Hunting Regulations	The reasons for hunting laws and regulations; entities responsible for regulating hunting	Explain why hunting laws and regulations are important.	Hunting laws and regulations have been enacted to: <ul style="list-style-type: none"> <li>• Protect people and property</li> <li>• Protect wildlife populations</li> <li>• Ensure fair chase</li> <li>• Ensure a fair distribution of game</li> </ul>	Legal, Responsible
Wildlife Identification	Wildlife identification skills for hunters	Explain the importance of wildlife identification skills for hunting.	Correct identification of wildlife species can: <ul style="list-style-type: none"> <li>• Prevent unintentional killing of non-target wildlife</li> <li>• Prevent accidental shootings during which people are “mistaken for game”</li> </ul>	Safe, Legal, Responsible
Hunting Regulations	Use resources for finding current hunting regulations.	Locate information regarding hunting regulations by using an official resource.	Resources for hunting regulation, places to hunt, and species-specific information include: <ul style="list-style-type: none"> <li>• Official state publications</li> <li>• Wildlife agency websites</li> <li>• Hunting access guides or booklets</li> <li>• Mapping software</li> <li>• Contact with agency personnel</li> </ul> These resources provide information regarding: <ul style="list-style-type: none"> <li>• How to obtain a license</li> <li>• Hunting season dates and hours</li> <li>• Hunting implements - legal means and methods</li> <li>• Hunter orange requirements</li> <li>• Bag limits and other restrictions on taking game</li> <li>• Permit and/or stamp requirements</li> <li>• Tagging, transporting and reporting requirements</li> <li>• Trespass laws</li> </ul>	Legal
Wildlife Identification	Wildlife identification skills for hunters	Identify game species and their distinguishing features.	Game animals are wildlife that can be hunted legally. Game animals: <ul style="list-style-type: none"> <li>• Are useful, primarily for food</li> <li>• Are abundant and have population levels that can be sustained</li> <li>• Offer a unique or traditional challenge for hunters</li> </ul> State resource agencies typically classify wildlife species into several categories including big game, small game, upland game, migratory game birds, furbearers, non-game and endangered species (including threatened and special concern). Characteristics to consider when identifying wildlife: <ul style="list-style-type: none"> <li>• General description (shape, size, color and distinguishing features)</li> <li>• Habitat and range</li> <li>• Behaviors such as daily activity patterns</li> <li>• Wildlife sign such as tracks, scat and calls</li> </ul>	Safe, Legal, Responsible



## PERSONAL RESPONSIBILITY & NEXT STEPS

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Personal Responsibility and Behavior	Responsible and respectful hunters, behaviors that promote positive image of hunters and hunting	Describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters and themselves.	<p>Responsible hunter:</p> <ul style="list-style-type: none"> <li>• Respects wildlife and the environment</li> <li>• Respects landowners and property</li> <li>• Shows consideration for non-hunters</li> <li>• Hunts safely</li> <li>• Knows and obeys hunting laws</li> <li>• Supports wildlife conservation</li> <li>• Hunts using fair chase methods</li> <li>• Becomes knowledgeable about wildlife</li> <li>• Hunts only with ethical hunters</li> </ul> <p>A responsible hunter will:</p> <ul style="list-style-type: none"> <li>• Display game in a respectful and responsible manner</li> <li>• Wear clean, appropriate clothing in public places</li> <li>• Present a professional image when talking to the media</li> <li>• Avoid alcohol and drugs before or during a hunt</li> <li>• Take tasteful photographs</li> <li>• Harvest only as much game as can be used or shared</li> </ul>	Safe, Legal, Responsible
Personal Responsibility and Behavior	Responsible and respectful hunters promote positive image of hunters and hunting	Explain why developing responsible hunting behavior is important for every hunter and the future of hunting.	<p>Hunters should develop a personal code of conduct (sportsman’s code), which includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Following laws and regulations</li> <li>• Ensuring proper and appropriate behavior at all times</li> </ul> <p>By developing this code, the hunter will be able to:</p> <ul style="list-style-type: none"> <li>• Act more responsibly</li> <li>• Respect his or her own behavior</li> </ul> <p>Positive actions by responsible hunters lead to a more positive image of hunters by the public. The result can be greater acceptance of and support for hunting, as well as greater awareness and interest in becoming a hunter.</p>	Legal, Responsible
Personal Responsibility and Behavior	Hunters who follow fair chase principles show respect for game.	Describe the concept of “fair chase”.	<p>Fair chase balances the skills and equipment of the hunter with the abilities of the animal to escape. Standards of fair chase are defined by:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Regional preferences</li> <li>• Personal choice</li> </ul> <p>Fair chase is primarily defined by individuals and their level of hunting ability. The expert hunter may use more restrictive and less effective techniques than the novice hunter. Fair chase emphasizes self-restraint and the development of skills.</p>	Responsible

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Responsibility to Wildlife	Effective shot placement ensures a quick kill.	Describe effective shot placement for a quick kill.	<p>Hunters must understand the anatomy of the birds and animals they hunt to kill game quickly. The effective kill shot for:</p> <ul style="list-style-type: none"> <li>• Big game is the heart, lung and liver</li> <li>• Turkeys is in the head and neck</li> <li>• Flying birds is in the head, spine, heart and lungs to ensure recovery</li> </ul> <p>Hunters must adjust their shots for:</p> <ul style="list-style-type: none"> <li>• Varying angles in relation to the game</li> <li>• Location of large bones in big game</li> </ul> <p>Broadside or quartering away shots are most effective for big game</p>	Responsible
Responsibility to Wildlife	Game Recovery - Tracking techniques and reading sign	Describe the basic steps of big game recovery.	<ul style="list-style-type: none"> <li>• Wait for a period of time before trailing game. Normally this time period is between</li> <li>• ½ and 1 hour</li> <li>• Make a practice of carefully observing every movement of a game animal after you shoot it</li> <li>• Once at the site look for signs: <ul style="list-style-type: none"> <li>○ Blood on the ground or vegetation</li> <li>○ Broken twigs or branches, or scattered leaves</li> <li>○ A “dew” line if early in the morning</li> <li>○ Tracks</li> <li>○ Hair, meat or bone fragments</li> <li>○ Downhill trails, especially towards water</li> </ul> </li> <li>• When a downed animal is found, approach the animal carefully from above and behind the head</li> <li>• Check the animal’s eyes. The eyes of a dead animal are normally open</li> <li>• If the animal is still alive it should be finished with a well-placed lethal shot</li> <li>• Once the animal is dead, follow the state’s regulations for reporting or recording a kill. You may be required to immediately sign, date and affix a tag to the animal</li> <li>• Then begin field dressing</li> </ul>	Legal, Responsible
Responsibility to Wildlife	Proper and legal care of game helps prevent meat spoilage	Describe how to properly and legally care for harvested game.	<p>Hunters use harvested game to provide meat for the table, it should never be wasted. Big game must generally be tagged immediately. Removing internal organs of all harvested game animals by field dressing should be done as soon as possible after the kill to delay meat spoilage. Heat, dirt and moisture can spoil meat. Latex gloves can protect hunters from wildlife diseases</p>	Legal, Responsible

Curricula Category	Subtopics	Learning Objectives Students will be able to:	Specific Content	Outcome Intended to Impact
Responsibility to Wildlife	Proper selection of a firearm for hunting satisfies legal requirements and supports accuracy	Select a proper firearm and ammunition for the game to be hunted.	<p>Firearms chosen for hunting must often meet minimum legal requirements for caliber, gauge or energy produced by the projectile. The firearm for hunting should be powerful enough to kill game:</p> <ul style="list-style-type: none"> <li>• Quickly</li> <li>• Effectively</li> </ul> <p>The firearm should fit the hunter to allow accurate shooting. Many shooters practice more often and shoot more proficiently if they use a firearm with moderate recoil. Selection of ammunition for hunting should be based on the type of game to be hunted. Most manufacturers recommend specific ammunition for each species.</p> <p>For hunting with a shotgun, be sure to select the proper choke and ammunition combination.</p>	Legal, Responsible

## COURSE ADMINISTRATION

Everyone is welcome to attend a hunter education course, but only persons **11 and older may obtain a certificate** immediately upon completion of the course. Eleven-year-olds may take the course for certification, but their certificate will not become valid until their 12<sup>th</sup> birthday.

**Minimum class size shall be 10 students**, unless prior approval is given by the DNR. Instructors need to teach with at least one additional adult 18 years of age or older present in the classroom whom is not participating as a student in the class. **It is recommended that all classes have a minimum instructor/student ratio of 1:10.** More instructors will be needed per 10 students for some field day activities and all live fire activities.

Instructors are expected to keep students informed of their progress in the course. Students experiencing difficulty in grasping program concepts or problems relating to gun handling skills, developing responsible attitudes towards firearms or instructor authority, and classroom rules should be counseled with their parent or guardian present. Efforts should be made to resolve these problems prior to denying a hunter education certificate. Difficulty of this nature should be documented and recorded in the student's respective notes section within the online class report via the Go Outdoors Iowa Event Management System. Student knowledge will be evaluated on the written examination provided by the DNR. **Minimum passing grade for the exam is 75%** (no more than 12 questions out of the 50 may be answered incorrectly). If a student does not score at least 75%, please go over the questions missed with the student to make sure he/she understands the questions or determine if they may have a reading disability. **Each student must also demonstrate safe firearm handling techniques.** Evaluation through field activities or gun handling demonstrations is mandatory. Previous experience or training cannot be substituted for attendance in the course. Only individuals who satisfactorily complete the entire course are eligible for certification.

Iowa accepts all Hunter Education Certificates issued by another state or by a foreign nation and vice versa as long as the International Hunter Education Association—USA content and delivery standards are met. All resident and non-resident hunters born after January 1, 1972, must have a valid hunter education certificate to buy a license in Iowa.

### USE OF LIVE AMMUNITION

Due to safety concerns, the use of live ammunition, primers or gun powder is not permitted during indoor classroom training activities. Dummy ammunition must be used for all firearm/ammunition related activities, including field

courses except for live-firing activities conducted at a controlled shooting range or approved area. Live ammunition and gun powder may be used for shooting demonstration purposes only under closely supervised conditions outdoors or at an indoor shooting range. Students must be supervised while handling any firearm or ammunition. **Students must not be allowed to handle firearms and live ammunition together except during supervised shooting range activities.** All live-firing activities must strictly adhere to DNR shooting range safety procedures as outlined in this booklet. Air-Gun or BB Gun shooting is considered a live-firing activity.

### **ANTI-HUNTING PROTEST/PUBLICITY**

Please notify the RSO and local Conservation Officer immediately in the event of an anti-hunting protest, rally, or publicity involving a DNR-sponsored course. Don't overreact, remember that the hunter education class is open to the public and everyone is welcome as long as they are not disruptive.

### **COURSE SET UP AND APPROVAL**

Officers must be contacted 60 days in advance of the course starting date to ensure dates are available AND to make any necessary arrangements for equipment and supplies. Should registration and profile issues arise, be sure to capture a contact name and phone number and an OSS will make contact early the following week. The only emergencies are true emergencies.

### **COUSE CLOSE OUT / STUDENT CERTIFICATION**

Instructors enter final reports including student attendance and passing status, notes, email certificates and instructor hours. Conservation Officers will confirm the list of instructors is complete and hours are entered during or immediately after class. CO's and instructors cannot enter hours for anyone other than themselves. Instructors hours are complete and reasonable (14 hours or less per day). **Classes should be closed out by 72 hours of course completion.**



To our partners or volunteers,

This letter will serve as an agreement between your organization or you individually and the Department of Natural Resources regarding utilizing your own firearms for the DNR's Hunter Education Program. All firearms used for live-fire activity must be inspected by a gunsmith every three years and reported on a 28E Non-Agency Firearm Use Form. The form must be completed and received by the DNR prior to any non-DNR firearm to be used in any hunter education course.

Personally owned firearms can be used in courses for two purposes: non-live fire (display/action function only) and instructor demonstrated live-fire. Handguns are not to be used for live fire, but can be used for display or demonstration of action function ONLY. **Personally owned firearms are not to be fired by students.** Firearms owned by partner organizations can be fired by students during the supervised range activities.

A receipt of the gunsmith's inspection of each firearm must be mailed to your Outdoor Skills Specialist. If a receipt is not available or the inspection was donated, fill out the firearm inspection form attached to this agreement. A new agreement must be completed and returned after each tri-annual inspection. Please see additional pages for further information.

**The 28E form can also be completed online by using the QR Code Below.**

If you have any questions concerning this agreement contract, you may contact me at 515-350-8091, e-mail at [Jamie.Cook@dnr.iowa.gov](mailto:Jamie.Cook@dnr.iowa.gov).

Sincerely, Jamie Cook

Hunter Education Coordinator

Education, Outreach and Marketing Bureau



# NON-AGENCY FIREARMS USE AGREEMENT FORM

If you agree to the above terms please check the appropriate box and sign the agreement below and return to me. I will send you a signed copy.

**Personally Owned Firearms (for display or demonstration of action function ONLY)**

Your Name: \_\_\_\_\_

Teaching Location: \_\_\_\_\_

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

**Personally Owned Firearms (for instructor demonstrated live-fire use)**

Your Name: \_\_\_\_\_

Teaching Location: \_\_\_\_\_

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

**Firearms Purchased or Donated by Your Organization (For general live fire use)**

Your Name: \_\_\_\_\_

Teaching Location: \_\_\_\_\_

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

\*\*\*\*Please use the attached sheets for inspection records.



# COURSE TYPES

## **HUNTER EDUCATION CLASSROOM COURSE**

Classroom based hunter education course where volunteer instructors use a combination of lecture, visual aids, and hands-on activities to cover course content. Classroom based courses are typically 8-12 hours in length and include a field day portion where live fire exercises are commenced. Typically, students between the ages of 11-17 attend this style of course. Iowa currently recognizes one hunter education course manual, *Today's Hunter*.

## **ONLINE HUNTER EDUCATION/FIELD DAY COURSE**

Upon completion of the online coursework the student is issued a Field Day admission voucher which is valid for only one year. They are to print the voucher and present that voucher to the instructor the day of the online field day for which they registered. Students are highly encouraged to locate a field day and register for the course prior to taking the online portion. Iowa currently recognizes one online course vendor to satisfy the online portion [www.hunter-ed.com/iowa](http://www.hunter-ed.com/iowa).

Kalkomey now offers an Interactive Hunter Safety Course. Iowa now recognizes Kalkomey's interactive hunter education online course - iLearnToHunt. The course was developed in accordance with the standards set forth by IHEA-USA and meets the requirements of the Iowa Department of Natural Resources. Students are presented with decision making scenarios, interactive assessments, and real-life situations where they decide if the demonstrated behavior is safe or unsafe. Scenarios range from removing a firearm from a case, handing a firearm to another person, safe fence crossing and much more! Students must pass each section prior to moving on with the course. The cost of the course is \$49.50. The regular course will still be in place, and this is offered as an option. Just like the regular online course, students must present a certificate of completion at their Field Day Course. Samples of the certificates have been provided on the following page. [www.ilearntohunt.com](http://www.ilearntohunt.com)

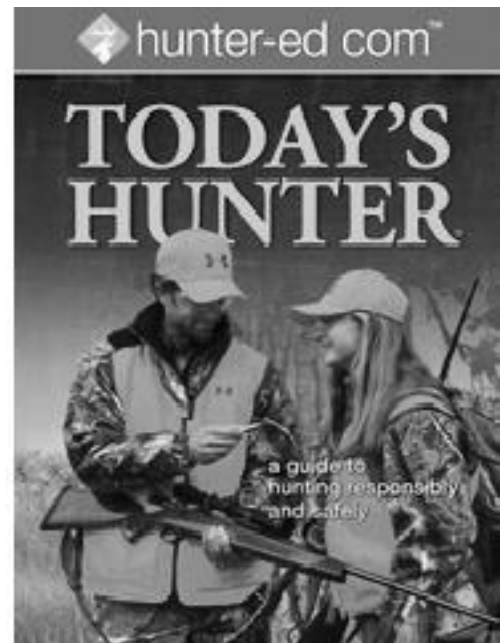
## **ADULT ONLINE ONLY COURSE**

The adult online only course has the same general content as the traditional classroom course and online/field day course but requires state specific information to be covered along with a final exam in which the student must achieve a score of 75% or better to pass.

This course is designed for adults that have prior hunting and/ or firearms handling experience. If they do not have prior hunting or firearms handling experience it is recommended that they take a traditional classroom course or attend a field day in order to receive one on one firearms handling training with a course vendor to satisfy the online portion [www.concealedcarry-ed.com/iowa](http://www.concealedcarry-ed.com/iowa). Certified Hunter Education Instructor. Iowa currently recognizes one online course vendor to satisfy the online portion. [www.hunter-ed.com/iowa](http://www.hunter-ed.com/iowa).

## **DUAL HUNTER EDUCATION AND HANDGUN SAFETY ONLINE COURSE**

The department now offers a dual online-only handgun safety/ hunter education course for Iowa residents 21 years of age or older. This course has the same general content as the traditional classroom-based course and online/field day combination course, but requires state-specific information to be covered, plus additional handgun safety curriculum. To pass the course, a student must score at least 75 percent on the final exam. Upon successful completion of the course and payment of any applicable online course fees, a student will be issued a permanent certificate they can download and print immediately. This course meets the educational requirements necessary to qualify for the Iowa Permit to Carry. It is the responsibility of the student completing the course to follow-up with their respective county Sheriff's Office to full fill the remaining requirements and/or application to obtain an Iowa Permit to Carry. Iowa currently recognizes one online course vendor. [www.concealedcarry-ed.com/iowa](http://www.concealedcarry-ed.com/iowa)





**KAKLOMEY NOW OFFERS AN INTERACTIVE HUNTER SAFETY COURSE**


Effective in 2022, Iowa now recognizes Kalkomey's interactive hunter education online course - iLearnToHunt. The course was developed in accordance with the standards set forth by IHEA-USA and meets the requirements of the Iowa Department of Natural Resources. Students are presented with decision making scenarios, interactive assessments, and real-life situations where they decide if the demonstrated behavior is safe or unsafe. Scenarios range from removing a firearm from a case, handing a firearm to another person, safe fence crossing and much more! Students must pass each section prior to moving on with the course. The cost of the course is \$49.50. The regular course will still be in place, and this is offered as an option.

Just like the regular online course, students must present a certificate of completion at their Field Day Course. Samples of the certificates have been provided.

DATE \_\_\_\_\_ STUDENT SIGNATURE \_\_\_\_\_

---

I hereby certify that I am personally responsible for completing the work associated with this course. I further understand that: (1) It is illegal to alter or tamper with the information contained on this document; (2) It is a violation for anyone but myself to use this document.

**Hunter Education Certificate**  
Iowa iLearnToHunt Course 



NAME JESSICA KE-TESTING	ISSUED AUGUST 4, 2021
ADDRESS PENNSYLVANIA TURNPIKE BEDFORD, HI 15522	MATCH CODE FEFBKOW4ITEF
DOB 1987-05-04	CERTIFICATE # IA23570125
GENDER F	

Directions: Cut along dotted lines. Fold in half along solid line.

**IMPORTANT!**

This Hunter Education Certificate is recognized and approved by the Iowa Department of Natural Resources as proof of home study. This certificate is your permanent certificate and allows you to legally purchase a hunting license where required.



**Iowa  
Field Day Voucher**

Certificate Number	Date Issued	Expires	Match Code
IA23569862	August 4, 2021	August 4, 2022	FMFMKTFBTF

This certificate is presented to  
**Jessica Ke-Testing**  
in recognition of successful completion of the online portion of the course.

Last Name	First Name	MI
Ke-Testing	Jessica	

Address	City	State	Zip
1815 2nd St	Coralville	IA	52241

DOB (yyyy-mm-dd)	Gender
2010-03-03	F

I hereby certify that I am personally responsible for completing the work associated with the Iowa iLearnToHunt Course. I further understand that: (1) To complete my hunter education certification, I must attend and successfully complete a Field Day; (2) It is a violation to tamper with this voucher or for anyone other than me to use this voucher.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Valid for 365 days. This voucher is required for admittance to a Field Day.  
To register for a Field Day, please visit: <https://events.gooutdoorsiowa.com/>

## HUNTER EDUCATION CLASSROOM COURSE LESSON PLAN

NOTE: Refer to IHEA-USA Standards for specific subject content

<b>SUBJECT/CHAPTER</b>	<b>MINIMUM ALLOTTED TIME</b>
Safe	
Safe Firearms Mechanical Handling	3 Hours
Safe Firearm Field Practice	
Legal	
Wildlife Identification	2 Hours
Hunting Regulations ( <b>Must</b> be taught by a CO)	
Responsible	
Personal Responsibility and Behavior	
Hunter Best Practices	2 Hours
Responsibility to Wildlife	
Hunter's Role in Conservation	
Key Wildlife and Management Principles	
Next Steps	
Purchasing a License	
Where to Hunt	1 Hour
Continuing Education	
Value of Mentorship	
Social Support	
<b>Total: 8 In-Person Hours (Minimum Course)</b>	

---

## ONLINE HUNTER EDUCATION/FIELD DAY COURSE LESSON PLAN

NOTE: Refer to IHEA-USA Standards for specific subject content

<b>SUBJECT/CHAPTER</b>	<b>MINIMUM ALLOTTED TIME</b>
Safe	
Safe Firearm Field Practice	1 Hour
Legal	
Hunting Regulations ( <b>Must</b> be taught by a CO)	.5-1 Hour
Responsible	
Personal Responsibility and Behavior	1 Hour
Next Steps	
Purchasing a License	
Where to Hunt	1 Hour
Continuing Education	
Value of Mentorship	
Social Support	
<b>Total: 3-4 In-Person Hours (Minimum Field Day)</b>	

---

## OTHER CONSIDERATIONS

<b>SUBJECT/CHAPTER</b>	<b>MINIMUM ALLOTTED TIME</b>
Registration	1 Hour
Live-Firing Exercises	3 Hours
Review, Written Exam, Evaluations	3 Hours

\*\*Hunter Ed Manuals can be provided in advance to students, however advance book study DOES NOT count as in-person hours.

## **MATERIALS**

The Iowa Department of Natural Resources provides all basic instructional materials to students free of charge. Student manuals, tests, and handouts are supplied through the Hunter Education Program.

Additional instructional aids such as DVDs, test scanners, 3D Anatomy Deer, ammunition posters, dummy ammo, and firearms are provided upon request (if available). Contact your local Conservation Officer to find out which instructional aids are available in your area.

Materials should be requested to your respective local Conservation Officer at least 60 days in advance. All firearms must be cleaned before returning. Gun cleaning kits are available through the DNR. Instructors must report any malfunctions or problems with equipment, especially firearms to their respective RSO/OSS or local CO immediately.

Materials available are listed below. For instructors picking up supplies from DNR Headquarters, prior arrangements must be made by phone at 515-725-8200 during normal business hours (Monday - Friday 8:00AM - 4:30PM).

### **STUDENT MATERIALS**

Today's Hunter Student Manual  
Current Hunting & Trapping Regulations  
Student Exam Booklet  
Student Exam Answer Sheet  
Spanish Exam Materials

### **INSTRUCTOR MATERIALS**

Instructor Teaching Guide  
Evaluation of Firearms Handling Guidelines  
Student Exam Answer Key

### **AUDIO VISUAL MATERIALS**

HE Tools CD or DVD or Online  
<https://www.huntercourse.com/hetools/>  
Projectors  
Screens  
Today's Hunter PowerPoint CD  
Today's Hunter DVD or Flash Drive  
Today's Bowhunter DVD

### **FIREARMS**

.22 Caliber Rifles  
20 Gauge Shotguns  
5 "Dummy" Gun Action Type Sets

### **AMMUNITION**

Boxes of 50— .22 Caliber Long Rifle Bullets\*\*  
Boxes of 25— 20 Gauge Shotgun Shells\*\*  
\*\* 5 rounds of shotgun and 10 rounds of rifle per student

### **SHOOTING SUPPLIES**

Gun Cleaning Kit (required for live fire)  
Ear Plugs (required for live fire)  
Safety Glasses (required for live fire)  
First Aid Kit (required for live fire)  
Clay Targets (5 per student)  
Clay Bird Thrower

### **ARCHERY EQUIPMENT**

Right Handed Bows  
Left Handed Bows  
Arrows  
Targets  
Miscellaneous Accessories

\*All equipment should be returned immediately after class.

\*All firearms must be cleaned before they are returned.

\*Instructors must report any malfunctions or problems with equipment, especially firearms, to their respective OSS or local Conservation Officer immediately.

# HUNTER EDUCATION BEST PRACTICES AND FIELD DAY ACTIVITIES

Instructional Best Practices for maximizing student learning

## Higher Order Questions

Students retain more information when they have thought critically about a topic. When asking them questions, try to increase the number of Why? How? When? What if? This helps them to reflect, explain, and apply their learning.

## Gradual Release of Skills

Research tells us that when skills are modeled, practiced, and then done independently we are more likely to retain that skill. Try to model a skill for the student, have them practice along with you, and then ask them to try it on their own. Be sure to give specific feedback.

## Keys to Effective Feedback

Feedback needs to be direct and specific. Rather than just “Good Job”, try to include specific traits of that student. Positive feedback as well as constructive criticism are both highly effective to effective learning. A “teachable moment” is an opportunity to take something that happens unexpectedly during a lesson or activity and discuss it with feedback to participants.

## Create open Dialogue

Engaging conversation between teachers and learners is among the highest forms of learning. Try to give students a chance to give their opinions and communicate with instructors and other students about a topic.

## Spiraling Information

Often there are opportunities to relate new topics to previously taught topics. Coming back to previous learned material while discussing new material is called spiraling. It serves to relate topics to one another and give additional practice.

## Lesson Example - Zones of Fire

- **Higher Order Questions**
  - Why would utilizing safe zones of fire apply to all terrain and hunting situations?
  - What if a pheasant breaks behind you? Why would it be unsafe to swing onto that bird?
  - How could the safest carry direction change based on your position in the group?
- **Gradual Release of Skills**
  - Instructors would model proper carry techniques and proper decision making given bird flight.
  - Next instructors and students model proper technique.
  - Finally, student-only groups model technique and instructors give feedback.
- **Keys to Effective Feedback**
  - “Bobby, great job with your two handed carry. I really liked how you maintained muzzle control and kept fingers outside of the trigger guard until the bird entered your zone.”
- **Create open Dialogue**
  - “Steve just did a great job of not swinging into his hunting companion. Can I have someone explain what they saw him do correctly?”
- **Spiraling Information**
  - “Earlier we discussed the various types of safe gun carry options. Which one would be most safe and appropriate during this scenario?”

## OBJECTIVE

Hunter education strives to instill responsibility, improve skills and knowledge, and encourage the involvement of

beginner and veteran hunters. In order to increase the impact of Hunter Education, we want to maximize student learning through quality teaching practices.

## **HUNTER EDUCATION LESSON PLAN 1**

**Instructor Name(s)** Ajay Winter

**Location** Hoyt High School

**Class Size and/or age range** 12 students, 15-17 years old

### **Mastery Skill or Activity**

Safe Zones of Fire

### **Key Vocabulary or Prior Knowledge**

trajectory, muzzle swing and control, Safe gun carries, flight patterns

### **Introduction (2-7 minutes)**

Start with an introductory question: Define "Safe Zone of Fire". Pose the following question for class discussion: Why is establishing safe zones of fire so important in keeping all hunters in a group safe? Put emphasis on hunters ONLY swinging in their zone of fire and share scenarios of different bird/rabbit paths. Tip: Drawing a simple sketch of three hunters and their zones will help with this explanation.

### **Demonstration (7-15 minutes)**

This lesson is very step by step. Start with the most basic 3-person pheasant hunt situation and build up from there. If 3 instructors are available have them demonstrate the safe zones of fire with the use of frisbees or other objects. If only one instructor is available, use students but have the instructor lead the first few demonstrations. Tip: basketballs could be used to demonstrate a rabbit path on the floor.

### **Exploration (15-25 minutes)**

After the initial demonstration and following every couple student groups, ask the following prompts: What did you see XXXX group do correctly? Why did the group not shoot at that bird that flew behind them? Emphasize and explain good communication- "My bird, your bird, no bird" Also talk about the role of a group leader. Part way through the demonstrations, ask "Why would the two-handed carry be most appropriate for this type of hunting?" Tip: Assign members of the audience (students not demonstrating give feedback for those participating. For younger students, ask them to focus on one specific skill - like watching muzzle control, listening to communication, or using the proper carry. This will help keep them engaged and create more a class discussion dynamic.

### **Summary and Closing (2-3 minutes)**

While students are demonstrating, pick a group or individual who do a great job both with the demonstration and had a strong group leader. Ask the student or group to present one final example for the whole class. Afterwards, ask the students what specifically did this group do so well? Tip: If you have an advanced group, this would be a good time to ask about how this applies to other hunting scenarios.

### **Materials & Resources Needed**

frisbees, basketball or other round ball, tape (for marking zones on floor), cones (for marking zones outdoors). Each zone extends at a 45 deg angle directly in front of hunter

### **Differentiation Planning Notes for all learning styles**

For more novice or beginning hunters, start with only 2 hunters and pair up the child with an instructor. Model the communication in chunks so they understand the commands and can see the connection to the bird flight in the zones.

### **Additional Planning Notes**

Be sure to mix up the flight paths of the birds and rabbits. It is a great idea to show birds that fly back towards the hunters, creating a situation where hunters should not swing or shoot.

### **Future Application**

These skills could be referenced in many future topics. You could remind students when discussing muzzle control, safe firearm handling, and when establishing good communication between hunting partners.

## **HUNTER EDUCATION LESSON PLAN 2**

**Instructor Name(s)** Holly Schulte

**Location** Double Drop Tine High School FFA

**Class Size and/or age range** 30 students, 13-16 years old

### **Mastery Skill or Activity**

Proper Firearm Field Carries

### **Key Vocabulary or Prior Knowledge**

Sling carry, trail carry, cradle carry, elbow carry, shoulder carry, double(ready) carry, muzzle control

### **Introduction (2-7 minutes)**

Ask students the following question to encourage discussion and ask volunteers to demonstrate in front of the class: Can any describe and/or model one way to safely carry a firearm? Tip this a great way to break the ice with students. Positively encourage and congratulate them for demonstrating. Remind them of safe muzzle control before they demonstrate and give feedback after each.

### **Demonstration (7-15 minutes)**

Instructors should demonstrate each carry and ask students what type of situation this carry could be used for and why. Depending on the number of students and firearms, have students form small groups to demonstrate each carry. Tip: Assign group members a Number and then give instructions- "All number 1s, please take the firearm and model the trail carry. Numbers 2 and 3, give them feedback"

### **Exploration (15-25 minutes)**

At the conclusion of the demonstration have the small groups of 3 sit by one another and give each group a small piece of scratch paper. Instructors demonstrate each carry without saying anything, groups have to decide which carry is being shown write answers on the paper. Go over correct answers and have self-grade, those with a perfect score get a life saver(for showing lifesaving gun safety skills).

### **Questions or prompts to promote discussion (7-10 minutes)**

As groups are practicing, instructors could circle the room and pose questions- "When would that carry be a good choice? When would it be an inappropriate carry?" "If you are tired, which carry would help you deal with fatigue?" "In XXXX hunting situation, which carry would you choose? Why?"

### **Summary and Closing (2-3 minutes)**

Review each carry one last time, picking a particular student who did that carry correctly and would be willing to share when that carry would be a good decision.

### **Materials & Resources Needed**

Orange(practice) firearms, Tip: if being done in a school and firearms are not allowed, use a broom handle or dowel rod (tape one end to simulate the muzzle end). Some schools allow the use wood cut out silhouettes in the shape of firearms.

### **Differentiation Planning Notes for all learning styles**

In case a class member is of very small stature, be sure to have a smaller firearm option for them to be able to successfully model the exercises.

### **Additional Planning Notes**

Try to give examples for each carry that apply to real world situations. "This carry would be ideal on a long elk hunt where you have to hike long distances. The sling would take some of the pressure and fatigue off of your arms."

### **Future Application**

When teaching about specific game, bring up the appropriate carry options that apply. Also, be verbal when handling firearms related to which carry you are using. "Notice that I am using the double carry as I accept the firearm from Megan".

## **HUNTER EDUCATION LESSON PLAN 3**

**Instructor Name(s)** Gus Elliott

**Location** Remington Middle School

**Class Size and/or age range** 20 students, 12-14 years old

### **Mastery Skill or Activity**

Crossing Obstacles such as fences, creeks, trail obstructions... etc.

### **Key Vocabulary or Prior Knowledge**

Safe gun carries, loading and unloading a firearm, firearm parts and functions

### **Introduction (2-7 minutes)**

Ask student to imagine or ask a student to describe a situation where they would be hunting and cross a barb wire fence would be necessary. Ask the following questions, Why is unloading the firearm safely the first step before starting to cross an obstacle? Why would verbal confirmation of safety steps be important when crossing an obstacle with a partner or group?

### **Demonstration (7-15 minutes)**

This lesson is very step by step. Start with the most basic situation and build up from there. For example, instructors should review safely unloading and proper steps to pass a firearm to a partner. Have students practice this skill prior to introducing an obstacle to cross. The instructors demonstrate a proper obstacle crossing while using correct verbal cues. See materials below for ideas on obstacles.

### **Exploration (15-25 minutes)**

Students should be put into small groups if numbers allow and each member should practice the skill. Instructors circle the room and give specific feedback to students. If possible, assign different roles for different student group members. This way each participant can demonstrate proficiency and give feedback to one another.

### **Questions or prompts to promote discussion (7-10 minutes)**

Ask student to verbalize their actions during practice. "My gun is safe and action is open." "Are you ready to take my firearm?" "I've got it." are great options to promote dialogue.

### **Summary and Closing (2-3 minutes)**

While students are demonstrating, pick a group or individual who do a great job both with the steps and verbal cues. Ask the student or group to present one final example for the whole class. Afterwards, ask the students what specifically did this group do so well?

### **Materials & Resources Needed**

Gym class hurdles, parking cones, string tied between two chairs, or other simulated obstacles to cross

### **Differentiation Planning Notes for all learning styles**

For more advanced or older students, you can change the difficulty by asking students to imagine they were hunting with a dog or large group of hunters. These situations could change how they pass their firearm or the direction they point their firearm.

### **Additional Planning Notes**

Remember to describe the proper steps while hunting alone for crossing obstacles. If alone the gun is laid down unloaded on the opposite side of the fence with muzzle laying in your hat. Demonstrate and have students practice.

### **Future Application**

These skills could be referenced in many future topics. You could remind students when discussing hunting attire due to the use of the hat while crossing alone. Any discussions on safe muzzle control and loading/unloading could reference this skill.

## **HUNTER EDUCATION LESSON PLAN 4**

**Instructor Name(s)** Jamie Cook

**Location** Long Beard Middle School After School Adventure Club

**Class Size and/or age range** 12 students, 11-13 years old

### **Mastery Skill or Activity**

Loading and Unloading Safely

### **Key Vocabulary or Prior Knowledge**

muzzle, safety, trigger guard, action, ammunition, magazine, chamber

### **Introduction (2-7 minutes)**

Ask students the following question - "Why is safe muzzle control the most important thing to remember when loading and unloading a firearm?" "How could knowing the proper way to unload a firearm help a situation outside of hunting?"  
Tip: Share a situation - you are babysitting and a child comes out of a bedroom telling you they found a firearm. How can you safely unload it and make the situation safe?

### **Demonstration (7-15 minutes)**

Prior to demonstrating loading and unloading, emphasize the importance of muzzle control. Then review the parts of the firearm, noting differences between types of firearms. Constantly remind and model keeping your finger outside of the trigger guard. Tip: if the situation allows, use dummy rounds so that students can see the action closing and then the round ejecting out when actions open.

### **Exploration (15-25 minutes)**

Organize students into groups based on the number of firearms at your disposal. Start by breaking down the steps and having a member of each group following along with an instructor who is modeling in the front of the room. Give a command for each step for the first round or two: "Start by picking up your firearm with the ready carry, maintain muzzle control, open the action...etc.". Be sure that each group member has a chance to try at least 2-3 times. Encourage groups to work together. Remind teammates of the proper steps and watch for muzzle control and fingers outside of trigger guards. Tip: This a great time to share that anyone can be a safety officer, regardless of age or experience. "You can be a life saver by reminding others of safe practices"

### **Summary and Closing (2-3 minutes)**

After demonstrations, bring students back for a couple of discussion questions. "Why do we keep actions open and check to make sure chambers are empty?" "How can we identify the proper ammunition for a firearm?" (matching the etching on the barrel to the correct information on the cartridge/cartridge box)



### **Materials & Resources Needed**

Orange(practice) firearms, dummy ammunition. If possible, have a variety of firearm types to help show the different steps for loading and unloading. Tip: if your school does not allow practice firearms or dummy rounds, use wooden silhouette guns with velcro on the side. Then put velcro on an old film canister (when the canister is velcro to the side of the wooden gun is “loaded”). This method often is approved by schools who are otherwise apprehensive.

### **Additional Planning Notes**

A teachable moment that could come up while students are practicing is a discussion on how various firearms would be used for specific game or how ammunition changes for specific game (slugs vs birdshot for example)

### **Future Application**

This skill should be a point of emphasis in all other lessons/activities related to firearms. Reminding students to “check to make sure actions are open and chambers are clear” “maintain muzzle control” “keeping fingers outside of trigger guard... etc.”.

## **HUNTER EDUCATION LESSON PLAN 5**

**Instructor** Rose Danaher

**Location** Davenport Izaak Walton League Weekend Hunter Education Course

**Class Size and/or age range** 15 students, assorted ages

### **Mastery Skill or Activity**

Emergency Outdoor First-Aid and Trauma Care

### **Key Vocabulary or Prior Knowledge**

Trauma, Wound, Compression bandages, Tourniquet, Gauze, Hemostatic Dressing, Medical Shears, Antibiotic Ointment, CPR

### **Introduction (2-7 minutes)**

Share the Hunting Accidents Data and Summaries. Ask the students: “Why would emergency first aid be a great skill for a hunter or any outdoors enthusiast?” “Have you ever been in a situation where emergency first aid was used?” “How could this skill transition into a lifelong skill or maybe a career in emergency medicine?”

### **Building Background (7-15 minutes)**

Start by discussing and explaining items that should be in a basic first aid trauma kit. Pass around items from a kit. These items could include: trauma shears, flat dressing, nitrile gloves, hemostatic gauze dressing, tourniquet, permanent marker, antibiotic ointment, bandages, medical tape. Prior to passing, share the intended use of the items and allow students to ask questions.

### **Hands-On Exploration (15-25 minutes)**

Instructors should first model how to care for a high bleed trauma wound. Be sure to remind students of key terms, citing the items in which they just had a chance to pass around. Using the “Stop The Bleed” quick actions- 1. Call Emergency Personnel and give important information (exact location, injury, age, condition of patient) 2. Apply direct pressure 3. Pack wound with hemostatic dressing if possible 4. Apply Tourniquet. After demonstrating, put students into groups of 3-4. Have them try the 4 steps, without apply tight pressure on the tourniquet. Instructors should circle the room and give feedback when needed. Discuss with students the reason that giving important information to emergency personnel is so essential and how that relates to having an accurate hunting plan.

### **Summary and Closing (2-3 minutes)**

After demonstrations, bring students back for a discussion. The goal is not to scare students or make them paramedics in 30 minutes, but rather to give them a chance to learn and handle emergency supplies and discuss potential situations in which emergency care could save someone’s life. Also gives instructors a chance to share what first aid equipment

they keep in their hunting packs and/or vehicle.

### **Materials and Resources**

Basic First Aid Kit (possible items listed on page 80 of Hunter Ed Guide Book Tourniquet or compression bandages Day Pack/Survival Kit (possible items listed on page 72 of Hunter Ed Guide Book <https://www.stopthebleed.org/> This website provides a FREE online training in emergency trauma care as well as other resources for emergency first aid. Red Cross Website for training opportunities for CPR: <https://www.redcross.org/take-a-class/cpr/cpr-training>

### **Extension Activities**

This lesson could be tied into multiple parts of the course. An extension of this lesson could be to share, discuss, and possibly build a first aid kit with the students. Other emergency medical care could also be discussed and demonstrated. Such as providing CPR, splint, arm slings, treatment of hypothermia, dehydration, shock, animal bites, heat exhaustion, and/or frostbite.

# HUNTER EDUCATION SHOOTING ACTIVITY PROCEDURES

## Safety Trail Script

### STATION 1: ASKING PERMISSION TO HUNT

#### Conditions:

You have been driving around the countryside looking for a place to hunt and spot a good-looking area for pheasant cover. You decide that this is the area where you wish to hunt. You pull into the farm drive and see Farmer Jones working on his tractor. You approach him to ask permission to hunt his farm.

#### Considerations:

- Approach the farmer with a smile and extend your hand to shake his and introduce yourself to him. DO NOT take your gun with you when you ask permission to hunt! Tell the farmer who your parents are, where you live, how many friends you have hunting with you, and how long you plan to hunt. Also, show him your license and/or your hunter education card to prove to him that you have passed the course.
- If he refuses to grant you permission to hunt, shake his hand again and thank him for consideration.
- If he allows you to hunt, ask him where his property boundaries are and if there is any area of his farm he does not want you to hunt.
- When you finish hunting on the farmer's land, be sure to come back to thank him for allowing you on his land. You might also offer to share any game you may have gotten while hunting there.

#### Station 1—Equipment Need:

Farmer - prepped on how to respond to various questions/responses from students.

### STATION 2: PASSING SAFELY THROUGH GATE

#### Conditions:

You have been given permission to hunt on the farmer's property but you must cross through a gate to get to the hunting area.

#### Considerations:

- Unload your gun and lay it on the ground or pass it to your hunting partner. Place muzzle on hat or other ground cover to avoid plugging the barrel.
- Open the gate and pass through to the other side with your gun.
- Lay your gun on the ground again and close the gate the same way you found it. If wire is twisted to secure gate, make sure you twist it on the same side you found it.

#### Equipment Need:

Gate with easily operated wire loop on steel post.

### STATION 3: SHOOT/DON'T SHOOT

#### Conditions:

You are hunting squirrels with a .22 rifle and come upon a squirrel that has jumped onto a nearby tree to check you out.

#### Considerations:

When taking a shot at any game, carefully check your background before shooting. There could be another hunter, bird watcher, or mushroom hunter beyond.

#### Equipment Need:

Mounted squirrel on tree with mannequin wearing blaze orange in background.

### STATION 4: SHOOT/DON'T SHOOT

#### Conditions:

Same conditions as above - different angle

**Considerations:**

This shot looks safe but look beyond the game at the camouflage turkey hunter in the background.

**Equipment Need:**

Same mounted squirrel with camouflaged mannequin in background.

**STATION 5: SHOOT/DON'T SHOOT****Conditions:**

You are hunting deer with a shotgun loaded with deer slugs and happen upon a nice buck. You have a license for any sex and would really like to take a buck, if possible.

**Considerations:**

This looks like a nice shot but is actually an illegal situation. Iowa law states that it is illegal to shoot a deer slug across a road. You could try crossing the road and get a shot from the same side of the road the deer is on.

**Equipment Need:**

3D deer placed across the road from the shooter.

**STATION 6: SHOOT/DON'T SHOOT****Conditions:**

You are hunting turkeys during the spring season and spot this nice gobbler which you have a license and tag for.

**Considerations:**

- There are several safety and ethical problems with this shot. The turkey is standing on the horizon which always poses a problem of what is just beyond the bird and out of your sight. You would not take this shot because you cannot be sure of your background.
- Also, many turkey hunters would say that this is like cheating to take a turkey that you walked up on instead of calling in to you. This shot would also draw criticism from some turkey hunters who say that a strutting turkey offers a poor target since the head (the target) is pulled in close to the body and cannot be hit cleanly without damaging the meat on the turkey.

**Equipment Need:**

3D full strut turkey on hill so that you can't see over the horizon.

**STATION 7: SHOOT/DON'T SHOOT****Conditions:**

You have been hunting on Farmer Jones' land and surprise this fox is in a ravine. You have a fur harvester license and the farmer has granted you permission to hunt his land if you will eliminate the varmints that have been eating his chickens.

**Considerations:**

This is the ideal shot - take it! You have a safe backstop and a perfect broadside shot. A fur harvester's license is required for fox in Iowa but would not be needed for coyotes.

**Equipment Need:**

3D fox or mounted coyote placed downhill with a safe backstop.

**STATION 8: GUN CARRIES****Conditions:**

While hunting in the field you have six possible ways to carry your gun.

**Considerations:**

- Elbow Carry-hook the forearm over your elbow, point muzzle at ground. Use this one when no one is in front of you.

- Cradle Carry-cradle the barrel in the bend of one arm. Hold the small of the stock with the other hand. This carry does not make your arms tired.
- Trail Carry-grip the action with one hand. Do not use this carry when behind another person.
- Double/Ready Hand Carry-grasp the firearm's grip in one hand. Hold the forearm in the other hand. This carry gives the best control. Use this carry when you suspect a shot is close at hand.
- Shoulder Carry-hold the grip. Lean the firearm on your shoulder. The muzzle should point up. This carry works well in waist-high brush. Do not use this if someone is behind you.
- Sling Carry-hang the forearm from one shoulder by a sling. Point the muzzle in the air. Grip the sling at your shoulder with the hand on the carrying side. This carry is comfortable for long hunts in open country.

**Equipment Need:**

Place gun carry signs about 10 yards apart along the trail.

**STATION 9: FENCE CROSSING**

**Conditions:**

You have been hunting in one field and come to a fence which you must cross to continue hunting in the next field.

**Considerations:**

- Unload your gun before crossing any fence.
- If you are alone, lay your gun on the ground on the opposite side then cross through the fence. If you are wearing a hat, lay it on the ground on the other side of the fence and place your gun on the ground with the muzzle in the hat.
- If you are with another, hand your gun to your partner, cross the fence, have your partner hand both guns to you, then your partner crosses the fence. When you are both safely on the same side of the fence, you each take your own gun, load it while facing away from your partner, and continue hunting.

**Equipment Need:**

Use split rail fence to demonstrate how to cross a fence with a firearm.

**STATION 10: TREESTAND**

**Conditions:**

You are now hunting with a bow and want to get into your treestand.

**Considerations:**

- When getting into a treestand, first tie your bow to the haul line. Now put on your full body harness and maintain the three points of contact as you climb up into the stand and sit on the seat. Once in the seat attach the tether at head level.
- Once you are secure in the stand then use the haul line to lift your bow up to you. Reverse the procedure to get down.

**Equipment Need:**

Place treestand about three feet off ground on a tree near the trail. Use a step ladder or tree ladder and a haul line to pull the bow up to the stand. Have various sizes of full-body safety harnesses available to ensure that one properly fits the participant.

**STATION 11: HUNTING ATTIRE**

**Conditions:**

You should wear different clothing for different game.

**Considerations:**

- While hunting pheasants or any upland game bird, you must wear at least one of the following articles of visible, external apparel with at least 50 percent of its surface area solid blaze orange in color: hat, cap, vest, coat, jacket, sweatshirt, shirt, or coveralls.
- To hunt deer with a firearm in any season you must wear one of the following articles of external, visible,

- solid blaze orange clothing: vest, jacket, coat, sweatshirt, sweater, shirt, or coveralls. An orange hat alone is not sufficient.
- While hunting turkeys, wear total camouflage since their eyesight is very keen. However, when walking to and from the hunting field it is always good practice to wear a blaze orange vest and/or hat to increase your visibility to other hunters in the area.
- Wear white overalls for hunting fox, coyotes, crows, etc. during winter when snow is on the ground.

### **Equipment Need**

- Lay out an assortment of hunting clothing (white camo, tree bark camo, leaf camo, solid blaze orange, duck coat, game bag, tan vest with orange on the shoulders, etc.).
- Your hunt is now over and you should return your guns to their cases after unloading them and wiping any fingerprints off to prevent rusting. Also, don't forget to thank the farmer for allowing you to have an enjoyable hunt.

### **GAME SIGN TRAIL**

#### **Objectives Discussed:**

1. Hunting Ethics/Responsibilities
  - Shoot/Don't Shoot Scenarios
  - State Specific Laws/Regulations
2. Wildlife Conservation & Management
  - Wildlife ID
  - Importance of Conservation
  - Discussion of "Fair Chase"

#### **Materials & Equipment Needed:**

1. String or surveyors tape
2. Item to simulate big game sign
3. Note cards for writing down signs observed

#### **Set-Up:**

- Make a short (25-40 yard) game sign trail with ten or more "signs of deer" or other game. Make sure all signs are visible from the trail the participants are walking on yet are not obscured by the next group. Remind the participants they are to stay with their group and on the trail at all times.
- Begin the activity by asking participants to recall various game signs they would look for if wanting to select a good hunting area. Then as they follow the trail, participants need to write down signs they observe such as food sources, water sources, shelter, tracks, scat, etc. and anything that they feel would indicate that big game is in the area or could be attracted to the area.
- After the participants walk the course, have a short discussion with them and talk about the signs they observed and anything they perhaps missed along the trail.

#### **How to Make the Trail More Interesting:**

1. Strategically place shed antlers, deer hair on a fence or bush, tanned hides, and/or turkey feathers along the trail.
2. Use actual hooves to make tracks. Hooves could also be carved from wood and used for this purpose.
3. Create a buck rub and/or buck scrape.
4. Milk Duds™ or Raisinettes™ can be used to simulate deer or elk droppings along the trail.
5. Discuss deer management, habitat, and food sources (acorns, berries, etc.).
6. Simulate a bedding area by matting down an area prior to the class (lay a filled garbage bag over a grassy area).
7. Place life size 3D targets, deer, and/or turkey in the distance off of the trail for participants to identify. In addition to estimating distance, students need to discuss whether the shot is legal, safe, and ethical. If appropriate back stops are present, participants may elect to shoot at various targets.
8. Discuss food sources and other necessary elements for various wildlife.
9. Place no hunting or no trespassing signage along the trail or on a nearby fence.

10. Create fence with decoy on opposite side to discuss landowner permission. Have a helper come upon your group as a “landowner” and participants must explain what they are doing and ask permission to hunt.
11. Have a Conservation Officer appear to check their licenses and discuss state specific game laws.

## **GAME RECOVERY AND BLOOD TRAILING**

### **Objectives Discussed:**

1. Hunting Ethics/Responsibility
2. Rule of “First Blood”
3. Equipment Knowledge and Safety
4. Big Game Anatomy and Shot Placement

### **Materials and Equipment Needed:**

1. Fake Blood
2. Drip and Spray Bottles
3. Deer Hair or other signs when trailing
4. 3D Targets

### **About Fake Blood:**

- There are a number of methods to make it. You can combine glycerin (obtained from a pharmacy) and red food coloring. You can use a mixture of half warm water and light corn syrup with red food coloring added. Red tempera paint powder can also be added for coloring. To make a mixture that simulates a lung hit, add a teaspoon of honey and red food coloring to a half pint of whipping cream, and then shake slightly. Buttermilk also works instead of whipping cream. A drop or two of green food coloring to the mixture can simulate hits other than a lung hit.
- A small dropper or squeeze bottle may be used to dispense the drops of “blood.” You may also use a small zip seal style bag. Using a nail clipper, clip a very small corner to dispense the “blood.”

### **Set-Up:**

- Use 1 oz. of the fake blood to produce a sign you might see when following the blood trail. Use a drop of blood on a leaf, blood smear on underside of any plant material growing at typical wound height, dark blood sign, or frothy bright blood. See how long a trail (minimum 50 yards) you can make using just the 1 oz. of fake blood.
- Have participants take one shot from a close distance (10 yards) at a 3D target. Or you might have several targets and the participant decides which one offers the best opportunity for a good shot. After shooting but before retrieval of arrows, discuss what to do after a hit; such as mentally marking the last place on the ground where you saw your animal, how to interpret how the animal acted upon being hit, and even how to take a compass bearing of the last spot where you saw your animal. Interpretation of these points could be critical to the recovery of your animal.
- Upon retrieval of arrows, vital zones can be discussed and how long to wait before trailing an animal. Discuss a hunter’s responsibility to make every effort to recover a wounded animal. Discuss the rule of “First Blood.”
- The blood trail will begin from the target. Instruct the participants to stay to the side of the blood trail to not obliterate the trail for others and to stay together as a group. Have another 3D target at the end of the blood trail lying under brush or in trees. When the animal is found, discuss tagging and other legalities. This is also the time to discuss field dressing and handling the meat including the three things that can cause the meat to spoil: heat, moisture, and dirt.
- Note: These activities can be conducted indoors if necessary. In the event that you do not have typical hunting terrain to conduct the activity in, you can collect and store bags of leaves, branches, and vegetation that will be present during a fall hunt. Sessions during the winter months or when the session cannot be completed outdoors can be completed in a large room and a parking lot. Secure a large plastic tarp and spread the leaves, etc. on it to complete the activities. The leaves could also be spread on a parking lot if necessary (remember to leave whatever facilities you use cleaner than you found them).

## **ZONES OF FIRE**

1. Explain to group what a “safe zone of fire” is. Muzzle swing into another’s zone is not allowed.
2. Assemble three students, standing side by side about 15-20 feet apart, in an open area.

3. Hand each student a firearm, action open (student should properly accept firearm).
4. Students are told they are on a pheasant hunt. Actions closed. Instructor individually asks each student to shoulder gun and demonstrate their safe zone of fire.
5. Using frisbees, simulate flight pattern of pheasants. Students should demonstrate proper swing, staying within their zones.
6. Students are on a rabbit hunt. Same "zone" rules apply to animals as birds.
7. Using a basketball, simulate a rabbit running across a field. Students should demonstrate proper swing, staying within their zones.
8. Explain to them that it does not matter what the terrain is when you are hunting and whatever you are hunting, safe "zones of fire" always apply under any hunting situation.



Reinforce the need for good communication and establishing an ethical and safe group leader. Main carry utilized will be the two handed/ready carry. Students should maintain safe firearms handling at all times.

### **DNR RELATED SHOOTING ACTIVITIES**

Instructors may be certified in any of the following disciplines:

- Iowa Hunter Education Certified Instructors
- National Rifle Association Certified Instructors
- Iowa DNR Basic Shotgun Coach
- Iowa 4-H Certified Instructors
- Amateur Trapshooting Association Level 1 Trap Coach
- National Skeet Shooting Association Level 1 Skeet Instructor
- National Sporting Clays Association Level 1 Sporting Clays Instructor
- USA Shooting Appointed Coach

### **DNR LIVE FIRE OR RELATED SHOOTING ACTIVITIES**

#### **General Range Procedures**

Shooting range procedures are very essential and must be strictly adhered to. Instructors who do not follow the DNR policy on shooting range procedures risk not being covered by the state of Iowa tort claims liability and losing their ability to participate as an instructor during DNR related range activities. The following are general rules that each instructor and participant must follow:

- a. All participants and instructors are required to wear shooting glasses and hearing protection while on the firing line. If not on firing line, participants and instructors are required to wear hearing protection. (When shooting pellet guns hearing protection is optional).
- b. Each participant will have an instructor while on the firing line.  
Example--if there are five participants on the firing line, then there should be five instructors on the firing line. There will be a 1:1 ratio on the firing line. (Exception when events are held on a DNR range or public facility such as OJ, BOW and SCTP activities).
- c. There should be at least one instructor supervising the rest of the participants who are not on the firing line.
- d. While the participant(s) are on the firing line: guns are pointed down-range, with the action open, safety on at all times and fingers are outside of the trigger guard until participant/s turn to shoot.
- e. Never let a participant(s) turn around on the firing line with a shell in the gun or with the guns action closed.
- f. Put only one shell in the gun at a time.
- g. Never load the gun until it is the participant(s) turn to shoot.
- h. Never close the action of the gun until it is the participant(s) turn to shoot.
- i. The instructor should be in possession of all ammunition while on the firing line. (Exception is SCTP activities).
- j. Factory ammunition ONLY! (Exception is SCTP activities).



- k. Shoot only from prescribed shooting position as designated by instructor or coach.
- l. While on the firing line participants and instructors, NEVER CROSS IN FRONT of another participant or instructor, ALWAYS CROSS BEHIND THEM.
- m. Anybody can immediately announce a CEASE FIRE.
- n. Notify ambulance and/or medical personnel in area prior to DNR related activities - advise them when live fire will begin, etc. First Aid kit must be available at range site (contact DNR officer or RSO if you don't have one). (Exception when held at a public facility or range).

### **POSSIBLE RANGE COMMANDS**

**1. Participants - On the Firing Line - Your Preparation Period Begins.**

In order to begin firing, participants must be called to the firing line. Each group of participants is assigned to a relay. On this command, the participants assigned to this relay take their position on the firing line.

**2. Instructors - On the Firing Line.**

This command calls the coaches to the firing line.

**3. Firing Will Be Done in The XX Position-You Will Fire XX Shots in XX Minutes.**

(or this may be a dry fire exercise.) On this command, participants should assume the position given by the instructor. Note: Remind the student that no guns are to be loaded or fired until the command to do so is given.

**4. Instructors Pick Up Rounds of Ammunition.**

(This command is not used for dry firing.) If possible, have an assistant pass out the ammunition to the instructors.

**5. The Preparation Period Has Ended.**

This command is given as a notice of completion of the preparation period.

**6. Is the Line Ready?**

When everyone appears to be set, the instructor will inquire by giving this command. Instructors should indicate if the participant is not ready by raising the hand.

**7. The Line Is Ready.**

This command is given when all difficulties of getting ready are corrected and everyone is ready to fire.

**8. Load And Lock**

This command is for the participant to load one cartridge or shell and then close the action on the firearm - making sure the safe is in the "On" (will not fire) position.

**9. Ready on The Right.**

The instructor looks to the right side of the firing line to see that everybody is ready.

**10. Ready on The Left.**

The instructor looks to the left side of the firing line to see if that side of the line is ready. If a participant or his instructor has a problem he can call out a "Cease Fire".

**11. Ready on The Firing Line.**

This is the last preparatory command given prior to firing. Both sides of the firing line are ready to shoot.

**12. Commence Firing.**

The shooter moves the safe to the "Off" (will shoot) position - properly align his rifle sight on the target and start shooting. He loads and fires each cartridge that is given to him by his coach. The shooter must remain on the firing line until all shooters are done firing.

**13. Cease Firing and Open Action.**

This command is given when the time has expired or everyone has completed shooting. The rifle actions are opened and laid down with bolt up. Coaches will see that all rifles are cleared.

**14. The Line Is Clear - Go Forward and Check Your Targets.**

If paper targets are being used, the instructor will give this command after he has checked to see that all rifles are unloaded and the action is open. The targets are checked and scored with the aid of the coaches and instructor.

**Remember Target Shooting Is A Safe Form Of Recreation.  
Let Us Keep It That Way. Be A Responsible Shooter.**

# HUNTER EDUCATION NEXT STEPS

All hunter education classroom and field day courses must contain the following next steps content. This section contains crucial information for our students so that they can continue participating in hunting related activities after completing their hunter education course.

## PURCHASING A LICENSE

All Iowa hunting or fishing licenses can be purchased at ([gooutdoorsiowa.com](http://gooutdoorsiowa.com)) Take the time to pull up the website and walk them through where to find the purchase a license tab.



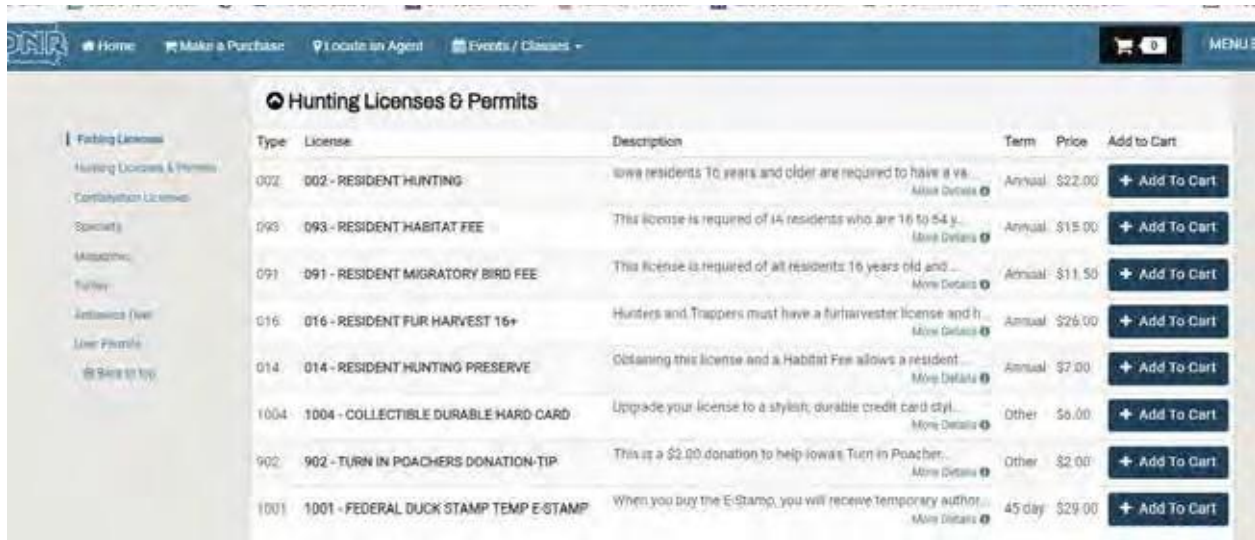
At this point, walk them through the login process. Since they're in your hunter education class, unless they're a "walk-in" they should have an account already created. The best practice is to login as yourself to demonstrate this process.



After logging into your account, take them to the license list page by clicking on Purchase Licenses.



Then the image below will appear listing all types of licenses and tags.



Take the time to show students how this can be navigated by locating a few different license types.

Youth tags are available for hunters under 16 years of age for youth deer and turkey seasons. Unfilled tags are transferable into any following spring turkey or regular fall deer seasons.

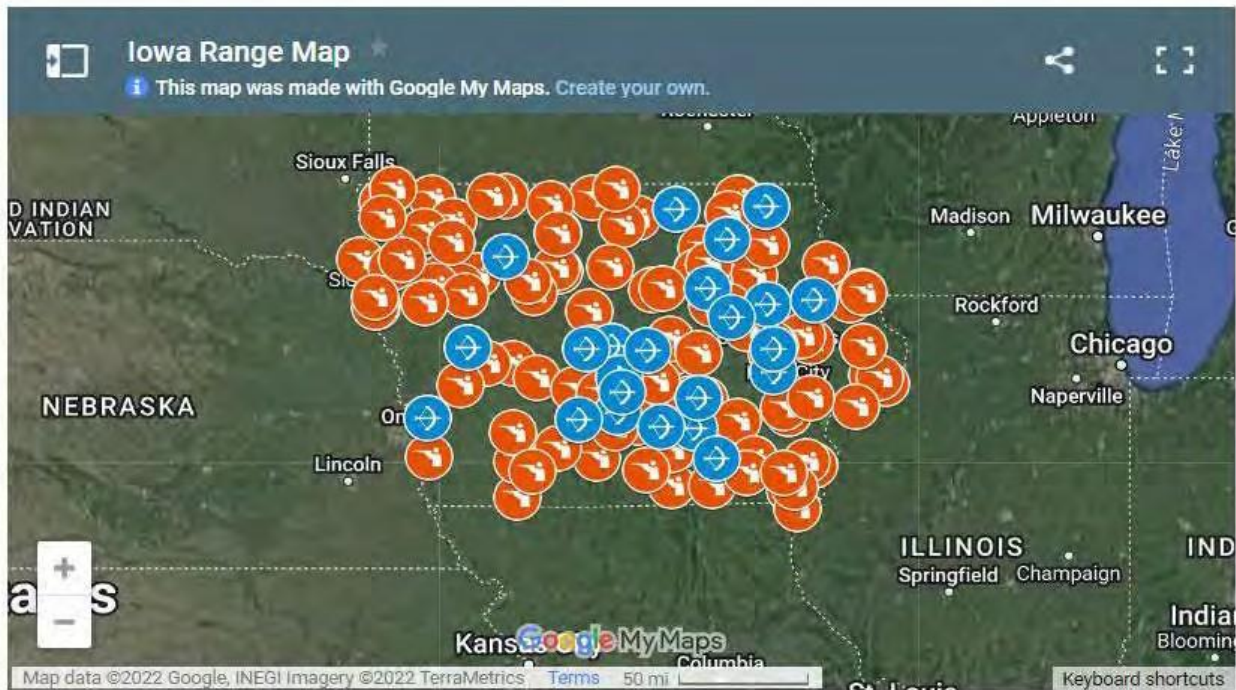
### **PLACES TO HUNT & SHOOT**

Located by clicking on the Hunting tab off of the DNR home page ([www.iowadnr.gov/Hunting/Places-to-Hunt-Shoot](http://www.iowadnr.gov/Hunting/Places-to-Hunt-Shoot)) is a link to the Places to Hunt & Shoot web page. This is another great opportunity to allow students to use their own smart phone to follow along with the instructor. When you arrive on the Places to Hunt & Shoot web page you will have several links to choose from. The first link is the Hunting Atlas. Click on the Hunting Atlas link and then hit "agree" to the terms of use. At the top of the atlas there is a "Locate Public Hunting Area" icon. If you click on that icon, it will allow you to search areas by all, public hunting area, county, and ArcGIS World Geocoding Service. Pull up the county that your Hunter Education class is being held in. Once the county is selected, it will pull up a list of DNR managed public hunting areas, other public hunting areas, and IHAP tracts in the specified radius for that county. This is a great time to have students, if they reside in the county you searched, to write down the list of public hunting areas and/or IHAP tracts near them. If you click on one of the public hunting areas or tracts in the list it will take you to that area on the map (highlighted in yellow). Then if you click the area highlighted, it will zoom in and provide you with additional information about that area. Using the available tools, you can take measurements (acres, distance, location), turn on and off layers, display the legend, and print a map of the area so you can take it with you when scouting and/or hunting so you know the boundaries and other significant features of the area. See the three illustrations on the next page for images of the steps taken above.

## Iowa Shooting Ranges

The map below shows the locations and amenities at both public and private shooting ranges located in Iowa. Click on a range below to find more information for each range.

If you notice information is incorrect, or would like a range listed on the map, please notify us in an email to [IowaShootingRanges@dnr.iowa.gov](mailto:IowaShootingRanges@dnr.iowa.gov).



## **IOWA HUNTING AND ACCESS PROGRAM (IHAP)**

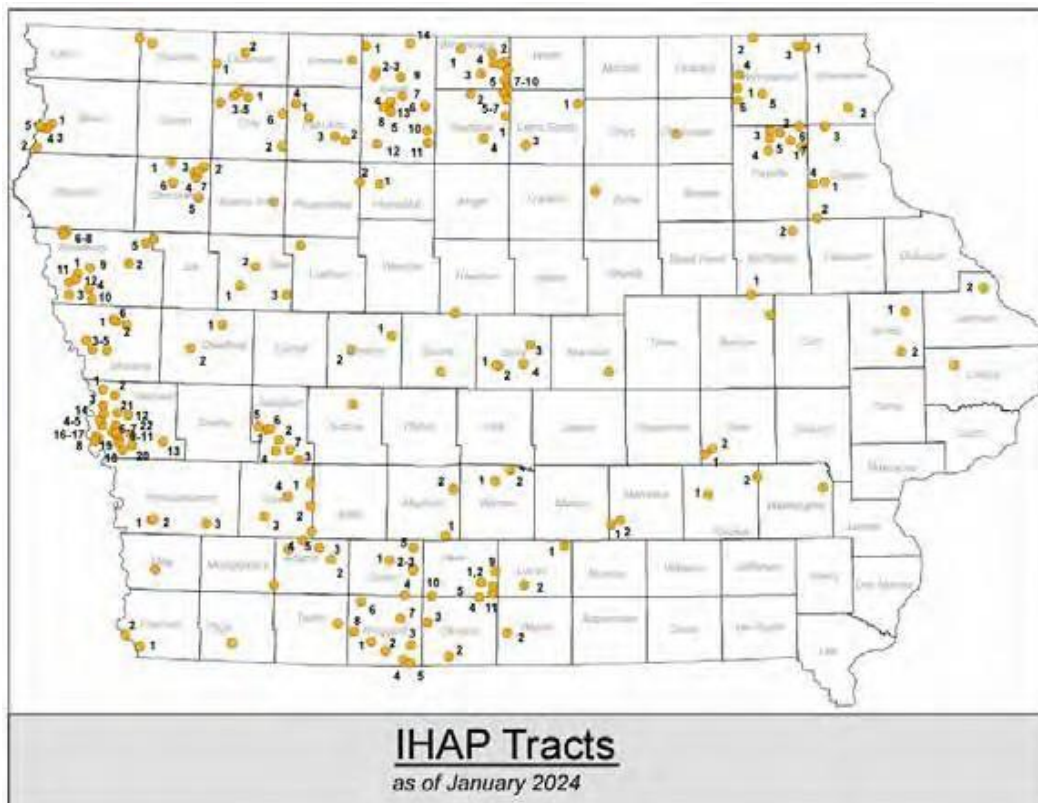
Hunters are now able to hunt on more than 32,000 acres of private lands in Iowa, thanks to landowners who participate in the Iowa Hunting and Access (IHAP) program. Landowners receive funding and expertise for habitat improvements when they enroll in the program, and in turn allow public access to their land for hunting.

To help make this program be successful, hunters are asked to respect private property when hunting and follow these IHAP tips and guidelines. Walk-in public hunting through IHAP is available between September 1 and May 31<sup>st</sup>. Areas are posted with signs, and are regularly patrolled by Iowa DNR conservation officers. Safety zones also are clearly marked.

When you are telling students about IHAP be sure to take time to point out what the IHAP signs look like so students are aware of what to look for when hunting on these areas. Also take time to pull up the map and encourage students to write down the name of the areas near them for future reference. Also, be sure to stress the dates when walk-in public hunting access is available.



At each IHAP site hunters will find checkout cards and drop box. When they are ready to leave, it is recommended they complete a checkout card documenting their hunt and place it in the drop box. Please encourage students to take time to provide their feedback as it helps maintain good relationships with IHAP landowners.



Also on the Places to Hunt and Shoot page you will find links to the following items:

- Wildlife Management Areas
- Iowa Shooting Ranges & Interactive Shooting Range Map
- List of Iowa Private Shooting Preserves

Briefly discuss and let students know that this information is available.

## **CONTINUING EDUCATION**

The Iowa DNR, County Conservation Boards, City Park and Recreation Departments, and various Non- Government Organizations such as Pheasants Forever, Delta Waterfowl, Backcountry Hunters and Anglers, Ducks Unlimited, National Wild Turkey Federation, and Izaak Walton Leagues offer a variety of programming for students to gain more knowledge and skills regarding outdoor recreation. We would encourage teaching teams to reach out to these organizations in your area and invite them to provide handouts or come and talk about their opportunities at your class. If you need help making contacts with these organizations do not hesitate to contact your local Conservation Officer or Outdoor Skills Specialists to assist you. It is important regarding continued participation in hunting and shooting related activities to let students know about these additional opportunities locally.

The DNR also lists a variety of Advanced Hunter Education Opportunities on the Go Outdoors Iowa Events at: [www.events.gooutdoorsiowa.com](http://www.events.gooutdoorsiowa.com). Encourage students to check back to this site often as mentored hunt opportunities, species specific seminars, wingshooting clinics, etc. will be posted on this site throughout the year.

Direct students to online resources as well. The DNR's Learn to Hunt web page ([www.iowadnr.gov/learntohunt](http://www.iowadnr.gov/learntohunt)) as well as many Non-Government Organization's website offers a variety of helpful tips, videos, handouts, etc. for the new hunter. Be sure to let students know that they will begin receiving e-mails with additional information about hunting from the DNR upon completion of their course.

## **VALUE OF MENTORSHIP & SOCIAL SUPPORT**

Take a few moments to discuss the importance of mentorship and social support as they begin their journey as new hunters. Having a friend and/or family member to hunt with is key to continued participation and also so they can continue to grow and practice the skills and objectives learned in your Hunter Education Class.

If a student does not have a family member who currently participates in hunting and/or shooting related activities encourage them to check out their local Izaak Walton League, Pheasants Forever Chapter, National Wild Turkey Federation Chapter, local gun/hunt club, etc. so they can meet new people that have the same interests that they do regarding hunting and target shooting. Most of these organizations/clubs routinely offer events, programs, and shoots open to the public.

It is important as members of the organizations mentioned above that we make these new participants feel comfortable and welcome. Not only is this critical to continued participation for the new hunter and/or shooter but it is also critical to the future of our organizations through support and new memberships.



# INSTRUCTOR RESOURCES

## NEW IOWA DNR LEARN TO HUNT ONLINE VIDEO SERIES

[www.learntohuntiowa.com](http://www.learntohuntiowa.com)

This new free online video series is a great resource to share with your students to continue their journey into hunting after they complete hunter education. Students will have access to 23 professionally created videos that cover topics such as how to select a shotgun or bow, how to dress for hunting and the outdoors, how to find a place to hunt, how to purchase a license, species specific hunting tips, how to call waterfowl or turkeys, trapping equipment, wildlife diseases, and much more.

The Hunting is Conservation video is also a great resource to share during your hunter education class that explains the North American Model of Conservation in an easy to understand way while also featuring many of our great conservation partners in Iowa.

Special thanks to the Iowa Chapter of Safari Club International for contributing \$15,000 towards the completion of this project.



6. Finding a Place to Hunt



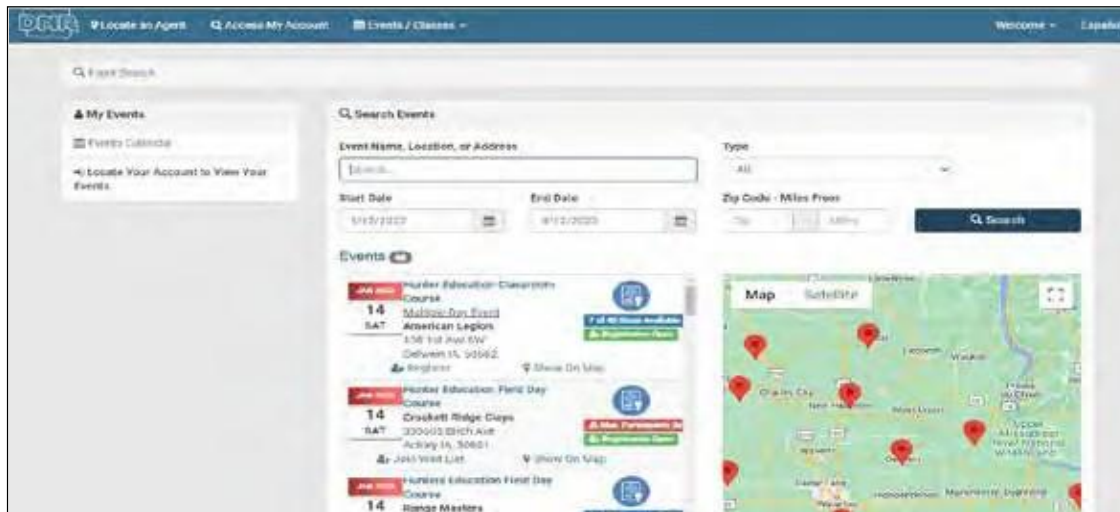
All of these videos are on the Take It Outside YouTube channel

[www.youtube.com/channel/UCIWXFquvwD95t82con4eS7g](https://www.youtube.com/channel/UCIWXFquvwD95t82con4eS7g)

## **GO OUTDOORS IOWA EVENT MANAGEMENT (PUBLIC SITE)**

[www.events.gooutdoorsiowa.com](http://www.events.gooutdoorsiowa.com)

To be used to view and register for upcoming classes, instructor workshops, and advanced training opportunities such as Wingshooting Education, Species Specific Seminars, Range Safety Officer Training, etc.



## **GO OUTDOORS IOWA EVENT MANAGEMENT (CLASS MANAGEMENT/ENTER HOURS)**

[www.gooutdoorsiowa.com](http://www.gooutdoorsiowa.com)

Sign in to your account and then click on “my events” to view courses you are associated with to manage and enter volunteer hours.



## **NEWSLETTER: IOWA HUNTER EDUCATION INSTRUCTOR INFORMATION**

This newsletter is for Iowa Hunter Education Instructors only! Subscribers to the Iowa Hunter Education Instructors E-Newsletter will receive periodic updates regarding program information, upcoming events, and other necessary information. The newsletter will give the Hunter Education Program Staff a chance to get viable information out to all Iowa Hunter Education Instructors in a timely manner. To sign up for the e-newsletter please send an e-mail to: [huntereducation@dnr.iowa.gov](mailto:huntereducation@dnr.iowa.gov) requesting to be placed on the list.

## **OTHER USEFUL WEBSITES TO BOOKMARK**

Direct link to Iowa DNR Hunter Education Instructor Website - [www.iowadnr.gov/HunterInstructor](http://www.iowadnr.gov/HunterInstructor)

Direct link to Iowa DNR Hunter Education Website - [www.iowadnr.gov/Huntered](http://www.iowadnr.gov/Huntered)

Direct link to International Hunter Education Association USA - [www.ihea-usa.org](http://www.ihea-usa.org)

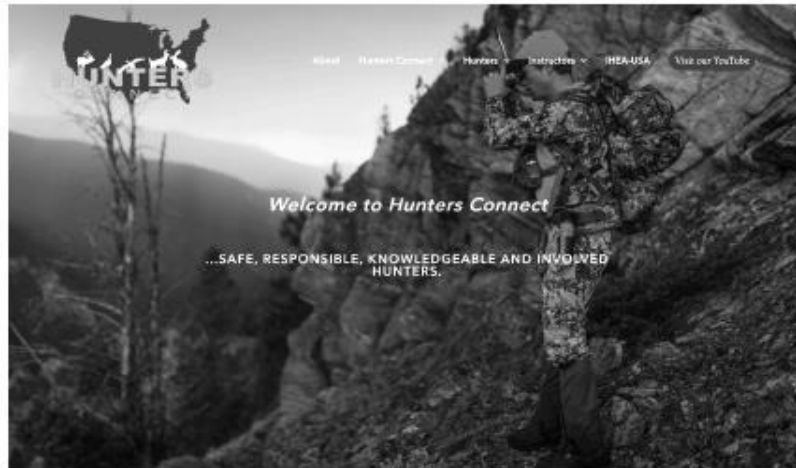


Direct link to Iowa Hunter Education Instructor Association Website - [www.iheia.com](http://www.iheia.com)

Direct link to Learn Hunting Website - [www.Learnhunting.org](http://www.Learnhunting.org)

### **IHEA-USA HUNTERS CONNECT VIDEO CHANNEL**

Hunters Connect is a collection of helpful videos that instructors can use in their classroom or with mentees. There is a YouTube channel, [www.youtube.com/c/huntersconnect](http://www.youtube.com/c/huntersconnect) or you can access the videos on the IHEA-USA Online Hunter Ed library. These engaging videos cover a variety of hunting related topics and are designed to help bridge the gap from classroom to the field.



### **INSTRUCTOR DISCOUNT CHANGES AT IHEA-USA**

As hunter education instructors with the Iowa DNR, you are welcome to join the International Hunter Education Association (IHEA-USA) as an instructor member. Membership is exclusive to state agency hunter education teams and the education volunteers representing these agencies. The IHEA-USA's mission is to serve educators such as yourself with tools and research to help deliver hunter education. Membership is only \$20/year and you can sign up on their website at [www.ihea-usa.org](http://www.ihea-usa.org).

As an IHEA-USA member, you are invited to attend our annual International Education Conference as an online participant for free. It is a multi-day event that travels around the country. All presentations will be recorded and available live and made available on the IHEA-USA website if you are not available during the Conference days.

You will also be automatically entered into all our contests during the year and receive login credentials to our website as a member. After you login into the site, you can navigate to our Instructor Member Industry Discount section to take advantage of the dozens of industry discounts that IHEA-USA brokers on your behalf. This includes deals on new firearms, bows, camo, optics, and more. Each year these partner deals can change, but many larger manufacturers remain available or several years. These discounts are only available to members of IHEA-USA.

As a member of IHEA-USA, you also receive a digital Instructor Member card on our website that you can use to prove your status as an instructor when applying for other industry opportunities including ExpertVoice which has deals on dozens of additional products for the outdoors.

Every instructor can sign up for the ExpertVoice discounts and IHEA-USA can help simplify the process to access these discounts working through their state hunter education administrator. Follow this link to ExpertVoice and use Code 3D7F-26D0-4489-61E0 (those are zeroes). Please let us know if helping you with this process would be beneficial. We understand uploading the required digital copy of an instructor's card is not always a simple matter.

Check out the IHEA-USA website for more information, or email [mgr@ihea-usa.org](mailto:mgr@ihea-usa.org) for more information.

# IOWA HUNTER EDUCATION INSTRUCTOR ASSOCIATION (IHEIA)

[www.iheia.com](http://www.iheia.com)



**IHEIA Mission:** To promote and support Hunter Education in the State of Iowa.

The Iowa Hunter Education Instructor Association is the organized body of Iowa Hunter Education Instructors who, with close working relationship with the Iowa Department of Natural Resources is a body that can be used by hunters and by the state to increase the reputation of the sport of hunting. This can be accomplished by educating hunters so that they can become safer, knowledgeable and informed in an effort to reduce the number of hunting incidents which take place in the state and to help conserve the environment and natural resources. If the goals of the association are met, then hunting will enjoy a positive reputation and the sport will grow.

## **WHY YOU SHOULD SUPPORT THE IHEIA?**

- Activities provided to date for the membership:
- Provided each district with Daisy laser Ed rifles (36 total)
- Purchased DVD - (Last shot) for the districts
- Provided membership with quarterly newsletter
- Holds an annual meeting and banquet including fund raising raffles and auctions.
- Provided manpower and funding to co-host the IHEA-USA Annual Conference in Des Moines.
- Provided annual awards—recommended by peers
- Implemented IHEIA website for better communications ([www.iheia.com](http://www.iheia.com))
- Supported YHEC with manpower and funds (10-\$75.00 team scholarships)
- Provided funding to: BOW, Outdoor Journey for Girls, Hunting and Conservation Camp for Boys, Hunt of a Lifetime, Iowa Outdoor Expo, Mentored Outdoor Experience, Edible Outdoors, etc.
- Sponsors food and beverage for spring workshops
- Provided two iPad to DNR for shotgun shooter analysis (Gill & Vicki Ash Shooting Program)
- Provided three tablets to DNR for Hunter Education and Iowa Archery in the Schools Program

## **MEMBERSHIP LEVELS**

Annual IHEIA Membership: \$15.00

Biannual IHEIA Membership: \$25.00

Lifetime IHEIA Membership: \$300.00

Senior Lifetime Membership (55+): \$120.00

For every new or renewal membership sold at a workshop, those names will be put in a drawing for an Outdoor Edge Le Duck Compact Hunting Knife. A winner will be drawn at each workshop.



## **IHEIA ANNUAL BANQUET**

The event generally consists of a dinner, awards and fund raiser auction. All proceeds benefit the Hunter Education programs and efforts in Iowa. Banquet and raffle tickets will be available by contacting an IHEIA Officer or Board Member. Tickets will also be on sale the night of the event. Specific date and time will be announced by email or hunter ed newsletter.

## **INVOLVEMENT AND ACTIVITIES WITH THE DNR**

- DNR staff member will attend each of our IHEIA meetings.
- We will have a voice on recommendations for improvements to the Hunter Education Program.
- Greater involvement in YHEC tentatively to be held this year in June.
- Established a Volunteer Instructor review committee for instructor suspensions and decertification feedback.
- DNR involvement at the annual banquet.
- Opportunity to discuss volunteer instructor training and equipment needs quarterly at IHEIA meetings.

- Established an instructor e-newsletter to provide valuable information to volunteers in a timely manner.
- Increased instructor training opportunities—Basic Shotgun Coach, Range Safety Officer, Wingshooting, etc.

### **IHEIA MEMBERSHIP CHALLENGE**

Every renewal, lifetime (past lifetime members will be added in to the drawing), or new membership paid for by April 30, 2021 will be entered into a drawing for a chance at one of the following prizes:

- Henry Mini Bolt .22 Rifle (Donated by Henry)
- \$50 Gift Card to Bass Pro Shops (Donated by IHEIA)



# INSTRUCTOR INCENTIVES

## YEARS OF SERVICE PINS



## 5 YEAR AWARD (CHOICE)



Folding Knife



Filet Knife

## 10 YEAR AWARD (CHOICE)



Mini MagLite



Browning Cap Light

**15 YEAR AWARD (CHOICE)**



Wind Jacket



Thermacell

**20 YEAR AWARD**



IHEA Heritage Print

**25 YEAR AWARD (CHOICE)**



Butcher Lite Kit



Swing Blaze

**30 YEAR AWARD (CHOICE)**



Soft Gun Case



Blind Bag

**35 YEAR AWARD (AVAILABLE IN 2021!)**



3.5" RAZORLITE™ EDC

**40 YEAR AWARD**



Browning Cross Country Windcutter Jacket

**45 YEAR AWARD (AVAILABLE IN 2022!)**



**50 YEAR AWARD**



.22 Henry Lever Action Octagon Rifle

## **50 YEARS OF SERVICE AWARD RECIPIENTS**

<b>Instructor Name</b>	<b>County</b>	<b>Year Awarded</b>
James Hoffman	Polk	2012
Michael Runyan	Monroe	2012
Dwight Moats	Cherokee	2012
Gerald Pallesen	Cherokee	2012
Roger Will	Emmet	2012
Arthur Ades	Cerro Gordo	2012
Bill Ogan	Clinton	2013
Jim Haring	Clinton	2013
Dave Junker	Chickasaw	2014
Sam Rodgers	Wapello	2014
Mike Hoing	Lyon	2017
Roger Klopp	Plymouth	2017
William Hardisty	Pottawattamie	2019
Thomas Hanesworth	Clinton	2022
James Johnston	Clinton	2022
Darrel Batterson	Jasper	2022
Ace Hendricks	Warren	2023
Dennis Noack	Obrien	2023
Garry Brandenburg	Marshall	2024
George Morgan	Lee	2024

