TEXAS PARKS AND WILDLIFE DEPARTMENT
HUNTER EDUCATION INSTRUCTOR COURSE

AGENDA

8:00 – 8:30 AM  Registration, Introductions, Instructor Application, Acknowledgement/Release Form, Criminal History Disclosure Form, Pre-test, and Instructor Course Training Report

8:30 – 9:15 AM  Review/Clarification TPWD Hunter Education Program, Policies, and Procedures, Classroom Procedures, Forms and Supplies Review

9:15 – 9:30 AM  Break

9:30 – 10:30 AM Learning Process, Teaching Skills, Lesson Planning, Evaluating Students

10:30 – 10:40 PM Break

10:40 – 12:00 PM Teaching Methods - Ethics, Teaching the Disabled, Training Aids, Media Relations

12:00 – 1:00 PM Lunch

1:00 – 1:30 PM Home Study Procedures

1:30 – 2:00 PM Standards of Live Fire, Hunter Skills Trail Introduction

2:00 – 2:10 PM Break

2:10 – 3:20 PM Hunter Skills Trail Demonstration by Applicants

3:20 – 3:30 PM Break

3:30 – 4:30 PM Actual Live Fire Exercises by Applicants

4:30 – 5:00 PM Review, Final Examination, Evaluation, Wrap-up, Group Photo
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INTRODUCTION

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2. Acknowledgements

3. Introduction/Summary

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5. ASSISTANT INSTRUCTOR
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6. Instructor Course Acknowledgement & Release

7. Criminal History Disclosure Form

8. Hunter Education Mutual Agreement

9. Game Warden’s Interview (yellow)

10. Pre-test

11. Instructor Course Training Report (blue)
Dear Hunter Education Instructor:

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

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

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

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

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

**Thanks for all you do for Texas’ longstanding outdoor heritage.**

Sincerely,

[Signature]

Carter Smith
Executive Director
ACKNOWLEDGEMENTS

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

Editing and Review Staff

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

Title VI

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

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

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

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

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

Aldo Leopold, *A Sand County Almanac*

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

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

**PHASES OF HUNTING**

- Shooting
- Limiting Out
- Trophy
- Method
- Sportsman/Mellowing Out

**Give Back (YOU!)**
PURPOSE:

Produce safe, responsible, knowledgeable and involved hunters and shooters

GOALS:

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

BENEFITS:

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

ACTIONS:

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

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

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

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

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

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

Sincerely,

Terry Erwin
Hunter Education Coordinator

Attachment
HUNTER EDUCATION INSTRUCTOR

JOB DESCRIPTION

JOB TITLE
Hunter Education Instructor

RESPONSIBLE TO
Hunter Education Staff

JOB DESCRIPTION
Instructs students of all ages in the Hunter Education program as prescribed by Texas Parks and Wildlife Department.

QUALIFICATIONS
Applicants for the position of Hunter Education Instructor must be at least 21 years of age, of reasonably good health, high integrity, pass a written examination and submit to an oral interview by a game warden.

A background check will be conducted on applicants, and those failing to meet certain standards may be denied certification.

Teaching experience is highly desirable. Other valuable experience includes: hunting, gunsmithing, safety specialties, public speaking, etc.

PARTICIPATION
Must teach one course and recommend five or more students for certification with at least ten hours of instruction each year. If done, credentials are automatically renewed for one year.

REQUIRED

PRECERTIFICATION
Graduation from a state-certified Hunter Education student course.

TRAINING REQUIRED
(Note: N.R.A. training course cards not accepted but desirable.)
Graduation from the Department’s instructor training workshop.

IN-SERVICE
Voluntary in-service workshop attendance as provided by the Department on a yearly basis.

TRAINING PROVIDED

EVALUATIONS
Periodic classroom evaluations may be made on instructors by a game warden, Area Chief Hunter Education instructor and Hunter Education Staff as well as evaluation forms completed by the students. Instructors will be provided student, self and team-evaluation forms for instructional improvement.

REVOCATION OF CERTIFICATION
Any person failing to teach and certify five students during their yearly certification period will be placed automatically on the roll of inactive instructors. There may be extenuating circumstances, such as prolonged illness, which would prevent the instructor from holding a class. In this event, a letter of explanation with a request that credentials be renewed should be sent to the Hunter Education Coordinator.

The Department may decertify instructors for violating provisions of the Hunter Education program, falsifying records or acting in a manner which is detrimental to the program.

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

Mandatory Boater and Hunter Education Programs

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

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

PLEASE TYPE OR PRINT

Name: Last____________________________________ First____________________________ Middle________________________

Address_________________________________________________________________________________________

City __________________________ State _______ Zip ______________ County __________________________

Date of Birth __________________________ Gender ☐ M ☐ F

Drivers License number __________________________ Social Security number __________________________

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

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

E-mail: _______________________________________________________________________________________

Occupation ____________________________ Employer __________________________

Address __________________________________ City __________________________ State _____ Zip __________

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

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

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

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

I have passed another state’s certified ☐ Boater ☐ Hunter ☐ Bowhunter Education student course.

(Please attach a photocopy of certificate.)

I have been a ☐ Boater ☐ Hunter ☐ Bowhunter Education Instructor in __________________ (state).

(Please attach a photocopy of certificate.)

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

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

Applicant Signature __________________________ Date __________________________

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

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

Under Section 559.004, you are also entitled to have this information corrected.

PWD 733 – K0700 (9/05)
Dear Assistant Instructor Applicant:

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

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

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

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

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

Sincerely,

Terry Erwin
Hunter Education Coordinator

Attachment

To manage and conserve the natural and cultural resources of Texas and to provide hunting, fishing and outdoor recreation opportunities for the use and enjoyment of present and future generations.
JOB TITLE: Assistant Hunter Education Instructor

RESPONSIBLE TO: Hunter Education Staff, Supervising Instructor

JOB DESCRIPTION: Assists with instructing students of all ages in the Hunter Education program as prescribed by Texas Parks Wildlife Department.

QUALIFICATIONS: Applicants for the position of Assistant Hunter Education Instructor must be between 15 and 20 years of age, of reasonably good health, high integrity, pass a written examination and submit to an oral interview by a game warden.

A background check will be conducted on applicants, and those failing to meet certain standards may be denied certification. Teaching experience is highly desirable. Other valuable experience includes: hunting, camping, first aid, safety specialties, public speaking, etc.

PARTICIPATION REQUIRED: Must assist with recommending five or more students for certification with at least ten hours of instruction each year. May assist any active instructor with courses. Assistant receives same incentive points as instructor assisted. Note: By remaining active until age 21, Assistant attains full Instructor status.

PRECERTIFICATION TRAINING REQUIRED: Graduation from a state-certified Hunter Education student course.

TRAINING PROVIDED: Graduation from TPWD’s Hunter Education Instructor Training Workshop.

IN-SERVICE TRAINING PROVIDED: Voluntary in-service workshop attendance as provided by the Department on a yearly basis.

EVALUATIONS: Periodic classroom evaluations may be made of Assistant Instructors by supervising instructor, a game warden, Area Chief Hunter Education Instructor and Hunter Education Staff as well as evaluation forms completed by the students. Assistant Instructors will be provided student, self and team-evaluation forms for instructional improvement.

REVOCATION OF CERTIFICATION: Any Assistant Instructor failing to participate in the certification of five or more students during their yearly certification period will be placed automatically on the roll of inactive Assistant Instructors. There may be extenuating circumstances which would prevent the Assistant Instructor from participating in a class. In this event, a letter of explanation with a request that credentials be renewed should be sent to the Hunter Education Coordinator.

TPWD Education Section may decertify Assistant Instructors for violating provisions of the Hunter Education program, or acting in a manner which is detrimental to the program.

Appeals to the revocation process should be directed to the Education Director who will render a final decision.
## PROCEDURES FOR BECOMING A TEXAS PARKS AND WILDLIFE DEPARTMENT ASSISTANT HUNTER EDUCATION INSTRUCTOR

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

MUST CHECK:  ■ Boater Education  ■ Hunter Education  ■ Bowhunter Education

Please complete application and give to your local game warden: _______________________________________
If you do not know your nearest game warden, please call your local TPWD office or (800) 792-1112.

PLEASE TYPE OR PRINT

Name: Last __________________________ First __________________________ Middle __________________________

Address __________________________________________________________

City __________________________ State ________ Zip __________________________ County __________________________

Date of Birth __________________________ Gender  ■ M  ■ F

Drivers License number __________________________ Social Security number __________________________

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

E-mail: __________________________

Occupation __________________________ Employer __________________________

Address __________________________ City __________________________ State ________ Zip __________________________

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

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

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

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

I have passed another state’s certified Boater Hunter Bowhunter Education student course.

(Please attach a photocopy of certificate.)

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

Applicant Signature __________________________ Date __________________________

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

Parent or Guardian Signature __________________________ Date __________________________

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

Instructor Signature __________________________ I.D. # __________________________ Date __________________________

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

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

PWD 733A – K0700 (1/06)

HUNTER EDUCATION PROGRAM INSTRUCTOR MANUAL  INT-19
Release made this _________ day of ____________________________, 20____ by
________________________________________________________ whose address is
(Name)
_________________________________________________________________________________________,
(Street, etc.)
____________________________________________________________, Texas ______________________
(City) (Zip)

In consideration of the permission by Texas Parks and Wildlife Department granted to the
above named individual to participate in a Texas Hunter Education Workshop activity at
________________________________________________________, ________________________________, Texas,
(Location/Facility) (City)

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

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

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

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

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

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

__________________________________________
(Signature)

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

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

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

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

Please Legibly Print or Type:
Posting Number: ____________________ If Volunteer, Type of Volunteer: ____________________
Position Title: ____________________
State Park/or Facility Location: ____________________
Print Name: ____________________
(Last) (First) (Middle)
Address: ____________________
(Street) (City) (State) (Zip)
Date of Birth: ____________________  Male    Female
(MM / DD / YYYY)
Social Security Number: ____________________
Driver’s License Number: ____________________
(State) (Number)

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

Date

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

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

TPWD Office Use Only:
Program/Site: ____________________
Contact: ____________________
HUNTER EDUCATION MUTUAL AGREEMENT

BETWEEN

TEXAS PARKS AND WILDLIFE DEPARTMENT

AND

STATE OF TEXAS

COUNTY OF TRAVIS

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

WITNESSETH:

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

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

1. The District or School shall offer classes for students twelve years of age and older in a TPWD-approved hunter education course. The course is that required in the Texas Hunter Education Program as described in Parks and Wildlife Code Sec. 62.014 and implementing regulations.

2. The teacher for any such course shall be TPWD certified; and
   a. Must have successfully completed an approved student course (10 hours); and
   b. Must have successfully completed an instructor’s program orientation (12 hours); and
   c. Must successfully complete game warden interview; and
   d. Be approved by the District or School.

3. Texas Parks and Wildlife Department will supply materials for such courses as follows:
   a. For each student – a hunter education manual, registration form and, upon successful completion, a shoulder patch, decal, temporary student card and original student certification card.
   b. Visual aids as they become available.
   c. Instructor manual, outline and final report form.
   d. Forms and materials produced by TPWD for use in the program. These materials include (but are not limited to): wildlife management and conservation literature, evaluation techniques, targets, TPWD publications, regulations and publicity forms.

4. Texas Parks and Wildlife Department will make available to the District or School, consultants for teacher training and orientation; the local game warden is an additional resource who may be contacted.

5. The teacher certified as an instructor of hunter education shall fulfill the following responsibilities:
   a. Insure that all classes taught conform to approved TPWD course requirements.
b. Insure all student registration and instructor final report forms are properly completed and returned to TPWD with the correct student fees within seven (7) days of certification date.

c. Submit supply order forms for initial or replacement classroom material, manuals and decals to TPWD at least one (1) month prior to first day of course.

d. Insure proper distribution of material to students.

e. Upon terminating the program, return all course materials to TPWD.

6. This agreement is terminable upon sixty (60) days written notice by either party.

7. The course fee of $15 per student will be charged to consenting students of the District or School and remitted to TPWD. (Instructors may retain $10 per student to be used for training aids or supplies for courses.) Those students who choose not to participate in TPWD’s certification program (but are attending because of the school’s curriculum) shall return the hunter education manual at the end of the course and will not be considered enrolled students in the program. However, all students participating in and successfully completing the course are encouraged to pay the fee and gain certification for possible use and/or need at a later time.

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

TEXAS PARKS AND WILDLIFE DEPARTMENT

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

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

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

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

By:_____________________________________________________________________________________
Hunter Education Instructor (Teacher) (Printed Name) Date (Signature)
TO THE GAME WARDEN: This form and interview serves two main purposes:
- Background check/review for the department
- Develop a rapport and first-contact with applicant in your area

PROCEDURES

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

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

GAME WARDEN’S GENERAL OPENING STATEMENT

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

APPLYING FOR: ☐ Boater Education ☐ Hunter Education ☐ Bowhunter Education

APPLICANT INFORMATION

Name: Last ________________________________ First ___________________________ Middle ___________________________

Address ___________________________________________________________________________________

City ____________________________ State _______ Zip _______________ County ____________________________

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

E-mail ___________________________________________________________________________________

Drivers License number ____________________________ Social Security number ____________________________

Date of interview ____________________________________________________________________________

Interviewed by ____________________________________ Printed name ____________________________ Signature ____________________________
GENERAL EXPERIENCE

1. What is your educational background?
   a. High School  
   b. GED  
   c. College  
   d. Advanced Degree  
   e. Vocational/Trade School; specify: ___________________________
   f. Other: __________________________

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

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

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

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

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

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

8. How would your best friend describe you?
   ______________________________________________________________________________________

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

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

11. Any comments?
    _____________________________________________________________________________________
    _____________________________________________________________________________________
    _____________________________________________________________________________________
COURSE-RELATED EXPERIENCE

BOATER EDUCATION

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

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

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

HUNTER AND BOWHUNTER EDUCATION

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

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

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

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

16. Violation of the Texas Penal Code?  □ Yes  □ No
   If so, please describe: __________________________________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________

GAME WARDEN’S CONCLUDING STATEMENT

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

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

State reasons why: __________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

Game Warden (printed name) __________________ Signature __________________ Date __________

FOR AUSTIN USE ONLY

Received by (printed name) __________________ Signature __________________ Date __________

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PWD 424–K0700 (9/05)
1. What is the International association established solely to provide hunter education support to states and provinces?
   a. Hunter Safety Alliance  
   b. National Rifle Association  
   c. International Hunter Education Association  
   d. National Shooting Sports Foundation

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

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

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

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

6. Purpose of hunter education is:
   ____________________________

7. Name three benefits of hunter education.
   ____________________________  ____________________________  ____________________________

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

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

10. Texas Parks and Wildlife Department's toll-free phone number and Web site address is:
    ____________________________  ____________________________
NEW INSTRUCTOR COURSE TRAINING REPORT

☐ HUNTER  ☐ BOWHUNTER  ☐ BOATER

PLEASE PRINT

______________________________________________  __ __ __ __ __ __ __ __ __
Applicant Name  Social Security Number

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

Comments: _______________________________________________________________________
_______________________________________________________________________

Pre-Test Score ______  Final Examination Score ______

______________________________________________  _______________________________________
Date of Training  Signature
Hunter or Boater Education Staff
Area Chief or Bowhunter Instructor Trainer

______________________________________________  _______________________________
Printed Name  Instructor I.D. Number

DO NOT WRITE BELOW THIS LINE

FOR AUSTIN USE ONLY

☐ Certified  ☐ Not Certified

______________________________________________
Date  Hunter or Boater Education Coordinator

Comments: _______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
I
I. PROGRAM, POLICIES AND PROCEDURES

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

B. POLICIES (Program Policies)
1. FEDERAL/STATE
2. TPWD
   Fees
   Donations
   Performance
   Records
3. TEXAS HUNTER EDUCATION PROGRAMS
   Basic Hunter Education
   Advanced Hunter Education
   Outreach and Special Events
   Area Chief
4. HUNTER EDUCATION INSTRUCTORS
   Volunteers
   Teachers (Professional Educators)
   Game Wardens/TPWD Employees
   Area Chiefs
5. INSTRUCTORS SHOULD
6. INSTRUCTOR POLICIES
7. RISK MANAGEMENT, LIABILITY AND INSURANCE
8. PROGRAM PROVISIONS
   Instructor Supplies and Materials
   Student Supplies and Materials
   Communications
   Record Keeping
   Publicity and Promotions
   Recognition
   Special Events and Promotions
   Pre-Service Training
   In-Service Training
   Instructor Levels
   Assistant Instructor
   Master Instructor
   Area Chief Application and Training
   Incentive Awards
   Tenure Pins
   Hunting Accident/Incident Data
   Instructor Discounts

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

D. APPROVED STUDENT MANUALS AND VIDEOS
A. PROGRAM

1. HUNTER EDUCATION IN NORTH AMERICA

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

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

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

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

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

e. Instructor Training
   Each state and provincial fish and wildlife agency is responsible for training instructors who teach hunter education. Primarily volunteers, each instructor typically passes the student course, attends an instructor course comprised of program information, policies and
procedures for effectively teaching a course in his or her area. Most instructors in North America are subject to a background investigation so jurisdictions can recruit volunteers with the right motivation, reputation and integrity. Most instructors also are provided with in-service training opportunities to further advance their knowledge and skills. Most are persistent and undying in their efforts to train students in the right ways to hunt. The volunteer instructor is the backbone of hunter education in North America.

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

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

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

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

h. Summary
PURPOSE
• To teach hunters to be safe, responsible, knowledgeable and involved.
• To introduce people to the joys of shooting and hunting.

HISTORY – NORTH AMERICA
• Hunter Education (HE) is a North American network of information and courses established to teach hunters about the safe, legal and ethical means by which to pursue wildlife.
• HE is mandatory for certain age groups of hunters in all 50 states and 10 Canadian provinces, excluding Northwest Territories, Nunavut and Yukon Territory. (The voluntary provinces do demand guides and/or enough knowledge and skills to hunt in rugged environments.)
• Over 700,000 students are trained annually by over 70,000 instructors throughout North America, primarily volunteers and professional educators trained by state and provincial HE staff.
• HE started in Kentucky in 1946 in their statewide youth camp program; the first mandatory program began in New York in 1949.
• Most programs were modified from hunter safety courses taught by the National Rifle Association (NRA).

FUNDING

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

SUPPORTING NATIONAL ORGANIZATIONS

• **U.S. FISH AND WILDLIFE SERVICE (USFWS)** – Federal agency responsible for administering federal aid funds used by most states to help fund HE efforts.
  • Region 1 California, Hawaii, Idaho, Nevada, Oregon and Washington
  • **Region 2** Arizona, New Mexico, Oklahoma and Texas
  • Region 3 Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin
  Region 3  Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina and Tennessee
  • Region 5 Connecticut, Delaware, Maryland, Massachusetts, New Hampshire, New Jersey, Maine, New York, Pennsylvania, Rhode Island, Vermont, Virginia and West Virginia
  • Region 6 Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah and Wyoming
  • Region 7 Alaska

• **ASSOCIATION OF FISH AND WILDLIFE AGENCIES (AFWA)** – Professional organization of state agency directors and other fish and wildlife professionals that provides support and information to all state fish and wildlife agencies; oversees direction of hunter education with the establishment of a hunter education committee in 1971, now called the *Hunter Education and Shooting Sports Committee*.

• **INTERNATIONAL HUNTER EDUCATION ASSOCIATION (IHEA)** – Professional organization of HE coordinators, federal aid representatives and other HE professionals established in 1971 that provides support to all HE programs throughout North America (formerly the North American Association of Hunter Safety Coordinators).
  • **Purpose** – to provide leadership and (inter)national support, standards and information.
  • **Membership** – United States, Canada, Mexico, South Africa, New Zealand, Puerto Rico and U.S. Virgin Islands; associates and other forms of supporting memberships available to instructors, industry and others interested in fostering the goals of HE.
  • **Executive Director** – and support staff run national office and support for member states; represents HE, providing national information to the public and to media upon request.
• **Board of Directors** – comprised of President, President Elect, four Vice-presidents, Secretary/Treasurer and four volunteer instructor representatives.

• **Committees** – established to conduct the business of the organization.

• **“Youth Hunter Education Challenge”** – annual event sponsored by NRA which provides opportunities for state and provincial hunter education teams and individuals to showcase the knowledge and skills they have learned in hunter education programs across North America.

• **“Hunter & Shooting Sports Education Journal”** – the official publication of the International Hunter Education Association; published by the Focus Group, Seattle, WA, and distributed free to instructors by some states. In Texas, it is distributed to all instructors with the “Target Talk” newsletter.

• **Hunter’s Handbook** – distributed free to students via hunter education course materials by Texas and many other states.

• **Hunting Incidents** – IHEA is responsible for consolidating hunting accident data, primarily to enhance HE efforts; primary source of all hunting accident data.

**APPENDIX B – HUNTING ACCIDENT REPORT SUMMARY**

• **NATIONAL SHOOTING SPORTS FOUNDATION (NSSF)** – Organization supporting the development of shooters, shooting ranges and hunter education programs; sponsors “National Hunting and Fishing Day” the last Saturday in September; hunter education training material available.

• **NATIONAL RIFLE ASSOCIATION (NRA)** – Originally formed after the Civil War (Also known as the “War of Northern Aggression”), to improve marksmanship in the armed forces of the United States, the organization now works to preserve second amendment rights (...the right to keep and bear arms...) and support the development of shooters, shooting ranges and hunter education programs primarily through their education and training division. It also has a community services division and sponsors the national “Youth Hunter Education Challenge”; It has state affiliates and provides hunter education training material.

• **WINCHESTER AMMUNITION** – Sponsored national “Volunteer Hunter Education Instructor of the Year” for 21 years at IHEA annual conference and business meetings from 1987–2007.

• **FEDERAL AMMUNITION** – Sponsors the “Volunteer Hunter Education Instructor of the Year.” (Began in 2008)

• **WINCHESTER/FEDERAL/REMINGTON AMMUNITION COMPANIES and OTHER SPORTING INDUSTRIES** – Provide training aids/supplies to hunter education instructors through the state hunter education coordinator. Discounts are advertised in “Target Talk,” the instructor newsletter.
History of Hunter Education in North America: Chronology

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

2. **HUNTER EDUCATION IN TEXAS**

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

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

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

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

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

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

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

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

Bowhunter Education – Certification is required on certain areas of Texas (Hagerman National Wildlife Refuge, Pottsboro). Note: Bowhunter education does not substitute for Hunter Education certification.

APPENDIX C – HUNTER EDUCATION REQUIREMENTS IN OUTDOOR ANNUAL

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

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

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

Hunter Education in Texas – Summary

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

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

APPENDIX D – TEXAS HUNTER EDUCATION REQUIREMENTS
• Over 30,000 students are trained annually by over 3,000 instructors throughout the state, primarily volunteers and professional educators trained by TPWD hunter education staff and volunteer “Area Chiefs.”
• Texas volunteer HE program began in 1972; mandatory program began in June 1988.

APPENDIX E – MANDATORY HUNTER EDUCATION STATUTE §62.014
• HE program has trained and certified over 850,000 students by the end of 2010.

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

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

- **Texas Hunter Education Instructors Association (THEIA)** – Established as a non-profit corporation with tax exempt status under 501(c)(3) of the Internal Revenue Code, organization assists in the professional development of Hunter Education Instructors, program enhancement and special events including the “Texas Youth Hunter Education Challenge,” an opportunity for youth to compete and measure their hunter education knowledge and skills against others in Texas and in the nation (National Youth Hunter Education Challenge), and the annual Instructor Awards Banquet. See RESOURCE/ORGS

- **Texas 4-H Shooting Sports Program** – Strives to encourage young people, their parents and adult volunteers to participate in natural resources and related natural science programs through their interest in shooting, hunting and related activities. For more information, contact the Texas AgriLife Extension Service in your community.

- **Texas State Rifle Association (TSRA)** – State affiliate of NRA; it is the primary sponsor of statewide competitive shooting in rifle and handgun in all categories (rim fire, center fire, black powder and muzzleloading). At times, the organization funds wildlife conservation projects including Hunter Education, Becoming an Outdoors-Woman and similar programs. See RESOURCE/ORGS

- **Texas Wildlife Association (TWA)** – A tax-exempt 501(c)(3) organization, TWA was established as the state advocacy group for wildlife management, landowners and wildlife conservation. TWA currently sponsors the “Texas Youth Hunting Program,” the pinnacle of HE for students through age 16. See RESOURCE/ORGS

- **Texas Game Warden Association (TGWA)** – Founded in 1979 to advance the concept of “Conservation for Future Generations.” Since then, hunts, fishing trips and hunter education camps for Texas youth have grown with volunteer support by Associate members of TGWA.
<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>June 4</td>
<td>Hunter Safety Program approved by Texas Parks and Wildlife Commission</td>
</tr>
<tr>
<td></td>
<td>Dec</td>
<td>Hunter Safety Manual; $1.00 course fee; minimum four hours of instruction</td>
</tr>
<tr>
<td>1972</td>
<td>Feb 28</td>
<td>First student (Michael Fain) certified; later became a Texas Game Warden</td>
</tr>
<tr>
<td></td>
<td>Apr 12</td>
<td>First Edition of “Target Talk,” program’s instructor newsletter</td>
</tr>
<tr>
<td></td>
<td>Sept 23</td>
<td>First “National Hunting and Fishing Day” celebration</td>
</tr>
<tr>
<td></td>
<td>Oct 12</td>
<td>First Instructor “Methods and Procedures” Clinic (Workshop)</td>
</tr>
<tr>
<td>1973</td>
<td>Jan</td>
<td>Six hours of instruction required</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>New Hunter Education Manuals from Outdoor Empire Publishing Co.</td>
</tr>
<tr>
<td></td>
<td>May 11</td>
<td>First Instructor In-service Clinic: Archery</td>
</tr>
<tr>
<td></td>
<td>Sept</td>
<td>10,000th student certified</td>
</tr>
<tr>
<td>1975</td>
<td>April</td>
<td>“Mutual Agreement” Program started with schools</td>
</tr>
<tr>
<td>1976</td>
<td>Feb</td>
<td>First Instructor certification revoked</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>25,000th student certified</td>
</tr>
<tr>
<td>1977</td>
<td>Feb</td>
<td>First Hunter Ed Instructor (NAAHSC) Academy Training Workshop offered</td>
</tr>
<tr>
<td></td>
<td>Dec</td>
<td>50,000th student certified</td>
</tr>
<tr>
<td>1979</td>
<td>June</td>
<td>First female Game Warden: Stacy Lawrence (Johnson), Austin</td>
</tr>
<tr>
<td>1981</td>
<td>March 1</td>
<td>Area Chief program started</td>
</tr>
<tr>
<td>1982</td>
<td>June</td>
<td>Eight hours of instruction required</td>
</tr>
<tr>
<td></td>
<td>Oct 12</td>
<td>100,000th student certified</td>
</tr>
<tr>
<td>1983</td>
<td>Jan</td>
<td>First instructor completed NAAHSC Academy requirements</td>
</tr>
<tr>
<td>1984</td>
<td>July</td>
<td>First Shooting Range (3rd party) Contract with Orange Gun Club</td>
</tr>
<tr>
<td>1985</td>
<td>July</td>
<td>10 hours of instruction required</td>
</tr>
<tr>
<td>1986</td>
<td>Jan</td>
<td>Instructor Pre-service Training Workshops</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>Program Expenses Survey completed and reported</td>
</tr>
<tr>
<td>1987</td>
<td>June 11</td>
<td>SB 504 “Mandatory Hunter Education Law” signed by Governor Clements</td>
</tr>
<tr>
<td>1988</td>
<td>June 1</td>
<td>Mandatory Hunter Education program established; $5.00 course fee</td>
</tr>
<tr>
<td>1989</td>
<td>Jan 21</td>
<td>1st Texas Hunter Education Instructors (THEIA) Meeting in Houston</td>
</tr>
<tr>
<td>1990</td>
<td>April</td>
<td>Darrell Holt received Hunter Education Assn. “Hall of Fame” Award posthumously</td>
</tr>
<tr>
<td></td>
<td>Dec</td>
<td>New Hunter Education Manual produced by TPWD</td>
</tr>
<tr>
<td>1991</td>
<td>Feb 9</td>
<td>First Annual Hunter Education Instructor Conference, Austin</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
<td>First Annual “IHEA Dream Hunt,” hosted by Wayne Pearson of “Ultimate Outdoors”</td>
</tr>
<tr>
<td>1992</td>
<td>May</td>
<td>250,000th student certified: Jeremy Casanova, San Antonio</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>First Annual Texas Youth Hunter Education Challenge (YHEC)</td>
</tr>
<tr>
<td></td>
<td>Oct 2</td>
<td>First Texas “Wildlife Expo,” Austin</td>
</tr>
<tr>
<td>1993</td>
<td>Jan</td>
<td>“Master Hunter Education Instructor” Level created</td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>Steve Hall selected as President of International Hunter Education Assn. (IHEA)</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>“Home study” Research Project started with Colorado State University</td>
</tr>
<tr>
<td></td>
<td>Oct</td>
<td>First “Becoming an Outdoors-Woman” Workshop</td>
</tr>
<tr>
<td>1995</td>
<td>Sept</td>
<td>Assistant Hunter Education Instructor Program started</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
<td>Development of Hunter Ed Home Study/Field Training process started</td>
</tr>
<tr>
<td>1996</td>
<td>Feb 8</td>
<td>“Texas Youth Hunting Association/Program” established</td>
</tr>
<tr>
<td></td>
<td>Aug 29</td>
<td>$10.00 course fee</td>
</tr>
<tr>
<td>1997</td>
<td>May</td>
<td>T.D. Carroll (first Program Coordinator) received IHEA “Hall of Fame” Award</td>
</tr>
<tr>
<td>1998</td>
<td>Jan</td>
<td>First Annual Texas Hunter Education “Dream Hunt”</td>
</tr>
<tr>
<td>1999</td>
<td>June</td>
<td>Kick-off of “Home Study/Hunter Skills Course” process (retail packages)</td>
</tr>
<tr>
<td>1999</td>
<td>Dec</td>
<td>500,000th student certified: Emmit Nichols, Detroit, TX</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>Laser Shot System first used in program</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>Analysis of 32 Years of Texas Hunting Accidents by Texas A&amp;M University</td>
</tr>
</tbody>
</table>
2001 March Survey of instructors using Internet Course
2002 June Hunter Education courses begun in President George H. W. Bush Library
2004 April Hunter Education Deferral Program Approved by Commission - $10.00 Fee
2004 May Steve Hall, Education Director received IHEA Professional “Hall of Fame” Award
2004 Sept National Archery in Schools Program begun as part of Hunter Education
2005 May James “Jim” Parker, III received IHEA Volunteer “Hall of Fame” Award
2005 May Terry Erwin elected as President of the IHEA
2006 June Course fee $15.00 (Instructors retain $10 for out of pocket expenses)
2007 May Heidi Rao, Hunter Education Specialist received Professional of the Year Award through IHEA
2008 April Student certification age lowered from 12 to 9
2008 May Terry Erwin received IHEA Executive Director Award
2008 June 1st Texas Ag Clays Shoot – Kerrville
2009 May Terry Erwin received SCI Foundation “Educator of the Year” Award
2010 March IBEP Program introduced into Mexico
2010 June Walter “Gene” Norton received IHEA “Volunteer Hall of Fame” Award
2010 June “Duke” Walton received IHEA “Volunteer Hall of Fame” Award
2010 June Terry Erwin received IHEA Professional “Hall of Fame” Award

4. HUNTER EDUCATION INSTRUCTOR AWARDS

a. Texas Hunter Education “Hall of Fame”

1990 Claude Ratcliff
1991 Harold Bryan
Robert Christensen
Jim Ellis
1992 Gilbert Graves, Sr.
1994 D.B. Collinsworth
Walter “Gene” Norton
Earl Reece
1995 Theron D. Carroll (honorary)
1999 George McNeill
2000 Bob Artz
2001 Kitty Haynes
Elaine Lochabay
Mike Lochabay
2002 Bernard C. Heer, Jr
William McCubbin
James Parker, III
Thomas Stashak, Jr.
Lonnie Ward
2003 Charles Morrow
Donald Evans
John Dea
Robert Ratcliff
Gilbert Graves, Jr.
Brock Minton
Lee Stinson
2004 Russ Greiner
2005  James Haynes  George Sykora  Cynthia Sykora  Roger O’Dwyer


2007  Gerald Chapman  Betty Allen  Ken Grau  John Meekins

2008  William Tatsch, Jr  Ernest Roney, Jr  Daniel Sanchez


b. **Hunter Education Program Coordinators**

<table>
<thead>
<tr>
<th>Period</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971 – 1980</td>
<td>Theron D. Carroll</td>
<td>Hunter Education Coordinator</td>
</tr>
<tr>
<td>1972 – 1980</td>
<td></td>
<td>Assistant Hunter Education Coordinator</td>
</tr>
<tr>
<td>1981 – 1984</td>
<td>J. D. Peer</td>
<td>Assistant Hunter Education Coordinator</td>
</tr>
<tr>
<td>1990 – Present</td>
<td>Steve Hall</td>
<td>Education Director</td>
</tr>
<tr>
<td>1988 – 1990</td>
<td></td>
<td>Hunter Education Coordinator</td>
</tr>
<tr>
<td>1985 – 1988</td>
<td></td>
<td>Assistant Hunter Education Coordinator</td>
</tr>
<tr>
<td>1990 – Present</td>
<td>Terry Erwin</td>
<td>Hunter Education Coordinator</td>
</tr>
<tr>
<td>1988 – 1990</td>
<td></td>
<td>Assistant Hunter Education Coordinator</td>
</tr>
<tr>
<td>1990 – 2002</td>
<td>Scotty Oliver</td>
<td>Target Range Coordinator</td>
</tr>
<tr>
<td>1996 – Present</td>
<td>Charlie Wilson</td>
<td>Mobile Range Coordinator (Sporting Clays)</td>
</tr>
<tr>
<td>Time</td>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>1997 – 1998</td>
<td>David Palmer</td>
<td>Mobile Range Coordinator (Virtual Hunting)</td>
</tr>
<tr>
<td>1998 – 2003</td>
<td>Joe Wallace</td>
<td>Mobile Range Coordinator (Virtual Hunting)</td>
</tr>
<tr>
<td>1998 – Present</td>
<td>Heidi Rao</td>
<td>Hunter Education Specialist (South TX)</td>
</tr>
<tr>
<td>1998 – 1999</td>
<td>Martin Robillard</td>
<td>Hunter Education Specialist (North TX)</td>
</tr>
<tr>
<td>1999 – 2007</td>
<td>Kent Irvin</td>
<td>Hunter Education Specialist (North TX)</td>
</tr>
<tr>
<td>2002 – Present</td>
<td>Jimmie Caughron</td>
<td>Hunter Education Specialist (West TX)</td>
</tr>
<tr>
<td>2002 – 2006</td>
<td>Ty Harris</td>
<td>Hunter Education Specialist (South TX)</td>
</tr>
<tr>
<td>2006 – Present</td>
<td>Brock Minton</td>
<td>Hunter Education Specialist (South TX)</td>
</tr>
<tr>
<td>2007 – Present</td>
<td>Robert Ramirez</td>
<td>Hunter Education Specialist (North TX)</td>
</tr>
</tbody>
</table>
B. POLICIES

1. FEDERAL/STATE

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

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

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

2. TPWD

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

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

Donations – Instructors may accept donations on behalf of the program. They may use donated goods and services in their courses as long as the donations are not used solely for personal gain. Instructors should document the value and/or name of the goods or services received for
audit purposes. All donated goods and services must relate to hunter education and adhere to the goals and objectives of the program.

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

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

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

3. **TEXAS HUNTER EDUCATION PROGRAMS**

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

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

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

**Area Chief** – Along with providing basic hunter education course to the public, the primary duty of an Area Chief is to recruit and train local instructors by conducting the Hunter
Education Instructor Course (pre-service training). A secondary duty is to monitor and assist local instructors. Finally, Area Chiefs should host periodic meetings of instructors in their area to enhance existing efforts and get to know one another. TPWD will be available to assist Area Chiefs in setting up local meetings.

4. HUNTER EDUCATION INSTRUCTORS

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

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

Game Wardens/TPWD Employees
- Game wardens are certified as TPWD hunter education instructors during their cadet training prior to local assignments.
- As state peace officers, game wardens have many duties, all confined within a mandatory 40-hour workweek.
• Game wardens conduct volunteer background investigations and initial interviews on behalf of the program so that volunteers and teachers can get to know their local warden.
• A game warden’s best role is to attend local courses offered by volunteers and assist by giving game law presentations or participating in field/live-firing activities. Students like to ask game wardens questions, making for lively discussions. The game warden’s primary purpose is to educate people and enforce the fish and wildlife laws of Texas.

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

5. INSTRUCTORS SHOULD:

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

NOTE: Do not send cash in the mail.
• Attend in-service training workshops to improve performance and to get updated on the program.
• Notify the hunter education staff any time there is a problem and/or conflict and/or communicate directly with others to resolve issues (instead of “bad-mouthing” others).
• Be available to teach people about firearm safety, conservation, outdoor skills and other hunter education topics when called upon by the community.
• Be available to volunteer for outreach opportunities, such as: shooting events, Regional Wildlife Expos, local fairs, exhibitions and shows or at state parks.

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

6. INSTRUCTOR POLICIES

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

• Job Description – Instructors are given the job of presenting the curriculum to students in the best manner possible, which is considered to be hands-on, actual and/or simulated experiences.

• Performance Standards and Review – To that end (re: job description), instructors are expected to teach at least one course per year (certifying a minimum of five students) to meet the minimum standard (a minimum of three courses per year to exceed the standard). Evaluation(s) should be conducted to improve the quality of instruction and insure compliance of all standards of behavior.

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

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

• Environmental/Conservation Awareness – Hunter education courses are exempted from conditions stated within the Environmental Protection Act except insofar as a constructed range facility does not contaminate a wetland. Hunter education instructors are encouraged to educate students about conservation including topics like wildlife conservation, the use of mandatory non-toxic shot while waterfowl hunting and “wounding loss” and how to improve wing shooting abilities.

• Sexual Harassment, Criminal Penalty – It is unlawful to harass any fellow instructor, student or parent, solicit sexual favors and/or use any other verbal or physical conduct of a sexual nature or make it a term or condition of passage of the course.

• Drug, Alcohol, Tobacco Free Work Place – Instructors will not use or possess alcoholic beverages or illegal drugs on duty time, when in an instructor uniform, on coffee breaks or
on any state-owned or controlled property including state vehicles during training workshops. Instructors will refrain from using all tobacco products during courses.

- **Dress and Appearance** – Instructors are expected to present a professional appearance and to dress appropriately for their position. Nametags should be worn over the right breast pocket area. Only Instructor patches provided by the department may be worn on caps, shirts or vests for the purpose of teaching, or may be placed on either sleeve or over the left breast pocket of a shirt. NRA patches may be worn, but no manufacturer or industry patches are allowed.

- **Conflict of Interest** – Instructors may not accept personal gifts, favors or services that influence their discharge of duties. Duties include training students in a minimum of 10 hours of classroom, field and/or self-taught studies. Instructors also should not represent a group or themselves in another capacity while teaching hunter education if the position they take is in conflict with the mission, goals and purpose of TPWD or the Hunter Education program.

- **Use of State Property/Facilities** – State property or other resources (e.g. training aids) provided to instructors by the state will not be diverted to personal use and should be returned to TPWD upon retirement or termination from the program. An exemption to this is an incentive award that, by law, is considered personal property upon award by the state.

- **Insubordination** – Instructors are expected to follow all instructions issued by hunter education program staff unless 1) the instructions are outside of professional standards, 2) the instructions would endanger the health and welfare of students and instructors, or 3) the instructions would require the performance of an illegal act.

- **Work Rules** – Instructors are expected to be prompt and efficient in the performance of their duties. Instructors will not cancel any courses without due notice to all concerned, including students and TPWD headquarters.

- **Standards of Trust** – No instructor shall knowingly falsify or alter any report, document or record. Instructors shall adhere to basic principles of honesty and maintain the highest of ethical standards. Instructors shall not use their position as TPWD hunter education instructor for personal gain. This does not include products or services that directly benefit the program and/or students in a positive way, such as a donation of refreshments, training aids or materials that reinforce the hunter education curriculum.

- **Courtesy** – Instructors shall be courteous to all callers, students, parents, fellow instructors, hunter education staff and TPWD employees associated with the Texas Hunter Education program. Instructors must maintain a helpful attitude towards the public at all times.

- **Competence** – Instructors shall be physically and mentally able to perform the essential duties of the position with or without reasonable accommodation, as defined by the American with Disabilities Act.

- **Care** – Instructors shall exercise care and observe all safety and security rules in proper performance of their job. They must be role models and strictly adhere to all principles of sporting arm safety (“Ten Commandments of Shooting Safety”) being taught to students in the Texas Hunter Education program.
• **Notification** – If any of the aforementioned policies or rules are violated by an instructor, TPWD hunter education staff should be immediately notified and appropriate corrective action taken. Instructors must accept responsibility for decisions made and action taken based on these decisions. Instructors have the right to appeal these decisions, as stated under “Corrective Action.”

• **Corrective Action** – Disciplinary action can take five forms:
  1) **No action** – when the accusation is unwarranted or unsubstantiated;
  2) **Verbal Warning** – Hunter education coordinator issues a verbal reprimand for corrective behavior;
  3) **Written Warning** – Hunter education coordinator issues written reprimand for corrective behavior;
  4) **Probation** – Hunter education coordinator and/or local law enforcement staff meet with instructor and mutually decide on a corrective action plan; usually a six-month to one-year probationary term;
  5) **Termination** – Instructor verbally and in writing is immediately dismissed from the program. Actions that cause immediate termination are typically serious in nature such as sexual harassment, violations of the Texas Penal Code, and/or violations of Texas game laws.

• Termination – Instructors performing at an undesirable level, found to be in violation of hunting or fishing regulations, or exhibiting any undesirable behaviors, can be terminated based on the determination that his/her services are unsatisfactory or no longer needed.

• Appeal – An instructor may appeal a decision by the hunter education coordinator by writing the Education Director, Texas Parks and Wildlife Dept., 4200 Smith School Rd., Austin, TX 78744. Once a letter is received, a review panel comprised of a volunteer, a law enforcement representative and the Education Director will review the circumstances and make a final determination on behalf of TPWD.

7. **RISK MANAGEMENT, LIABILITY AND INSURANCE**

Risk Management is a learned ability to study, recognize and evaluate the health and safety risks of a program activity or task and develop a plan for accomplishing it in the safest possible way by:
- Reducing the risks through training,
- Transferring risks to a third party (insurance), or
- Avoiding all or part of the activity/task altogether

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

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

**Outdoor activities**
- Students prepared, informed, organized into manageable groups and checked
- Attention to outdoor conditions – weather, insects, poisonous plants and animals
- Attention to terrain – aware of hazards – traversing terrain safely
- No live ammunition
- Maintain discipline

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

**Liability (Responsibility)**

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

**Rules to reduce risks in hunter education programs**

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

**Instructors**
- Use live ammunition **only** during controlled, supervised live-firing exercises
  Only use “dummy ammunition” at all other times throughout the course
- Follow guidelines established in Instructor Policies and Procedures Manual
- Follow philosophy and outline of student manuals provided by department
- Do not allow students to bring their own firearms or ammunition to course
- Plan for first-aid situations and general emergency preparedness
- Determine if learning or physical disabilities exist and assist student(s) in learning processes
NOTE: Instructors must immediately report any unlawful actions, theft, property damage, personal injury or death to the proper authorities and to the hunter education coordinator. In the event of an emergency, instructors must secure the safety of individual(s) in their care, perform first aid/CPR, notify emergency services and secure the scene.

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

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

INSURANCE

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

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

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

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

- **Instructor Supplies and Materials** – Instructors are provided supplies and materials necessary to understand how to teach the basic student course and properly record each course or event. Area Chiefs are provided the necessary materials to teach instructor courses.

- **Student Supplies and Materials** – Instructors are provided supplies and materials for each student, forms and information that facilitate the learning process, and forms that enable TPWD to properly record a student’s personal information and/or evaluation of the program. (See Section II)

- **Communications** – Each Instructor is provided with an e-mail notifying them when the seasonal newsletter, “Target Talk,” is ready for viewing on the TPWD Web site. Each issue provides current information, recognition, training opportunities and special events, new instructors certified and record-keeping information vital to the overall program success. Instructors are encouraged to read each issue so they do not miss important updates. From time to time, instructors receive special mailings and/or communications via e-mail, phone or during training workshops and special events. NBEF and THEIA and miscellaneous information are included with “Target Talk” when provided to TPWD for inclusion.

- **Record Keeping** – TPWD provides services to keep track of all instructors and students certified in hunter education. It also keeps track of instructor incentive award program that is based on cumulative point totals.

- **Publicity and Promotions** – TPWD has an extensive communications network with local media outlets including television, radio and news. TPWD releases monthly hunter education information via the Internet and direct mail. Local newspapers typically relate local course information, especially those courses prior to or during the hunting seasons. Other special reports, such as hunting incident/accident reports, are of special interest to the media. Reporters call local instructors many times to add or verify hunter education efforts in the area.

- **Recognition** – Upon being certified, instructors receive a congratulatory letter, instructor patch, instructor ID card and name tag suitable to have name engraved. Instructors are recognized in many ways for their efforts. They receive recognition in “Target Talk,” in local newspapers and via the incentive award program that allows TPWD to thank instructors for their efforts. An instructor may be nominated for “Federal Ammunition’s Volunteer Instructor of the Year” and recognized at the annual IHEA business meeting and convention.

- **Special Events and Promotions** – TPWD annually coordinates and conducts Regional Expos around the state. They introduce visitors to all forms of recreation that can be enjoyed in Texas wild landscapes and state parks.

- **Pre-Service Training** – TPWD staff and Area Chief Hunter Education Instructors provide basic instructor training courses for applicants interested in teaching hunter education in their areas. Approximately 35% of all trainees go on to teach hunter education. TPWD loses over 150 instructors each year to attrition (never teach, move away, etc.).

- **In-Service Training** – TPWD provides in-service training opportunities related to topics offered in the basic student course including:
  - Instructor Course (pre-service training)
  - Ethics, Game Laws and Responsibility
Outdoor Skills/Survival
Bowhunting (IBEP)
Muzzleloading (NMLRA - NRA)
Modern Firearms (NRA, Texas 4-H Shooting Sports)
Wildlife Management and Conservation
Advanced (Trapping, White-tailed Deer, Quail, Turkey, Pheasant, Waterfowl, Dove,
Exotics, Tracking, Non-Toxic Shot, First Aid, CPR, Feral Hogs, Alligators,
Public Hunting Lands, etc.)
Wing Shooting Responsibility & Awareness
National Archery in the Schools / National Archery Association Certification

Instructor Levels
• **Assistant Instructor** – Individuals must be between the ages of fifteen (15) and twenty (20), take the student course, file an application, complete a game warden interview, have a sponsoring active instructor to teach under, have written parent/guardian approval and go through a Program Orientation workshop. Assistants must work under direct supervision of a sponsoring instructor. Assistants will receive the same incentive points as the sponsoring instructor per class. If the assistant remains active, upon turning twenty-one (21) he/she will automatically become a fully certified instructor.

• **Master Instructor** – Instructors must be continually active in the program for three years, certify fifty (50) students, and attend the Ethics workshop, or Wildlife Management/Conservation workshop to reach this level. Upon attaining this level, a Master Rocker will be mailed to the instructor.

• **Area Chief** – Must have Master Instructor level. Applicants for Area Chief complete an application, written exam, additional law enforcement interview and Area Chief training process under TPWD staff. Application is available upon request.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students taught</td>
<td>1 point per student</td>
</tr>
<tr>
<td>Class Points</td>
<td>10 points per course</td>
</tr>
<tr>
<td>Scheduled Class</td>
<td>5 points per course additional if scheduled prior to class and conducted</td>
</tr>
<tr>
<td>Tenure</td>
<td>10 points per year</td>
</tr>
<tr>
<td></td>
<td>15 points per year for Master Instructors</td>
</tr>
<tr>
<td>Hours</td>
<td>1 additional point for 11 hours, 2 for 12, 3 for 13, 4 for 14-15, 5 for 16-17, and 6 for 18 and over</td>
</tr>
<tr>
<td>Program Orientation (Includes Standards of Live fire, Skills Trail &amp; Home Study)</td>
<td>50 points</td>
</tr>
<tr>
<td>Hunter Ed Workshops/ Special Events</td>
<td>25 points per workshop/event</td>
</tr>
<tr>
<td>Area Chief</td>
<td>20 Tenure points per year</td>
</tr>
<tr>
<td></td>
<td>1 point per new instructor taught</td>
</tr>
<tr>
<td></td>
<td>25 points per workshop taught</td>
</tr>
</tbody>
</table>
Instructors receive training aids at early point levels. After continued involvement in the program, instructors receive items they can use personally and/or as training aids in the program, such as the following.

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

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

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

- **Tenure Pins** – Instructors receive hat/lapel pins recognizing their years of service in the Texas Hunter Education Program (upon attending first in-service workshop, and 5, 10, 15, 20, 25, 30, 35 and 40 years of service).

- **Hunting Accident/Incident Data** – TPWD tracks and monitors all Texas hunting accidents and reports them annually to the IHEA, the organization which officially reports hunting accidents nationally to the media, National Safety council and to legislative and judicial branches of government. All instructors receive a copy of the annual report with the spring issue of “Target Talk.”

  **Note:** Game wardens are responsible for investigating accidents/incidents, completing accident/incident report forms and sending them to the Education Director, TPWD, for compilation. Hunting accident/incident data and trends are useful for sharing within the hunter education process to help hunters prevent similar incidents and to review causes and safety standards.

- **Instructor Discounts** – Sporting good manufacturers offer discounts to hunter education instructors on items and materials that can be used in the hunter education process. Instructors are notified in “Target Talk” about current discounts offered, or they may consult the ihea.com Web site.
C. PROCEDURES

1. BECOMING A HUNTER EDUCATION INSTRUCTOR

Potential hunter education instructors must complete the following steps:

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

2. ORDERING SUPPLIES

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

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

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

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

3. PREPARING FOR A COURSE

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

Note: TPWD recognizes the importance of providing constituents with unrestricted access to agency programs and facilities. As such, instructors should schedule educational courses (to the greatest extent possible) at locations allowing the greatest accessibility for people with disabilities. Instructors will coordinate with local disability services and transportation contacts to ensure accessible transportation is made available as needed.
b. **Classrooms** – Classrooms also should be inspected for hazards and be accessible to people with disabilities. Students should have tables to write on when taking notes or completing quizzes and exams. **There must be no live ammunition in the classroom at any time, including broadheads used in archery – use “Dummy Ammunition” provided by TPWD (If available) and always cover broadheads with clear plexiglass for viewing.** Leave classrooms better than you found them.

c. **Course Hours** – Preparation hours include recruiting, pre-registration, equipment acquisition and maintenance, equipment set-up, take-down, recordkeeping and driving to and from the course location from residence. 

**Hours Taught** – Includes student registration, actual teaching hours, testing time and course supervision.

d. **Audio/Visuals** – Projector (Computer/VCR/DVDs) screens should be large enough to be seen by all students, and room should have adequate lighting.

e. **Field Exercises** – Set up all field exercises using the principles and practices set forth in the Standards of Field and Live-firing Workshop and/or Hunter Skills Trail Workshop and Booklet. Be sure to finish setting up the field course an hour prior to the beginning of the course. Make sure students are adequately dressed (pre-notices) for outdoor activities. Have sunscreen, insect repellent (mosquitoes, fire ants, chiggers, etc.) and a first-aid kit on hand for all outdoor activities. Be sure students know where the first-aid kit is located. (A fanny kit on the lead instructor is best.)

f. **Live Firing Exercises** – Set up all live-firing exercises using the principles and practices as established in the Program Orientation New Instructor Workshop. Make sure you have enough instructors to adequately conduct safe shooting activities. The more instructors – the more shooting stations you can have – the more time efficient it is. Be sure all students wear eye and ear protection during all live-firing sessions using modern firearms and muzzleloaders. Be sure that students shooting bowhunting equipment wear arm and finger protection (or shoot with a release).

g. **Publicity** – Notify TPWD Headquarters, local TPWD Law Enforcement Offices and Area Chief. General publicity includes making sure your course is posted on TPWD’s Web site and call-in system. Contact your local newspaper and radio stations. Post publicity/promotional banners at all local outlets for hunting licenses (point-of-sales) and major sporting good retailers. Be sure to post the instructor’s name, contact phone number or registration site, class dates and times. If there is a class limit, be sure to note it on the announcement and be prepared to include a waiting or alternate list in case you get last-minute cancellations.

h. **Pre-registration/Registration** – If you pre-register, please distribute materials and collect course fees (or be prepared for lots of “no-shows”). If you register during the first session of the course, have materials and posters on hand for students to keep busy while waiting on all students to show. Refreshments are a nice touch, too!

**NOTE:** Instructors may require a parent or guardian to accompany any minor student under the age of seventeen (17) in the course to sign the student registration form, and should always courteously be invited to register and become certified. Make sure two (2) instructors, and/or assistant instructors, and/or facility staff (“two-deep instruction”) stay with any student who is waiting for his/her ride to show up at the end of a course or session.
i. **Supplies and Materials** – Be sure to secure materials and supplies for your course a minimum of one month prior to the course or pre-registration date(s). Try not to hoard supplies. Plan ahead. Try to secure free educational publications that are consistent with the established learning objectives or standards. Items such as pencils and license holders, are valued by students and reminds them of their course experience well after the course is given.

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

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

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

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

Following are things the instructor should think about:

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

Hunter Education
Student Manual

Hunter Education
Spanish Manual
II. HUNTER EDUCATION PROGRAM FORMS

REQUEST FOR LITERATURE

REQUEST FOR DVDs

STUDENT COURSE ROSTER/COUNTY CODE LISTING

INSTRUCTIONS FOR COMPLETING SCANTRON FORMS

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

HUNTER EDUCATION STUDENT CERTIFICATE SAMPLE (Sent from Austin)

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

TEMPORARY DUPLICATE FAX EXAMPLE

COURSE VERIFICATION CARD (Sent when class is entered)

SAMPLES OF ADDITIONAL FORMS/MATERIALS:
Certificate of Attendance
Certificate of Appreciation
Hunter Education Program Brochure
Instructor Decal
Instructor Name Badge
Mailing Envelope
Safe Texas Hunter Decal
Shooting Safety Rules
Targets

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

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

EVALUATIONS: SELF, TEAM, STUDENT

STUDENT ENROLLMENT/RELEASE FORM

HOME STUDY COURSE FIELD ACTIVITIES RELEASE OF LIABILITY (SAMPLE)
**Request for Literature**

**Hunter Education**

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

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

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Public Hunting Brochures | One per student

**Send Supply Order Form To:**

Texas Parks and Wildlife Department
Education Fulfillment
4200 Smith School Road
Austin, Texas 78744

**Fax: (512) 389-4372**

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

**For TPWD Use Only**

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*Instructor Use Only

PWD 0183 – K0700 (8/10)
Request for Videos, DVD’s
Hunter Education – Supplemental Request

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For TPWD Use Only

Carrier: Filled By: Date:

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

Phone: (512) 389-4999
Fax: (512) 389-4372
E-mail: supply.request@tpwd.state.tx.us
### Outdoor Education Programs

#### Student Course Roster

- **Instructor Name:** ________________
- **Instructor ID#:** ________________
- **Course Location:** ________________
- **Certification Date:** ________________

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

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INSTRUCTIONS FOR COMPLETING SCANTRON FORMS

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

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

Note: Do not send cash in the mail.
Use personal check or money order.
Again, keep a copy of the receipt with the Class Roster form and retain.
Dear Instructor:

We have received your final report for the Hunter Bowhunter Boater Education course completed on ________________.

(Certification Date)

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

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

TPWD 487–K0700 (12/02)
Certificate of Attendance:
Students under age receive a “Certificate of Attendance” upon successful completion of course. These certificates are automatically mailed from Austin and are often required for out-of-state and youth hunting opportunities.

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

Instructor Decal/Patch

Responsible Hunter Decal

Graduate Decal
Targets

50 FT LIGHT RIFLE TARGET
SAMPLE PUBLIC SERVICE ANNOUNCEMENT

For Immediate Release

HUNTER EDUCATION COURSE SET

Your town.... A course in hunter education has been scheduled for _______________________________

beginning at ________________ in __________________, according to_____________________________.

(a.m./p.m.) (City)

Hunter Education Instructor.

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

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

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

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

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

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

(Name)

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

(Name)

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

For more information, contact ________________________________ at ________________________________

(Name) (Phone)

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

I, ________________________________, Texas Parks and Wildlife Department certified Hunter Education Instructor, request permission to bring the following training aids on to _____________________________________________________________________________ (Location) for the purpose of teaching hunter education on ______________ (Date/s).

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

**Firearm Description**

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**Archery Equipment Description**

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

Authorizing Individual:

Printed Name: ____________________________ Date: ____________________________

Signed: ________________________________

Hunter Education Instructor:

Printed Name: ____________________________ Date: ____________________________

Signed: ________________________________
INSTRUCTOR SELF-EVALUATION

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

1. How well did this class perform on the Final Exam?

2. How did the group react to demonstrations and student participation exercises?

3. Did I “target” this class well in the areas of:
   - interest? ________________________________
   - level of skill and experience? ________________________________

4. What specific topics should be:
   - omitted ________________________________
   - added ________________________________
   - emphasized more ________________________________
   - emphasized less ________________________________

5. Which lessons require:
   - more time ________________________________
   - less time ________________________________

6. What changes, if any, should be made in the sequence of the lessons?

7. What activity/subject seemed to motivate the students the most?

8. What changes should be made in:
   - materials ________________________________
   - classroom set-up ________________________________
   - teaching methods ________________________________
   - evaluation methods ________________________________

9. I should use (more, less, about the same) different teaching methods/aids in the next class.

10. I should spend (more, less, about the same) time organizing my course.

11. I should spend (more, less, about the same) time preparing and studying the lesson objectives and planning their presentation.

12. I should spend (more, about the same) time studying the subject matter and technical information.
TEAM MEMBER EVALUATION

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

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

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

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

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
**STUDENT COURSE EVALUATION**

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

INSTRUCTOR _________________________________

COURSE DATES _________________________________

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

PLEASE CONTINUE ON THE BACK
GENERAL INFORMATION

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

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

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

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

5. What did you enjoy MOST about this course? ______________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

6. What did you enjoy LEAST about the course? ______________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

7. Why did you attend this course? __________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

8. Any suggestions or comments? ___________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

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

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

Thank you and please remember the principles of hunter safety, preparation, responsibility and courtesy.
I/We ___________________________________ and/or ___________________________________, parent/s,
and/or legal guardian/s of ____________________________________ hereby acknowledge that the Texas Parks and Wildlife Department Hunter Education Home Study Course Field Activities have inherent risks and dangers that may result in serious bodily injury or even death and nevertheless by our/my signature below give ______________________________ permission to participate in the activities and by our/my signature below, release, indemnify and hold harmless Texas Parks and Wildlife Department, its agents, officers and employees, against damages and costs of defense including attorney's fees and from any judgment, claim or any action, directly or indirectly arising from ______________________________ participation in the Texas Hunter Education Program.

Printed Name: _______________________________________

Signed: _______________________________________ Date:_________________________

Printed Name: _______________________________________

Signed: _______________________________________ Date:_________________________
III. HUNTER EDUCATION STANDARDS
LEARNING/TEACHING

A. IHEA HUNTER EDUCATION STANDARDS
   IHEA Goals and Objectives
   Goal 1
   Goal 2
   Goal 3
   Goal 4
   Goal 5
   Goal 6

B. LEARNING PROCESS AND PRINCIPLES

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

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

E. TEACHING THE DISABLED

F. TRAINING AIDS

G. MEDIA RELATIONS

H. SUGGESTED TEACHING SKILLS EXERCISE

I. PRESENTATION WORKSHEET
A. IHEA HUNTER EDUCATION STANDARDS

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

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

IHEA Goals and Objectives

GOAL 1: INTRODUCTION
To introduce students to the hunter education program, who sponsors the program, and who funds hunter education efforts throughout North America.

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

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

GOAL 2: HUNTING SAFETY
To help students be safe around sporting arms by introducing students to basic hunting and shooting safety principles and practices.

Rationale: Most basic reason for Hunter Education

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

3. Correctly match at least three caliber/gauges of ammunition with their respective shotguns/rifles/handguns among an assortment of ammunition and firearms  

4. Demonstrate making a firearm safe for transportation in a vehicle, boat or ATV or while entering an elevated stand (2-6 ft) and/or ground blind  
   a. Always pointed in a safe direction  
   b. Unloaded, checked, cased  
   c. Ammunition separate  
   d. Hauling line, sling, etc.  

5. Demonstrate two safe methods for crossing an obstacle or hazardous terrain: one method alone; the other method with a partner  

6. Demonstrate safe zone of fire and appropriate carrying method(s) using a shoulder gun, while walking two/three abreast and while walking two/three in a single file (position within group may vary)  

7. Demonstrate safe shot selection (i.e., various backgrounds, vital zones, angles of shots/animals, skyline animals, flock shooting, clothing of hunters/others, foregrounds, zones of fire) that presents safe/unsafe and/or ethical/unethical shot opportunities  

8. Demonstrate how to determine whether barrel is free from obstruction  
   a. Always point muzzle in safe direction  
   b. Open action  
   c. Check that chamber/magazine is unloaded  
   d. Check from breech  
   e. Use appropriate accessories such as barrel light  

9. State why hunters should wear blaze orange clothing for most hunting situations and/or why it is better than other colors while in the outdoors (to be seen)  

10. State one or more senses or skills of hunters that can be negatively impaired by alcohol and drugs, before or while hunting  
   a. Coordination  
   b. Hearing, vision  
   c. Communications  
   d. Good judgment  

11. Demonstrate cleaning procedures for a rifle/handgun and a shotgun and make them safe for storage  
   a. Always point muzzle in safe direction  
   b. Unloaded  
   c. Cased and/or placed/locked in a gun safe  
   d. Ammunition stored and locked separately  
   e. Gun locks/accessories in place  
   f. Etc.  

12. State three safety principles involving archery equipment and three involving muzzleloaders that are in addition to the 10 Commandments of Shooting Safety  
   a. Archery: finger and arm protection; covered broadheads; inspection of arrows/strings/cables  
   b. Muzzleloading: never blow down barrel; use brass accessories; use powder measure to pour powder in barrel; no smoking, etc.  

13. Demonstrate safe handling of rifles and/or shotguns (airguns can be used as an alternate) through simulated and/or live firing exercises  
   a. Point Muzzle in safe direction  
   b. Safe loading/unloading and shooting procedures
c. Adherence to all range commands/instructions

d. Use of eye and ear protection

14. If primitive sporting arms (archery equipment, crossbows, muzzleloaders) are used in basic Hunter Education course, demonstrate safe handling through simulated and/or live firing exercises

   a. Point Muzzle in safe direction
   b. Safe loading/unloading and shooting procedures
   c. Adherence to all range commands/instructions
   d. Use of eye and ear protection when applicable

GOAL 3: HUNTER RESPONSIBILITY

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

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

Objectives: Students will be able to:

1. State three reasons for the existence of hunting laws and how laws are passed
   a. Public safety
   b. Opportunity
   c. Fair chase, faire share
   d. Conservation of resources, etc
   e. Federal and state/provincial statutes
   f. Regulatory processes, local ordinances and policies

2. Find/look up information from state/provincial hunting laws that address issues:
   a. Where to obtain licenses and information on legal hunting seasons
   b. Legal means and methods
   c. Blaze orange requirements
   d. Tagging requirements
   e. Transporting requirements
   f. Trespassing laws
   g. Penalties and violations

3. List five words describing a responsible hunter: courteous, capable, careful, consideration, conservationist, legal, ethical, helpful, etc.

4. Participate in open discussion, led by instructor, regarding hunter ethics and responsibility upon review of hunting dilemmas and/or “trigger” scenarios depicting illegal/unethical actions by hunters

5. List three actions hunters can demonstrate to present a positive public image, especially to non-hunters
   a. Cover game from sight when traveling home from hunt
   b. Clean up before going into town
   c. Present professional image in the media when talking about hunting/conservation
   d. Don’t drink and hunt
   e. Eat game that is taken
   f. Take tasteful photographs

6. Identify/circle visual selection of game animals portrayed from various angles which present acceptable shot opportunities and identify the vital area that presents the highest probability for a quick kill

7. Through actual or simulated live firing activities, demonstrate an understanding of rifle marksmanship including proper position(s), sight alignment, sight picture, sight adjustment, loading and shooting procedures/techniques; or, demonstrate an understanding of shotgun
shooting principles including proper stance, mount and shooting techniques/swings/leads

8. List the steps to properly care for game from the field
   a. Tagging requirements/ownership
   b. Field care of game
   c. Safe transport from field to camp

GOAL 4: OUTDOOR SAFETY
To help students be safe in the outdoors by introducing them to basic outdoor safety practices.

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

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

GOAL 5: WILDLIFE CONSERVATION
To introduce students to hunting’s role in wildlife conservation and habitat management practices.

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

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

GOAL 6: HUNTING OPPORTUNITIES
To introduce students to new and diverse hunting opportunities.

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

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

Process

How Do People Learn?

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

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

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

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

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

Principles

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

1. Individual differences must be met. Students bring different backgrounds with them – in age, experience, maturity and interest. Use the Experience Survey; observe your students' responses. Adapt to individual needs, avoid separate programs, and exercise common sense and flexibility. Some students may have learning, behavioral, physical, or attitude disabilities, which make learning difficult. Disabilities may not be visible. Therefore, identifying these differences may be difficult at times.
2. Learning is a varied, active process. Most learn by doing, and using all of their senses. Psychologists claim we learn 83% through sight, 10% through hearing, 4% through smell, 2% through touch and 1% through taste. Retention of information is 10% by reading, 20% by hearing, 30% by seeing, 50% by seeing AND hearing, 70% by saying as we talk, 90% by saying as we do.
3. Repetition is necessary: repeat important points in several different lessons.
4. Vary the level of challenge; use a range of activities, questions, etc., so that all students will be successful at least part of the time.
5. Some students have short attention spans and are easily distracted. Allow time between lessons for it to “sink in.” Be aware that learner's attention spans may not extend more than 15-20 minutes. You can use two short lessons with a short break, rather than presenting one long lesson. Change instructors when possible. Remember, the mind can absorb only as much as the seat can endure.

6. Even though learning is a life-long process, the ability to learn remains practically constant after maturity.

7. Continuous evaluation is essential to effective learning.

8. Things should be taught the way they are used. Effective learning results when initial learning is followed immediately by application.

9. Effective learning is likely to occur when a logical relationship exists between the things taught.

10. People learn more when they are held accountable and made to feel responsible for learning. Expect students to participate, communicate this to them and they will!

11. People respond to a good learning environment.
C. TEACHING SKILLS

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

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

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

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

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

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

• Organization (see Course Checklist)
• Writing Lesson Plans

To begin, ask yourself three basic questions:
1. Where are your students going?
2. How are they going to get there?
3. How will you know when they have arrived?

What is the purpose of a lesson plan?

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

Vince Lombardi, the legendary former coach of the Green Bay Packers is quoted: “Practice does not make perfect. Perfect practice makes perfect.” Of course he was talking about skills related to playing football. Whatever the skill at hand may be (in this case, lesson plans), there is no substitute for developing and honing skills other than practice.
Think of a lesson plan as a road map to guide you through the lesson. Some trips we take go as planned, while others do not. Sometimes we encounter road construction which slows us down, heavy traffic, detours and extra stops along the way. We might change our journey to stop and enjoy a scenic overlook which means we will not get to our final destination when we originally planned. Similar to a road trip, we must be also be flexible in our lesson plans while we are teaching to account for unexpected variables (students’ abilities, weather conditions, equipment being used, etc.).

What does a lesson plan look like?

Every instructor will have a different answer to this question.

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

What should the contents of a lesson plan include?

Objective:

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

Materials:

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

Introduction:

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

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

Presentation:

“Tell them.”

• Know the subject matter you will be teaching. If you cannot explain what you know, then chances are you do not know it.
• How can the material be presented so each student will benefit from the learning experience?
• Plan frequent and varied opportunities for the students to be involved.
• Account for different learning abilities and individual differences. The instructional methods planned for a particular lesson must take into account student ability. The range of abilities in which students differ may include cognitive disorders, emotional handicaps, physical handicaps and student mastery of lesson prerequisites. Consider specific adaptations for specific students.
• Lead students through the steps necessary to perform the skill or grasp the concept you are teaching using the approach: hear/see/do.
• Provide hands-on activities to observe students handling, practicing and performing what you have taught them.
• Check for understanding by using multiple methods and a variety of questioning strategies to determine if the students “got it yet?”
• Make adjustments in your lesson based on feedback from the students.
• The pace of your lesson will be determined by your students’ comprehension.

**Summary:**

“Tell them what you told them.”

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

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

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

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

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

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

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

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

a. Stay within allotted time.
b. Keep subject matter simple, easy-to-understand, to the point.
c. Motivate students by using enthusiastic tones in your voice and by moving from key point to key point quickly.
d. Stay on track; limit “war stories” to those that make point quickly.
e. Limit student stories, but give priority over your stories.
f. Don’t try to cram EVERYTHING you know about a subject into time allotted.
g. Personal mannerisms:
   1) Don’t clink keys/coins in pockets.
   2) Don’t keep hands jammed in pockets.
   3) Be sure to talk to and make eye contact to everyone; often times right-handed person will speak to left side of room;
   4) Don’t use/overuse phrases, i.e., “you know” or “ok”, “basically”, etc.
   5) Don’t overuse hands; everyone uses hands to talk, but limit motion of hands; have you
noticed, even when talking on the telephone, how you use hands? Natural use of hands is ok. Gestures should be smooth, free and easy/natural. They are used to emphasize a point or describe.

6) Try not to stand in same place; move around, but don’t pace.
7) Try to work lots of STUDENT ACTIVITY or participation into your Lesson plans; ask questions of students: caution when student gets off track or takes too much time.

h. Know subject; if you can’t answer a question, admit it and say you will find an answer. It is better to admit you don’t know something than to fake it, be found out and lose credibility.
i. Dress neatly and conservatively in appropriate clothes. Wear suitable shirt and pants with instructor name badge and instructor patch.

j. Demeanor: Refers to the way an instructor acts. Assume a confident attitude; enthusiasm is contagious, and one of the forces of motivation.
k. Eye contact: One of the most important things in making a presentation. Talk to audience; rotate gaze around the room; look at each individual sometime during presentation.
l. Voice/Language: In delivery, voice should be natural, personal and conversational.

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

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

**How to Team Teach**

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

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

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

BAD
Interrupting instructor
other
Telling instructor he’s wrong
Going past time limit
Covering other instructor’s material
Being a distraction

GOOD
“Filling in the blanks/gaps” in knowledge; supporting each
Students won’t get tired of hearing same voice

How do you ensure that the BAD things don’t happen? Through COMMUNICATION and COORDINATION. You can’t expect your team instructor to be a mind reader. Be sure to talk about how you want to teach together. Discuss hand signals or code words that you might exchange to indicate “out of time” or “off the subject.”
There are considerations that need to be given when team teaching. The key to effective team teaching is COMMUNICATION with the other instructors. DON’T ASSUME the lesson will be taught a certain way or that one instructor will cover certain material.

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

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

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

How to Team Teach

a. COMMUNICATE
b. COORDINATE
c. Don’t ASSUME

There are three keys: PRACTICE, PRACTICE, PRACTICE

To become an EFFECTIVE instructor, be sure to:

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

3. APPLICATION: (from student’s point of view) includes participant feedback, learning activities and “hands-on” exercises.

4. EVALUATION: includes knowledge, skill and attitude of self, other teachers, individual students and group assessments.

What is an Evaluation?

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

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

How Are Instructors Evaluated?

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

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

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

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

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

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

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

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

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

**Suggestions for Giving Formal Written Tests (Final Exam)**

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

**Certifying Students**

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

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

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

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

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

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

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

- **Knowledge:** The minimum standard score set for Hunter Education Final Exam is 70 percent for the Structured course and 80 percent for the Home Study. **Instructors may allow a student to retest if:**
  1. the student demonstrates the proper skill and attitude, and
  2. the student exhibits a learning disability (such as poor reading comprehension) during the exam process. Students determined to have reading difficulty may be given an oral examination by a non-biased individual whose voice does not give away the answers

- **Skill:** Identifiable and measurable actions based on what is learned. Skills in Hunter Education typically deal with firearm handling, field or live-firing exercises.
  - Does student maintain muzzle control while loading/unloading?
  - Can student safely check to see if a chamber is unloaded?
  - Can student properly cross an obstacle?
  - Can student safely and properly shoot a gun?
  - Other skills deal with concepts such as identifying targets, understanding terms, etc.
    - Can student identify vital areas and make a clean kill on a game animal?

There is no minimum standard for skills, but it should correlate with the knowledge evaluation score of 70 percent for Structured and 80 percent for Home Study. Be careful with skill evaluations in safety disciplines. If a student points a muzzle at another student during a “zone-of-fire” exercise, he/she may still pass the course.
• **Attitude:** Attitude is the most difficult element to measure, especially during a brief 10-hour Structured course or four- to six-hour Home Study course. There are no surefire ways to evaluate attitude, but a student can fail a course based on improper attitude if the instructor does three things:
  1. Teaches based on what is in student manual, instructor manual and current hunting regulations.
  2. Documents behavior of student, which cause him/her to fail course; attach documentation to student registration form, send to Austin and keep a record.
  3. States how a student is to be evaluated before start of lessons or gives student fair warning when his/her behavior is unacceptable.

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

5. **FOLLOW-UP:**
Includes sending completed Student Registration Forms to TPWD in Austin.

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

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

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

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

Two primary criminal statues that would normally apply are:

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

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

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

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

1. **Actual Experience:** In most cases, “learning by doing” is the most effective. Ideally, students learn to hunt by going hunting with the safe and experienced hunter. However, in the Hunter Education program, most lessons are taught during classroom and field exercises.

2. **Simulated Experience:** This type of instruction involves going through all the motions without actually doing them. It should always be followed by the actual experience when possible, and should come as close to reality as possible.

3. **Dramatization/Role Playing:** Having students enact situations can bring out different ways of looking at a problem, and is a good evaluative tool for the instructor.

4. **Demonstration:** A demonstration works well with either small or large groups. The instructor should “say” and “do” at the same time, making each step in the process clear. When you have students repeat a demonstration for the class or for themselves, encourage them to “say” as they “do.”

5. **Teachable Moment:** This is a situation that arises unexpectedly with either the student or instructor and can be used as a chance for effective learning. For example, you may have students participating in a live-firing exercise when one of them shoots a “misfire.” After giving the range command “cease fire” and gathering the students together, show them the misfired cartridge and explain why it did not properly dislodge the bullet (i.e., primer mishap, firing pin stroke, etc.).

6. **Leading Discussions and Encouraging Student Involvement:** Hunter Education instructors must be knowledgeable in their field; further, they must have the skills to transmit the knowledge to students. One of these necessary skills is leadership. Good classroom leadership includes things such as:
   a. **Directing Productive Discussions**
      - Guide the discussion, but don’t try to dominate the thinking of the group.
      - Keep the group moving forward; restate essential points. Beware of bogging down in details or “war stories.”
      - Instructors should not let their personal opinions overshadow the class.
   b. **Controlling Undesirable Behavior**
      - If a disruptive individual begins to question you in non-productive ways, they may be seeking attention. Comment “interesting point” and then suggest you meet after class to discuss it further.
• If a student is inattentive, direct a question to them about material just covered; involve them in an activity.
• In extreme situations of disruptive behavior, call a break for the class and discuss it with the “problem” student. If necessary, ask the student to leave. Document incident.

c. Encouraging Student Involvement

Acceptance skills: Promote participation.  
Example: “Thank you, Bill, for your comment.”

Supporting skills: Support person having trouble expressing themselves.  
Example: “Go ahead and express it any way you can.”

Encouraging skills: Encourage those who are reluctant to contribute to discussion.  
Example: “Does anyone have anything to add to what has been said?”

Handling errors: To avoid embarrassing students so that participation won’t dry up.  
Example: “Can you give us more information on what you just said?”

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

7. Open Meeting: Instructional Approach to Group Discussion

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

Purpose: To provide an atmosphere for the free exchange of ideas and possible solutions of issues about positive and negative hunter behavior.
• To assist the young hunter in developing a positive value system about his or her hunting actions
• To help the young hunter realize that responsible behavior is a must in the world of hunting, and that observation or visibility of such behaviors is where the general public develops many ideas of hunters and hunting

An individual code of ethics for the hunter should include ideas and actions related to the following:
• Respect for him/herself
• Respect for fellow hunters
• Respect for game being pursued
• Respect for landowners
• Respect for non-hunters
**Process:** The following processes are designed to provide instructors with a basic framework for conducting open-ended meeting.

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

**Rules:** All activities need rules or procedures. Discussions are no different. Have at least two or three rules, or have students set their own. Samples are:
- Raise hands
- Only one person talk at a time
- Listen respectfully
- No derogatory remarks

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

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

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

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

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

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

**Description:** Brainstorming is a form of student involvement in the learning process. It is the first step in the concept called “processing.” Brainstorming is creating and listing ideas that pertain to a specific topic and is used to draw out and expand ideas, attitudes and beliefs. Here
are some examples of questions when a typical approach is taken.
• Why are there problems with hunter/landowner relations?
• Why do hunters violate rules and regulations?
• What are all the steps taken when preparing for a weekend of hunting?

Questions can also be open ended such as these:
• When I’m hunting, I feel...
• While sitting in a blind, I will experience...
• When faced with the decision to shoot or not to shoot, I will choose to...

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

Rules for participants should include:
• Stick to the topic
• Follow the “anything goes” concept
• Record all ideas
• Everyone participates
• Create as many ideas as possible (usually five to 10)

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

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

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

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

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

Have the recorders write each list on a flip chart for all to see. Once the exercise is completed, bring the groups together and have students discuss each comment. This should draw out the importance of hunter image. As you reinforce this throughout the remainder of the class, the students should appreciate the seriousness of poor hunter image. Hopefully, this will get the students to actively participate in the discussion of ethics and hunter responsibility.
9. **Trigger Films**
   This method involves the use of a three- or four-minute film segment that depicts a situation or set of circumstances that will “trigger” a reaction and decision-making process in the mind of the viewer.

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

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

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

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

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

10. **Dilemma/Sportsmanship Questionnaire**
   The Dilemma Method is an innovative teaching method that emphasizes student involvement.

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

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

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

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

1. You are with a young hunter who has a .410 shotgun. It’s dove season, but you haven’t had any luck all day finding any birds, when suddenly you spot two doves in a tree about 50 feet in front of you.
   You would: 1. Allow the young hunter to shoot. 2. Not allow the shot.

2. You have just fired at a nice buck. You thought you saw him flinch, but he disappeared over a hill with no apparent wound.
   You would: 1. Feel confident you missed and not check. 2. Go to where you last saw him and follow up.

3. A large flock of ducks is just overhead at close range. There is a lone duck that will allow you a good shot, and a tight group of several that might get you four or five birds.
   You would: 1. Shoot at the single duck. 2. Shoot at the group in hopes of filling out your limit.

4. You have gained permission to hunt on private property, picked out a good location near a cornfield and set up your tree stand. Early the next morning you are in your stand when the landowner’s son comes around the corner of the woods, sets a turkey trap in the end of the cornfield and leaves without seeing you. You have heard that some landowners set traps and get their turkeys the “easy” way.
   You would: 1. Report it to the game warden. 2. Not report it to anyone, because you’ve seen a really big buck in the area. 3. Speak to the landowner about it. 4. Not speak to the landowner about it.

5. You are bowhunting and a nice 12-point, 22” heavy-antlered buck comes under your tree stand, stops about 15 yards broadside and you make a vital shot to the rib cage. He takes only a few steps and keels over dead. You wait long enough to be sure he is finished, get down out of the stand and approach the deer admiring the first buck you have ever taken with a bow. At that point, up runs another hunter with a bloody arrow in his hand yelling, “That is my deer!” After looking at the deer, you find the other hunter indeed hit the deer in a non-vital area. The other hunter still insists that it is his/her deer.
   You would: 1. Argue with the hunter. 2. Give up the deer.

6. You are a lease manager with several members, and you see a picture in the newspaper where one of the members and his wife are shown with a huge buck “taken by the wife” on the lease the past weekend. You were at the lease that weekend and know the member has already killed his limit, and his wife was not with him.
   You would: 1. Report them to the warden. 2. Terminate him from the lease. 3. Not say anything, because he is a friend.
7. It is five days after deer season and you are cutting firewood when you hear a rifle shot. Upon investigating the shot, you find your brother-in-law loading a fat doe into his pickup. He comments he needs the meat since he has been out of a job for a year, and the area has too many does anyway.

You would:  
1. Forget you saw him.  
2. Report him to the game warden  
3. Help him load the deer, because you know his situation.

8. Your hunting party has permission to hunt pheasants when you see other hunters trespassing onto your field. They are at the far end of the property, hunting is exceptional and there are a lot of birds anyway.

You would:  
1. Not worry about it and hunt anyway.  
2. Use your cell phone and report it to the landowner.  
3. Run the other hunters out of the property.  
4. Leave and go to another place.

9. You are hunting turkeys with a 12-gauge shotgun. You have #4’s in your gun. You suddenly see a buck deer only 20 yards away. Deer season is open and you have a tag.

You would:  
1. Shoot the buck.  
2. Let him go.

10. A friend invites you to go hunting on a very fine private waterfowl area. When you arrive, you are given the VIP treatment, and the next morning before light they drop you off in a very comfortable blind where decoys have been set up. A guide provides for your every need. You have a great day of shooting and take your limit, as does your partner. After you finish, you are waiting to be picked up by your host, the property owner, and you walk around in front of the blind among the decoys to get the kinks out of your legs. To your astonishment, you find that the blind is illegally baited.

You would:  
1. Say nothing.  
2. Object to the host.  
3. Report him to the game warden.

11. You have received permission to hunt turkey during the spring season. You are in a very good blind near the property line when you see and hear a very large gobbler across the fence on the neighbor’s land. You know the neighbor does not allow hunting, but you know you can call the big gobbler over the fence within range.

You would:  
1. Call him over and shoot.  
2. Leave him alone.

12. You are blood-trailing a wounded deer that you shot a few hours earlier. You look up ahead and see the blood trail goes into posted property on which you do not have permission to hunt. It is illegal to trespass, and it is illegal to leave the deer without making an honest effort to retrieve it. It is threatening rain, and you feel that if you do not follow the trail immediately, you will probably lose it.

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

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

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

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

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

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

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

You would:  
1. Agree with the plan because you haven’t killed a deer anyway.
2. Not agree, and leave them to hunt with each other.
3. Report them to the game warden.
17. It is the last day of the season, and you see a huge buck enter a thicket and bed down for his afternoon rest. You can just barely see the deer’s neck but might have a clear shot through some small limbs. Your buddy urges you to take the shot, because the deer might make the big-game awards for that area.

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

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

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

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

You would:
1. Take the shot and get all three birds.
2. Run toward them to try to flush the birds.
E. TEACHING THE DISABLED

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

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

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

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

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

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

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

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

There is no set recipe when training disabled individuals since learning is an individual process. Instructors who are understanding, flexible, adaptable and caring do have a much easier time of it. The following guidelines will assist you when considering how you should teach disabled students: (The following was provided by Rick Flint, Missouri Outdoor Education Specialist, during a conference in Seattle, WA, 1985.)
Goals
Create integrated setting with the least restrictive environment; adapt to individual needs; involve every student in participatory exercises.
- Avoid separate programs
- Exercise flexibility and common sense
- Does not require new program
- Hunter Education classes must be “accessible”
- Needs/programs will vary—treat individually
- Use the “KISS” method (Keep it short and simple)

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

SPECIAL WAIVER FOR CERTIFICATION

Note: On a case-by-case situation, students may be granted certification exemption and be allowed to participate in hunting activities. We will need the following documents to proceed:
- Letter from parents/guardians requesting waiver of certification stating medical condition.
- Complete name, address, date of birth, SS#.
- Letter from attending physician stating medical condition.
- Otherwise, Call TPWD Education staff for information.
F. TRAINING AIDS

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

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

Texas Penal Code: Training Aids

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

This means that in order to use training aids such as rifles, shotguns, handguns or archery equipment in a school, etc., the instructor must have on their person written authorization from that school or superintendent which includes, but it not limited to:
1) Name of instructor(s)
2) When training aids will be used
3) Specific type of firearms with description and serial numbers and other training aids being used
4) Specific location on the premises to be used
5) Appropriate school authorities and Hunter Education instructor's signatures

- **Instructors should provide copies of authorization to school authority, campus security/police and local police/sherriff’s department**
- **No live ammunition shall be brought onto such premises (“dummy” ammunition can be made and utilized by instructor(s) if it is plainly marked or obviously not a live round or rounds).**
- **A synopsis of the Texas Penal Code is available to instructors (and students upon request and as available from TPWD). Request can also be made to the Texas State Rifle Association for their publication “Know Your Texas Firearm Laws.” (See Resources Section)

Types of Training Aids

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

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

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

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

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

<table>
<thead>
<tr>
<th>Weekly Paper</th>
<th>Daily Paper</th>
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<tbody>
<tr>
<td>Editor</td>
<td>two weeks</td>
</tr>
<tr>
<td>Sports/outdoor reporter</td>
<td>two weeks</td>
</tr>
<tr>
<td>Calendar editor</td>
<td>two weeks</td>
</tr>
</tbody>
</table>

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

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

TV/Radio Shows
Book yourself as a guest on the local morning television news or on radio shows. Not all local television morning news shows book guests. Contact the producer and ask. Producers, or their assistants, usually book guests two weeks out.

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

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

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

- There is no such thing as “off the record.” Do not assume that because the reporter puts down her notepad or the cameraman is looking away that what you say or how you act is not being recorded. Do not say or do anything that you would not want to see in the newspaper or on the evening news.

- Use quotable language. Television reporters are looking for one or two quotes that will summarize the story. A 10-minute interview may end up as a 20-second “sound bite” on the air. Try to phrase your key messages as short, hard-hitting, easily quotable sentences. Be aware, however, that print reporters may need to fill a great deal of space and may quote most everything you say. Do not count on sound bites to get you through an interview, only to emphasize key points.

- Take control of your story. It is not unreasonable for you to take control and tell your story. This does not, however, mean that you should attempt to steamroll over the interviewer. Take the initiative. Explain your points. Be enthusiastic. As you answer questions that move you away from the main points of your story, make transitions back to what is most important. For example, “What is important to remember, however, ...” or “Let me just add...”

Proactive Strategies for Fish and Wildlife Management Project

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

- **Use credible spokespeople:** Sincerity, credibility and accuracy are all important qualities for a spokesperson to possess. Agency spokespeople should also be well-spoken, even-tempered, authoritative, and have a presentable appearance.

- **Limit the number of spokespeople on the scene:** Spokespeople should have some training and skill at coping with news media and should not contradict each other. Agency spokespeople should have two or three key points to emphasize in interviews; all spokespeople should emphasize the same messages.

- **News statement:** Prepare an initial news statement that covers time and place of the protest, the nature of the incident and the number of people involved.

- **Remain the source:** Let the news media know you appreciate the opportunity to help them get the story told quickly, completely and accurately, and that it’s in your best interest, as well as theirs, to work together. You want to remain the source.

- **Keep your promise:** If you make a promise to get back to the reporter with more information, keep the promise. Make sure you get the information to the reporter by his/her deadline.

- **Before you begin a television interview, ensure that your backdrop is neutral.** You don’t want protest signs, hunters field dressing game or bar signs behind you on camera – these distractions can change or color the meaning of your message.

- **Project a positive image of your agency and the programs you administer.** During the interview, you should inject messages about hunter safety education, wildlife management as a scientific discipline and information about agency success in wildlife conservation.

- **Avoid defensive language:** Frame your statements in a positive tone. For example, if a negative question is posed, don’t say, “No, hunting isn’t a means to artificially inflate deer populations.” Instead, say, “Deer herds are managed by the most up-to-date scientific techniques available to professional wildlife managers.”
• Don't be tricked into engaging in any response that would make the protesters appear to be victims of a heavy-handed government agency. Often, protesters will heckle an agency spokesperson as he/she is being interviewed in an attempt to get on camera to exchange insults. Do not allow this to happen. If your spokesperson is being heckled, he/she should say something like, “I'm afraid these people are going to prevent you from interviewing me” to the reporter, and end the interview. This will make the activist seem unfair and unreasonable to the reporter and to the viewing audience.

• Be aware that activists are allowed to play fast and loose with the truth; public agencies are not.

• Do not criticize the protesters; criticize their cause. Agency spokespeople should defend the rights of activists to protest, while disagreeing with their goals. Include at least one statement in all media interviews about the animal rights agenda. For example, “Of course they are opposed to hunting. They have made it clear that they are opposed to all uses of animals including fishing, pet ownership, livestock farming, mouse traps, bug sprays and medical research.”

• Do not repeat the activists' message. If a reporter asks you why the activists are protesting hunting or other agency programs, don’t say, “They believe that hunting is immoral, that hunters are slobs, and that our agency’s only goal is to provide targets for hunters.” Instead, tell the reporter that he/she will have to ask the activists why they are protesting. Never repeat a negative message; instead, focus on reinforcing your two or three key messages.

Proactive Strategies for Fish and Wildlife Management Project
H. SUGGESTED TEACHING SKILLS EXERCISE
FOR INSTRUCTOR APPLICANTS

Suggested Topics – *Training Aids in Italics*

- **CHOOSE ONE TOPIC TO TEACH IN 7-10 MINUTES** – timed exercise; Instructors/coaches: Try to make as hands-on as possible for an individual or group of participants (students) selected from the rest of the class. All group members must somehow be involved in the presentation.

- Vehicle/Transportation Safety and Storage/Removal and Placement of Firearms and Ammo
  *Vehicle/dummy ammo/guns and gun cases*

- Field Carries and Zones of Fire
  *Orange flagging/dummy gun/stakes*

- Hunting from Stands (e.g. tree/tower/tripods)
  *Simulation/hauling line/safety harness*

- Be Sure of Your Target/Mistaken for Game/Hunter Orange
  *Orange vest and cap, camo clothing, scoped rifle, animal decoy and human mannequin, binoculars*

- Muzzleloading Safety and Live-firing Exercise
  *Muzzleloader and accessories, plastic projectile for actual firing, animal decoy or target/firing line*

- Archery Safety and Live-firing Exercise
  *Re-curve bow/arrows and accessories/animal decoy/firing line*

- Hunting Ethics Afield/Public Image
  *Open discussion pads/dilemma cards*

- Blood Trailing and Field Care of Game
  *Blood mixture/animal decoys/gloves/knife/tagging wire/license holder/mock hunting license/tape*

- Proper Shot Placement (Vital Zones) and Shot Selection
  *Vital organ transparencies/animal decoy/bow and arrow and accessories*

- Hunting License/Hunter Education Card/Game Warden Check
  *If possible, have game warden available*

- Survival and First Aid
  *Survival/First Aid Pack and accessories*
## I. PRESENTATION WORKSHEET

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Time Allotted:</th>
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<table>
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<table>
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<th>Objective:</th>
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<table>
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<table>
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<th>Assignment:</th>
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IV. HOME STUDY

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

B. HOME STUDY REQUIREMENTS, PROCEDURES AND MATERIALS
   1. Requirements
   2. Procedures
   3. Materials
   4. Internet Online Course Access

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

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

E. SKILLS TRAIL REFERENCE
### A. INFORMATION

1. Comparison of Structured/Home Study Course

<table>
<thead>
<tr>
<th>STRUCTURED COURSE</th>
<th>HOME STUDY COURSE</th>
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<tbody>
<tr>
<td><strong>Text:</strong> Texas Hunter Education</td>
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<tr>
<td><strong>Student Manual:</strong> <em>Today's Hunter in Texas</em></td>
<td></td>
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<tr>
<td><strong>Fee:</strong> $15.00 per student  (includes materials and class)</td>
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<tr>
<td><strong>Procedure:</strong></td>
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<tr>
<td>Send in: Final Report</td>
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<tr>
<td>Student Registration Form</td>
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<tr>
<td>Fees</td>
<td></td>
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<tr>
<td>Student receives Temporary Student Card</td>
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<tr>
<td><strong>Exam:</strong> Must score at least 70%</td>
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<tr>
<td><strong>Optional, but highly recommended:</strong></td>
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<tr>
<td>• live firing exercise</td>
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<tr>
<td>• hunter skills trail</td>
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<tr>
<td>**Instructor keeps $10.00</td>
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<tr>
<td>• Send $5.00 to Austin</td>
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<tr>
<td><strong>Minimum:</strong> 2 days</td>
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<tr>
<td>10 hours</td>
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<tr>
<td><strong>Study at home:</strong> 1st day &amp; 6 hours credit</td>
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<tr>
<td>2nd day minimum 4 hours  (one-day class/testing)</td>
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<tr>
<td><strong>Fee:</strong> $15.00 per student  (includes materials for class/testing)</td>
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<tr>
<td><strong>Procedure:</strong></td>
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<tr>
<td>Send in: Final Report</td>
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<tr>
<td>Student Registration Form</td>
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<tr>
<td>Fees</td>
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<td>Student receives Temporary Student Card</td>
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<td><strong>Exam:</strong> Must score at least 80%</td>
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<tr>
<td><strong>Mandatory:</strong> Minimum 4 hours to include:</td>
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<tr>
<td>• live firing exercise</td>
<td></td>
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<tr>
<td>• hunter skills trail</td>
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<td>• ethics/game laws presentation</td>
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<td>• exam</td>
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<td><strong>Do Not Send Cash</strong></td>
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</table>

*******Do Not Send Cash*******
NOTICE

Hunter Education Instructors may only charge:

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

or

$15.00 for the Home Study course

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

(example: parking fee, range fee, building use fee, lunch, refreshments, etc.)
**B. HOME STUDY REQUIREMENTS, PROCEDURES AND MATERIALS**

1. **Requirements** (see comparison to Structured class)
   a. Home Study course meets Section 62.014 Parks and Wildlife Code Hunter Education requirements.
   b. Length: course totals two days and minimum 10 hours: One day and six hours minimum for student-directed Home Study (online); four hours minimum for class/skills.
   c. Cost: Course fee is $15.

2. **Procedures**
   a. Contact TPWD for information about locations of class/test sites
   b. Contact individual instructor for class registration
   c. Complete Registration form and pay $15 fee
   d. Complete class/skills including Hunter Responsibility unit (one hour minimum and Hunter Skills Trail and Live Fire units
   e. Evaluation/Review
   f. Complete Written Exam; 80% required to pass
   g. Temporary card issued on site
   h. Permanent card issued from Austin in few weeks

3. **Internet Online Access**
   a. Choose any optional online courses. Practice Exams – **Print out and take to class for instructor verification.**
   b. [www.tpwd.state.tx.us/learning](http://www.tpwd.state.tx.us/learning) On-line Course
   c. Four Options:
      - TPWD – Free
      - IHEA – Free
      - *Today’s Hunter* – Fee associated with course
      - *Hunterexam.com* – Fee associated with course

**C. HUNTER RESPONSIBILITY: TEACHING METHODS**

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

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

1. Introduction

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

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

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

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

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

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

**Hunting Benefits/Opportunities**
- Opportunity to attract non-hunters to shooting sports
- Hunting empathy and understanding of hunter’s role in modern wildlife management practices
- Public trust/assurance in teaching hunters in safety and responsibility
- Proactive measure to anti-hunting beliefs
2. Standards of Live Fire
   a. **Introduction:** The U.S. Army introduced the safety fan at shooting ranges. The safety fan defines the greatest distance a specific projectile will travel downrange. The safety fan is a guideline for ranges to address the worst-case scenario concerning bullet containment. Functionally, an outdoor rifle or pistol range’s safety fan must be defined as projectile containment to the actual property owned or controlled by the range facility. The combined effect of range enhancements, management and shooter education can allow safe use of smaller parcels of land.

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

   - **Hazard Event:** A hazard event results from energy in motion. Any time a firearm is discharged, energy goes into motion. When an object goes into motion, there is potential for a consequence such as personal injury and/or property damage.

   - **Zero Consequence:** Zero consequence occurs when energy goes into motion without consequence. In order to achieve zero consequence, energy in motion needs to be controlled.

   - **High Risk:** High risk is encountered when the energy in motion is not controlled and results in a condition other than zero consequence. A high risk period is the time during which a high risk situation exists.

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

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

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

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

   Each of the FOUR E’s has an equal and effective role in controlling energy in motion and in determining the likelihood of achieving zero consequences.
b. **Range Enhancements**
Various range enhancements have proven to be significantly effective in limiting bullet containment to the confines of a specific property boundary. The following techniques for limiting projectiles to range property will prove useful:

- **Backstops:** height is dependent on use, site and education and training programs put into place by the facility; usually between three feet to over 60 feet high. The majority of outdoor range backstops are made of earth and compacted on a 1:1 slope for projectile containment.

- **Side berms and Sidewalls:** Normally used when separation of ranges is necessary as an additional safety feature in containing projectiles, and to accommodate concurrent shooting events on adjacent ranges. An example would be a high power rifle range adjacent to a pistol range. The backstops for these ranges may be located at different distances from the firing line, and range users may wish to conduct different events at the same time. A side berm or sidewall will provide safe access to the target area on one range when the other range is firing. Normal height is eight feet.

- **Baffles:** Barriers to contain bullets and/or to reduce, redirect or suppress sound waves; placed either overhead, alongside or at ground level to restrict or interrupt errant or off-the-target shots.

- **Target Placement:** One of the easiest ways to control projectiles is to locate the target so projectiles hit the target and proceed directly to the backstop. Proper placement of the targets near the backstop is the best way to set up a range. Targets should be posted on target backer boards being careful not to place targets on wooden structural members designed to hold the target backer board in place. This ensures longer life of the supports and cuts down on range maintenance costs. The target backer boards are replaced as needed.

- **Mountains or Rolling Hills:** In certain areas of the country, ranges can be located in areas where there are high mountains or rolling hills that effectively mitigate the need for or height of backstops, side berms and other range features.

- **Sloping Floor of the Range:** When building a new range or enhancing an old one, consider grading the slope of the floor of the range from one to three percent down toward the backstop. This technique helps eliminate drainage problems as well as aiding in the containment of errant projectiles.

- **Additional Range Enhancements:** An additional range enhancement is any kind of barrier, man-made or natural, that will stop projectiles from leaving the range. This can be as simple as shooting through an 18" diameter concrete tube, 20 feet long, on a 100-yard range. If properly designed and installed, this enhancement is not only used for projectile containment but helps reduce noise problems.

c. **Conclusion**
The applicable principles and design concepts regarding shooting range safety fans for a rifle or pistol range must be described, functionally, as the property owned or controlled by the host facility in which bullets must be contained. Utilization of risk analysis procedures, enforcement of basic gun safety rules and judicious application of range enhancement techniques will collectively ensure the greatest level of safety possible on an outdoor rifle or pistol range.
3. Conducting a Live Fire Activity
   
a. **Controlled Area:** Establish five controlled areas of a shooting range and show how these areas perform specific functions to maintain safe and efficient operation.

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

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

   3) Shooters “Ready” Area
      - Waiting area for next group of students to go on the firing line
      - Near firing line area, but no so close to distract activities
      - Staffed to provide supervision and briefing of waiting students
      - Activities in this area include the following:
        - Safety and procedures briefing
        - Special training
        - Demonstrations and familiarization
        - Records update and maintenance

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

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

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

   1) Firearms and Range Activities
      - Do not allow students to bring their own firearms or ammunition
      - Make sure all staff and students know the general and specific rules that apply to the activities
      - Insure all staff and students know the nomenclature and correct use of available equipment
• Students receive and load ammunition one round at a time
• Students shoot for safety, not score
• One firearm per shooting point
• All firearms must be pre-checked for safety and accuracy
• Firearms Safety Check
  - Good overall appearance (cleanliness)
  - No loose or missing parts
  - Mechanical safety operating properly
  - Action smooth – no binding
  - Size and caliber fit shooter
  - Bore clear of obstructions
  - Trigger pull adequate
  - Live-firing test for function
  - Live-firing test for accuracy

2) Administration and Records
• Keep a roster of all personnel that were in each particular activity.
• Record of all firearms used
• Record each described course of fire or student activity (targets, distance, etc.)

3) Instructors and Staff
• Use staff that demonstrate patience and understanding and are capable of student performance analysis
• Review procedures before starting
• Stand next to shooters, not behind them
• Watch shooters at all times, paying special attention to safety precautions
• Have a “dry run” with empty guns if students get confused
• Talk shooters through procedures and correct any mistakes immediately

c. Range Safety Rules: The following list includes some general safety rules for range operations. Go over these rules with the students and point out any additional rules your particular range may have.
• Always point the muzzle in a safe direction or down range
• Keep your finger off the trigger until ready to shoot
• Always keep actions open and firearms unloaded until told to do otherwise
• Only proper size ammunition for firearms being used should be available
• Entry and exit on shooting alley will be only upon command of chief range officer
• Shooters will only fire at their designated target
• Shooters must wear ear and eye protection when on the firing line
• No one should be near or handling firearms when personnel are down range
• Only firearms and targets authorized by the chief range officer will be used
• Alcohol and drugs, or persons under their influence, will not be allowed in the firing line area
• Obey all additional rules as established by particular range or situation

d. Range Commands: Identify the basic range commands and explain proper actions shooters should take when each commend is given.
• The shooters must be told four important pieces of information before firing their first round:
  - What to do
  - How to do it
  - When to do it
  - If there is a time limit
• Keep commands simple and be sure commands are heard by all shooters
• All commands are given by the Chief Range Officer or appointed representative, except cease fire
• Insist on immediate response to range commands
• The basic range commands are:
  - Is the line ready
  - Ready on the left; ready on the right
  - Load and lock (#) rounds
  - Commence firing
  - Cease firing
  - Make sure all bolts are open
  - Retrieve targets
• Other type of range commands may be utilized in the interest of safety
• Make sure everyone is familiar with the range commands and their required actions

e. **Mechanical Problems:** Actions to take when mechanical problems arise during firing
  • Have the student immediately raise his or her hand while taking care to keep the muzzle pointed down range
  • Emphasize to the student that they are not to move out of position.
  • Wait a minimum of 30-60 seconds before opening the action after having a misfire or similar problem
  • If necessary, call a “cease fire” until the situation is corrected
  • Make sure everyone can recognize a “squib load,” which is any load that does not propel the bullet through the muzzle
E. SKILLS TRAIL: SEE FOLLOWING BOOKLET
The Hunter Skills Trail
The Hunter Skills Trail

Tamara Trail, Larry Hysmith and Denise Harmel-Garza*

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

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

Objectives

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

Methods

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

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

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

Materials and Equipment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Procedures

### Site Selection

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

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

Safety Precautions

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

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

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

Foul Weather Options

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

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

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

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

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

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

Evaluation

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

Possible Scenarios

Vehicle

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

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

Obstacles

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

Deer Stand

Using any type of stand or blind requires certain safety precautions. Entering and exiting stands should be done without the firearm or bow in hand. Instead, the firearm or bow should be unloaded or un-nocked and tied to a haul line to raise and lower it into or from an elevated stand. The stand itself, whether elevated or on the ground, should be checked for wear or deterioration and unwanted tenants (wasps, birds, raccoons, etc.) before the first hunt. Regular checks should be made during the season and repairs made if needed. The hunter's field of view should be unobstructed to ensure a good shot. When multiple blinds are set up, various zones of fire must be considered. Tower blinds or tree stands should have safety harnesses or restraining straps to keep the hunter from falling. Always secure the opposite end of the safety harness above the head of the hunter. The instructor can use existing stands for demonstrations. Portable tree stands work well and can be set up at the lowest level to lessen the risk of student injury. Set up a stand that has a few problems and ask students if they would use it. Discuss each problem and solution.

Zones of Fire

Mark zones of fire with orange flagging tape or orange spray paint on the ground. A hidden clay target thrower can be used to test zones of fire, swinging on game, and reaction time. Setting this up requires special equipment and extra assistance. Clay targets can be thrown across the path a short distance in front of the hunters. This brings up the opportunity to discuss communication between hunting partners, especially when they are out of each other’s sight.
Narrow Trail

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

Turkey and Camouflage

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

Road Hunting

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

Unidentified Target

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

Horizons

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

Water Safety

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

**In the Line of Fire**

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

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

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

**Beyond the Target**

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

**Building/Vehicle Beyond Target**

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

**Game Warden/Conservation Officer**

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

**Litter**

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

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

Vital Zones and Blood Trailing

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

Doves in Tree

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

Extensions

Orienteering Course

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

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

Hunting Regulations

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

Wildlife Identification

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

Habitat Management and Conservation

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

Resources

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<thead>
<tr>
<th>N.R.A.</th>
<th>4-H Wildlife Habitat Evaluation Manual</th>
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<tbody>
<tr>
<td>Life size game targets</td>
<td>To order: Dr. Will Cohen</td>
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<tr>
<td>To order: 1-800-336-7402</td>
<td>Texas Agricultural Extension Service</td>
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<tr>
<td><a href="http://www.nrahq.org/store">www.nrahq.org/store</a></td>
<td>Rt. 2, Box 589</td>
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<tr>
<td>(training materials)</td>
<td>Corpus Christi, Texas 78406</td>
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<td>(512) 265-9203</td>
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<tr>
<th>Texas Parks and Wildlife</th>
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<tbody>
<tr>
<td>4200 Smith School Road</td>
<td>Blood trail powder</td>
</tr>
<tr>
<td>Austin Texas, 78744</td>
<td>To order:</td>
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<tr>
<td>1-800-792-1112, option 6, 1</td>
<td>101 1/2 N. Front St.</td>
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<tr>
<td><a href="http://www.tpwd.state.tx.us">www.tpwd.state.tx.us</a></td>
<td>Townsend, Montana, 59644</td>
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<tr>
<td>- dummy ammunition</td>
<td>(406) 266-3237 or 266-3238</td>
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<tr>
<td>- Youth Hunter Education Challenge (YHEC)</td>
<td>FAX (406) 266-3239</td>
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<td>information and contacts</td>
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### Hunter Skills Trail

#### Student Evaluation and Scoring Form

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<td>Landowner/game warden relations</td>
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Funding for this publication was provided by the Federal Aid in Wildlife Restoration program through Texas Parks and Wildlife.

A special thanks for assistance and cooperation with this publication to Steve Hall, TPW Education Director; Terry Erwin, TPW Hunter Education Coordinator; Scotty Oliver, TPW Range Coordinator; and John Dea, Hunter Education Area Chief Instructor, Lubbock.
Dove Decoy
Setup: Place doves in tree and/or on the ground

- Must be Harvest Information Program (HIP) certified
- Max number of shells - 3 (all migratory birds)
- Lead shot is still OK
- Can shoot off trees and ground – legal but not ethical
- Can shoot off elec wires - not legal (property damage) or ethical
- Bag limit - statewide 15 per day not 15 in the morning and 15 in afternoon
- Know what dove zone you are in for starting dates
- Possession limit is twice the daily bag limit after the first day
  - White wing, white-tipped and mourning doves count in bag
  - No more than two white-tipped (white-fronted)
- No Inca Doves
- Eurasian collared doves and common pigeons (rock doves)
  - no limit, leave head/neck and one wing on for ID
- Need Texas Migratory Game Bird Stamp (also used for waterfowl)
- No party hunting - keep your doves separate
- Coolers traveling back home - use wildlife resource document or bag with
  - name, hunting license number, date and number of species
- Hunt hours 30 minutes before sunrise to sunset
- September 1 earliest because of the Migratory Bird Treaty Act US, Canada and Mexico
- Pick up shells - ethical behavior
- More hunting accidents involved with dove hunting
  - swinging on game - shooting outside of safe zone of fire
  - shooting at low flying dove - shoot only if see blue sky
- Illegal to shoot across road or have shot travel over road
- Cannot shoot across property boundaries
  - Also called trespass with a projectile - state misdemeanor
- If shot peppers house or car that is inhabited
  - Can be filed on as Deadly Conduct - Class 3 Felony
- No sky busting - shoot within effective range - ethical behavior
- 30 yards and inside - effective range
  - Step off 30 yds and mark several areas to know range
- If you can see color on the bird you are 25 yds or less
Waterfowl decoy
Setup: place decoys out for discussion - duck/geese decoys, also great blue heron and sandhill crane
   Quiz about waterfowl ID - can't shoot great blue heron
   Need the Texas Migratory Game Bird Stamp
   Need the Federal Migratory Bird Hunting and Conservation Stamp
   (Duck Stamp)
   Must sign on face of stamp to use for hunting
   Also may be used for entrance to Fed Wildlife Refuges
   Duck Stamps primarily funded Fed Wildlife Refuges
   Whooping cranes benefit (Aransas National Wildlife Refuge)
   Need the free Federal Sandhill Crane Hunting Permit
   Max three shells
   Non-toxic shells - bismuth, steel, tungsten iron nickel matrix, etc.
   USFWS sets bag limits and seasons
   Ethics - wounded/cripples not recovered count towards your bag limit
   Wait until light enough to ID bird - don't shoot at first light
   Pick up shells
   Different zones for Ducks, Geese and Cranes - know where you are
   Know how to ID birds
   Know the rules - how many of each species - changes year to year
   Know the bag limits
   No baiting - know rules
   Shooting hours 30 before sunrise to sunset
   Avian flu - as to date no real problem

Pointing dog silhouette (Quail hunting)
Setup:
   Need Upland Game Bird Stamp
   Stamp needed for turkey, pheasant, and chachalaca
   No limit on number shells that a gun can have
   Safe zones of fire - need three helpers to demo
   Accident scenario
   - Check to see if anyone has had any accidents
     same as:
     - not his fault - partner did not do what he said he was going to do
     - went to truck and returned from a different direction
     - no hunter orange
     - did have safety glasses
     - shot in upper chest and neck - no eye injury
     Harvey lost an eye - no orange and no eye protection
   Don't stalk dog - approach from the side - not directly from behind
   Only shoot when can see blue sky - low shots are a danger to dogs
   Pass up on shot on low flying bird (Should be above head level of shooter)
   Steady to wing and shot (dog points, bird flies, shoot then dog releases)
Pick up shells
Dog etiquette:
  Don't try to give dog commands - let owner control their dog
  Let dog retrieve to handler - you will get your bird
  Ask dog handler what is appropriate - can I pet the dog? etc.
Lesser prairie chicken no longer legal to hunt

Turkey decoy
Setup: place hen and gobbler decoys together so there is no clear shot
  Need Upland Game Bird Stamp
  Know spring and fall rules for Rio Grande and Eastern sub-species
    Each county different
    Rifles OK for Rio Grande, not for Eastern
    Spring Gobblers only
    Gobblers only for Eastern sub-species only hunt in spring
  Tag as soon as kill
  Spring - must have proof of sex
    (one leg with spur or beard attached to breast feathers)
  Fall - if county rules gobbler or bearded hens only proof or sex applies
  Eastern turkeys - Shotgun, archery and crossbows only
  Don't shoot into flock - know pattern
  Don't wear red, white or blue - you will look like a gobbler
  Check 6 - keep large tree at your back - you can see in front
  If see another hunter, yell before moving - human voice unmistakable

Feral Hog decoy
Setup: place decoy near javelina for comparison and discussion
  Feral - domesticated animal that goes wild
  Need hunting license needed, but suggest always have one
  Landowner does not need license if hogs depredating
  No real rules, no season, no limits, can use light at night
  Can trap - check daily - King county story - fines for dead hogs left in trap for several days
    Also be careful you may inadvertently catch other animals - deer
  Only rule - cannot use poison
  Considered as an exotic

Javelina decoy
Setup: place decoy near feral hog for comparison and discussion
  Not related to Feral Hogs
  Collared Peccary better name than Javelina
  Native to Americas: Mexico, Texas, New Mexico, Arizona
  White-lipped Peccary endemic to Central and South America
  Need hunting license
  Specific counties have seasons and bag limits generally 2 per year
Daggers for canines and are used to bite verses tusks on pig which slash
Has scent gland on lower back comes off with hide - no need to cut off
Chaparral WMA study 85% of a javelina's diet is prickly pear
Diurnal (move in daytime) verses hogs which are nocturnal

**Mule deer decoy**

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

- No skyline shot (know your target and what is behind it)
- Antlers fork verses white tail - main beam and tines grow off it
- Native to West Texas and the Panhandle
- Rolling Plains (Abilene) southern end of the great plains
  - now more brush and woody vegetation
  - result of containing wildfires and habitat fragmentation
  - prior to European settlement this area had antelope, mule deer
  and elk, animals typical of the great plains
- Proof of sex:
  - the skinned or un-skinned head
  - Or completed MLD permit, Landowner Assisted Management Permit, or
  landowner statement

**White Tailed deer decoy**

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

- Make sure animal is dead,
- Tag immediately
- Read tags carefully
- Fill out harvest log on back of license
  - Reason can take bucks in several "one buck" counties
- Main beam and antlers grow off them
- Antlers are shed every year horns stay on
- Goats, sheep, cattle, bison have horns
- Review antler restriction rules
- Best shot is broadside (heart lung)
  - Half animal top to bottom just behind shoulder (lung)
- Visualize where bullet will pass through body - take note of the back (not
hind) legs
- Don't recommend head/neck shots
  - Head moves constantly
  - Neck shots rarely fatal - may put animal down but need a follow up
  shot
- Recommend large calibers - .30-06, .270 etc. - get job done
- No 400 yrd neck shots
- 400 yrds 10 mph crosswind blows 180 grain .30-06 12 inches
  - 160 grain .30-06 18 inches
- Archery - quartering away best shot - more travel through vital area
Wait 1 hour before following blood trail
The arrow only cuts - idea is to cut a major artery
A bullet causes damage in two ways:
  The bullet will mushroom out and cause damage
  Also the high velocity will cause hydrostatic shock damage

Blood trail
Bright red, foamy, white pieces = lung shot
Dark red, bits of meat = hind quarter or muscle shot
Green, watery, feces = gut shot
Remember which side of animal your shot went into
  exit wound most blood
Visually mark where shot taken and where animal ran
Always go to the place where animal was shot and then track
Stay off trail so you don’t damage trail sign
Trail will act like an arrow it will point to next blood
Look up on brush and down on the ground for blood and not out for
the animal

Cannot use .22 rim fire for big game (deer antelope, etc.)
  Based on primer
  Cannot use rimfire
  Must be centerfire

Take appropriate photos –
  Put tongue back in mouth
  Wipe away blood
  Use leaf to cover wound
  Make sure deer tag is visible in photo - put on antlers

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

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

Texas defines deer as buck or antlerless not buck and doe.
Does may have antlers and would be classified as a buck
**Antelope or Pronghorn decoy setup**
- The fastest land animal in N America - up to 60 mph
- Not a true antelope, in goat family
- Both sexes have horns
- Male has black cheek patch
- Each year shed outer horns and has bony core
- Do not jump like a deer - will go under a fence
- Tremendous eyesight

Proof of sex:
- un-skinned head
- or land owner statement

**Coyote decoy setup**
- *Canis latrans* the talking dog
- Why shoot? Ethical hunter takes for trophy not just to shoot a coyote
- South Texas and Rolling Plains have the most quail and most coyotes
- Hill country lesser quail and fewer coyotes
  - Is there a correlation?
- Ducks Unlimited study
  - Red fox #1 waterfowl nest predator
  - Coyote #1 enemy to red fox
  - High coyote numbers = low red fox numbers = good nest survival
- Red fox not endemic to Americas brought in from Europe
- Coyotes eats coons and skunks
  - Top two nest predators of quail nests
- Coyotes eats mice - seed competitor with quail
- Good discussion why do you "varmint" hunt - it is legal? Is it ethical?
  - Some enjoy it and others do not see value in shooting just to be shooting
  - things - do you keep as a trophy?

**Archery**
- Should use finger and arm protection
- No minimum draw requirement
- Broadheads must have two cutting edges and at least 7/8 inch width
- Mechanical broadheads must have 7/8 inch width when open
  - must begin to open on impact
- Crossbow - anytime for anyone during bow season

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

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

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

Skills Trail Blood Recipe:
   Obtain med to small salad dressing bottle
   Place 2 oz half and half (cream)
   1 oz glycerin
   Food coloring to desired color

   Freeze when not in use.
V. PRE-HUNTER EDUCATION PROGRAMS – FIREARM SAFETY

TPWD Shooting Safety Rules  
NRA Eddie Eagle Program  
Gunsafe Program
VI. ADVANCED HUNTER EDUCATION/
YOUTH HUNTING PROGRAMS

A. NRA CLINICS AND TEXAS COOPERATIVE EXTENSION WILDLIFE CLINICS
   1. Bowhunting
   2. Muzzleloader Hunting
   3. Upland Bird Hunting
   4. Waterfowl Hunting
   5. Western Big Game Hunting
   6. White-tailed Deer Hunting
   7. Wild Turkey Hunting
   8. Dove Hunting
   9. Exotics Hunting
  10. Small Game Hunting

B. NBEF: INTERNATIONAL BOWHUNTER EDUCATION PROGRAM (IBEP)

C. NMLRA: NATIONAL MUZZLELOADING RIFLE ASSOCIATION

D. TWA: TEXAS WILDLIFE ASSOCIATION

E. TYHP: TEXAS YOUTH HUNTING PROGRAM

F. TYHP: HUNTMASTER
TEXAS WILDLIFE ASSOCIATION

Texas Youth Hunting Program
Preserving the hunting tradition in Texas for future generations

SHARE THE HERITAGE
VII. RESOURCES AND ORGANIZATIONS

A. TEXAS PARKS AND WILDLIFE DEPARTMENT
   TPWD Education Section
   TPWD Law Enforcement Regional and Field Offices
   Area Chief Listing

B. INDUSTRY/SUPPORTING ORGANIZATION LIST
   International Hunter Education Association IHEA
   National Bowhunter Education Foundation NBEF
   International Bowhunter Education Program IBEP
   Texas Hunter Education Instructors Association THEIA
   National Muzzleloading Rifle Association NMLRA
   National Rifle Association NRA
   Texas State Rifle Association TSRA
   National Shooting Sports Foundation NSSF
   Women’s Shooting Sports Foundation WSSF
   National Skeet Shooting Association NSSA

C. IHEA STATE DIRECTORY
   Agency Directory (provided by IHEA)

D. FEDERAL
   U.S. Fish and Wildlife Service USFWS
   Association of Fish & Wildlife Agencies AFWA

E. CONSERVATION ORGANIZATIONS
   Ducks Unlimited
   Foundation For North American Wild Sheep
   National Wild Turkey Federation
   National Wild Turkey Federation (Texas Chapter)
   Pheasants Forever
   Quail Unlimited
   Rocky Mountain Elk Foundation
   Texas Wild Turkey Fund
   The Ruffed Grouse Society
   Wildlife Forever
A. TEXAS PARKS & WILDLIFE DEPARTMENT

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<table>
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<tr>
<th>Region</th>
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<tr>
<td>I</td>
<td>San Angelo</td>
<td>(325) 651-4844</td>
</tr>
<tr>
<td>II</td>
<td>Fort Worth</td>
<td>(917) 833-3128</td>
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<tr>
<td>III</td>
<td>Rusk</td>
<td>(903) 683-2511</td>
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<tr>
<td>IV</td>
<td>Houston - North</td>
<td>(281) 931-6471</td>
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<td>V</td>
<td>San Antonio</td>
<td>(210) 348-7375</td>
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<td>VI</td>
<td>Lubbock</td>
<td>(806) 761-4930</td>
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<td>VII</td>
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<td>(325) 646-0440</td>
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<td>VIII</td>
<td>Mt. Pleasant</td>
<td>(903) 572-7966</td>
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<td>IX</td>
<td>Temple</td>
<td>(254) 778-8913</td>
</tr>
<tr>
<td>X</td>
<td>Corpus Christi</td>
<td>(361) 289-5566</td>
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* denotes regional office
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<thead>
<tr>
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<td>Betty</td>
<td>Allen</td>
<td>12175 #15 Hwy 195</td>
<td>Killeen</td>
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<td>(254) 526-5797</td>
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<tr>
<td>Curtis</td>
<td>Ansley</td>
<td>Shephard</td>
<td></td>
<td>77371</td>
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<td>George</td>
<td>Bartey, IV</td>
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<td>Victoria</td>
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<tr>
<td>Donald</td>
<td>(Don)</td>
<td>Barker</td>
<td>Colmesneil</td>
<td>75938</td>
<td>(409) 283-3210</td>
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<tr>
<td>Ferris</td>
<td>Bavousett</td>
<td>9897 Macaway</td>
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<td>76226</td>
<td>(817) 498-8386</td>
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<tr>
<td>Robert</td>
<td>Blew</td>
<td></td>
<td>McKinney</td>
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<td>Robert</td>
<td>(Bob)</td>
<td>Boswell</td>
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<tr>
<td>Phil</td>
<td>Brakebill</td>
<td>22301 Old TX Hwy 20</td>
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<tr>
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<td>Brenzovich</td>
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<tr>
<td>Manuel</td>
<td>Calderon</td>
<td></td>
<td>El Paso</td>
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<tr>
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<td>Fred</td>
<td>Chaney</td>
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<td>Midland</td>
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<tr>
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<td>Coleman</td>
<td>313 Kerr</td>
<td>Edna</td>
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<td>Davis</td>
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<td>Dea</td>
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<td>William</td>
<td>(Bob)</td>
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<td>(903) 482-0963</td>
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<tr>
<td>Joe</td>
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<td>Friendswood</td>
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<tr>
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<td>Freeman</td>
<td>14802 Stice Rd</td>
<td>Krum</td>
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<td>Virgil</td>
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<tr>
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<td>Haymore</td>
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<td>Irving</td>
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<td>James</td>
<td>(Jim)</td>
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<td>Haynes</td>
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<td>Brent</td>
<td>Heath</td>
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<tr>
<td>Jan</td>
<td>Heath</td>
<td>1717 Glenwick</td>
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<tr>
<td>Billy</td>
<td>Holt</td>
<td>1805 West Walker</td>
<td>Breckenridge</td>
<td>76424</td>
<td>(254) 559-8010</td>
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<td>Howard</td>
<td>383 Soaring Eagle Trail</td>
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<td>(940) 642-4444</td>
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<td>Larry</td>
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<td>102 Nagle Hall TAMU</td>
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<td>12660 Hoge Rd</td>
<td>Iowa Park</td>
<td>76376</td>
<td>(940) 438-9942</td>
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<td>William (Bill)</td>
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<td>Scot</td>
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<td>Argyle</td>
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<td>(254) 965-3079</td>
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<tr>
<td>John</td>
<td>Meekins</td>
<td>Rt. 10 Box 5508</td>
<td>Cleveland</td>
<td>77327</td>
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<tr>
<td>Brock</td>
<td>Minton</td>
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<td>Sanderson</td>
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<td>Rick</td>
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<tr>
<td>Frank</td>
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<td>Lee</td>
<td>Morris</td>
<td>514 Cherry Ave</td>
<td>Dumas</td>
<td>79029</td>
<td>(806) 935-6239</td>
<td>(806) 935-3264</td>
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<tr>
<td>Charles (Chuck)</td>
<td>Morrow</td>
<td>410 Ridgehaven Pl.</td>
<td>Richardson</td>
<td>75080</td>
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<td>Walter (Gene)</td>
<td>Norton</td>
<td>612 Littlewood</td>
<td>Baytown</td>
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<tr>
<td>Danny</td>
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<td>Orange</td>
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<tr>
<td>Roger (Odie)</td>
<td>O'Dwyer</td>
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<td>John</td>
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<td>76656</td>
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<td>Joe</td>
<td>Rogers</td>
<td>2306 Douglass Hwy</td>
<td>Nacogdoches</td>
<td>75961</td>
<td>(409) 552-4827</td>
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<td>Albert</td>
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<td>Arlington</td>
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<tr>
<td>James</td>
<td>Russell</td>
<td>3502 Ransom Circle</td>
<td>Denison</td>
<td>75020</td>
<td>(903) 465-4751</td>
<td>(903) 462-7000</td>
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<tr>
<td>Charles</td>
<td>Snowden, Jr.</td>
<td>PO Box 359</td>
<td>Linden</td>
<td>75563</td>
<td>(903) 756-5491</td>
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<tr>
<td>Thomas (Tom)</td>
<td>Stashak, Jr.</td>
<td>2711 Huckleberry</td>
<td>Pasadena</td>
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<td>(713) 944-4004</td>
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<td>Wilford (Rusty)</td>
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<td>78550</td>
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<td>Rodney</td>
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<td>Coleman</td>
<td>76834</td>
<td>(325) 625-2715</td>
<td>(325) 696-1305</td>
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<tr>
<td>Bryant</td>
<td>Truitt</td>
<td>P O Box 530</td>
<td>Hunt</td>
<td>78024</td>
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<tr>
<td>Ross</td>
<td>Walker</td>
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<td>78222</td>
<td>(210) 648-7850</td>
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<tr>
<td>Elmer (Duke)</td>
<td>Walton, Jr.</td>
<td>22648 2nd St</td>
<td>Porter</td>
<td>77365</td>
<td>(281) 354-4594</td>
<td>(281) 878-8929</td>
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<tr>
<td>Peggy</td>
<td>Weyel</td>
<td>13502 Syracuse</td>
<td>San Antonio</td>
<td>78249</td>
<td>(210) 696-9599</td>
<td>(210) 653-3900</td>
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## B. INDUSTRY/SUPPORTING ORGANIZATION LIST

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<tr>
<td>International Hunter Education Association (IHEA)</td>
<td><a href="http://www.ihea.com">www.ihea.com</a>, 3725 Cleveland Ave (PO Box 490), Wellington, CO 80549, (970) 568-7954</td>
</tr>
<tr>
<td>National Bowhunter Education Foundation (NBEF)</td>
<td><a href="http://www.mbenz@nbef.org">www.mbenz@nbef.org</a>, 2504 Ramsgate Way, Ft. Smith, AR 72908, (479) 649-9036</td>
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<tr>
<td>International Bowhunter Education Program – Texas (IBEP-TX)</td>
<td>(512) 389-8140</td>
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<tr>
<td>Texas Hunter Education Instructors Association (THEIA)</td>
<td>(Call TPWD for Current Officers)</td>
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<tr>
<td>National Muzzleloading Rifle Association (NMLRA)</td>
<td><a href="http://www.nmlra.org">www.nmlra.org</a>, P.O. Box 67, State Rte. 62, Friendship, IN 47021, (800) 745-1493</td>
</tr>
<tr>
<td>National Rifle Association (NRA)</td>
<td><a href="http://www.nra.org">www.nra.org</a>, 11250 Waples Mill Road, Fairfax, VA 22030, (800) NRA-3888</td>
</tr>
<tr>
<td>Texas State Rifle Association (TSRA)</td>
<td>1131 Rockingham Lane, Suite 130, Richardson, TX 75080-4326</td>
</tr>
<tr>
<td>National Shooting Sports Foundation (NSSF)</td>
<td><a href="http://www.nssf.org">www.nssf.org</a>, 11 Mile Hill Road, Newton, CT 06470, (203) 426-1320</td>
</tr>
<tr>
<td>Women’s Shooting Sports Foundation (WSSF)</td>
<td><a href="http://www.wssf.org">www.wssf.org</a>, 1561 Vapor Trail, Colorado Springs, CO 80916, (800) 820-9773</td>
</tr>
<tr>
<td>National Skeet Shooting Association (NSSA)</td>
<td>5931 Roft Road, San Antonio, TX 78253, (800) 877-5538</td>
</tr>
</tbody>
</table>
C. IHEA STATE DIRECTORY INFORMATION

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

Refer to:  www.ihea.com

D. FEDERAL

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

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

E. CONSERVATION ORGANIZATIONS

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

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

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

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

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

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

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

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

Mule Deer Foundation
1005 Terminal Way
Suite 140
Reno, NV 89502
800-344-2825
North American Waterfowl Federation  
PO Box 276  
Stoneville, MS 38776  
601-686-4062

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

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

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

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

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

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

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

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

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

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

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

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

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

A. WILDLIFE RESTORATION SUPPLEMENTAL RESOURCE
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C. HUNTER EDUCATION REQUIREMENTS IN *OUTDOOR ANNUAL*
D. TEXAS HUNTER EDUCATION REQUIREMENTS
E. MANDATORY HUNTER EDUCATION STATUTE - §62.014
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This curriculum unit was made possible through a grant from the U.S. Fish & Wildlife Service, under the Federal Aid in Wildlife Restoration Program.

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Nova Corporation
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The U.S. Fish and Wildlife Service
Office for Diversity and Civil Rights Programs - External Programs
4040 N. Fairfax Drive, Suite 130
Arlington, VA 22203
Introduction

Hunters should know some good things about wildlife conservation in the United States.

1. Over the last 100 years, many species of wildlife have increased in number.
2. The United States has one of the world’s best wildlife management programs.

Armed with this knowledge, your students will help to educate friends and family members about the role of hunting in wildlife management. The result will be increased support for hunting and wildlife conservation programs.

History

European settlers rejected the traditional views of wildlife ownership. In Europe, wildlife belongs to the landowner. In the U.S., wildlife belongs to everyone.

New World resources seemed limitless to colonists and the first generations of Americans. Wildlife was abundant and there seemed to be no need to protect it. Many early laws were designed to protect people from wildlife. Today laws help protect and manage wildlife.

By 1900, many species of wildlife were nearly eliminated, and a few actually became extinct. The major reasons included:

1. Habitat changes or destruction as people cleared land for farming.
2. Commercial uses of wildlife with no limitations on when, where, or how wildlife could be killed.
3. Intentional elimination of large predators and animals that eat crops.

During the 1800’s hunting started to change. Many people no longer needed to hunt for survival, but they enjoyed hunting for recreation. By the late 1800’s many hunters realized that some species of wildlife were vanishing, and they started to organize efforts to protect what was left.

Fish and game agencies, National Wildlife Refuges, and parklands were created as a result of this new concern which came to be known as “conservation.” Leaders such as President Theodore Roosevelt and Aldo Leopold emerged. One of the most important advancements occurred in 1937, when Congress enacted legislation creating the Federal Aid in Wildlife Restoration Act.

Wildlife Restoration

Today, the Federal Aid in Wildlife Restoration Program is one of the largest, most successful wildlife conservation programs in the world. Your hunter education students should be able to explain the following concept to their friends and family members:

*When hunters or target shooters buy sporting arms, ammunition, handguns, or archery equipment some of the money goes directly to important wildlife conservation programs. As a result, many species of wildlife have returned to abundance.*
Technical Reference

The Federal Aid in Wildlife Restoration Act is also known as the Pittman-Robertson Act. The original Act has been amended several times over the years.

Industry pays a Federal excise tax on certain items of hunting and shooting equipment. Manufacturers of shotguns, rifles, and ammunition pay an 11% tax. The Wildlife Restoration Act was amended in 1970 to collect a 10% excise tax on pistols and revolvers. In 1972, the Act was amended to add an 11% tax on bows. A more recent amendment added a 12.4% tax on arrow components including shafts, points, nocks, and vanes.

The U.S. Fish and Wildlife Service, Division of Federal Aid, oversees the Wildlife Restoration Program. No more than 8% of annual revenues may be used to administer the program. The Division of Federal Aid has worked efficiently, using only 3 to 5% of the money for administration each year. The remainder is used to fund national projects that benefit all states. National projects are selected in cooperation with state fish and wildlife agencies.

Except for the funds reserved by Federal Aid for administering the program, all of the Wildlife Restoration Program funds are apportioned to state wildlife agencies. Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Northern Mariana Islands also receive a portion of these funds.

All manufacturer excise taxes collected on shotguns, rifles, ammunition, handguns, and archery equipment are apportioned to the states for Wildlife Restoration using a formula that includes 1/2 of the state’s total land area plus 1/2 of the paid hunting license holders.

No state can receive more than 5% or less than 1/2 of 1% of the total revenues collected from these excise taxes.

Half of the revenue collected from handgun and archery taxes may be used for hunter education and shooting ranges.

Each state receives an amount from 1 to 3% of the funds eligible for hunter education, based on their population. Guam, American Samoa, the Virgin Islands, and the Northern Mariana Islands receive 1/6 of 1% of these funds. Puerto Rico receives no Federal Aid apportionment for hunter education or shooting ranges.

Any funds not used for hunter education or shooting ranges are used for wildlife restoration programs.

States receive Federal Aid in Wildlife Restoration funding through a cost sharing, reimbursement grant program for projects approved through their Regional Federal Aid Office.

States must match at least 25% of a project’s cost. The match may be made in cash, or by in-kind contributions under guidelines approved by Federal Aid. States may use the time contributed by volunteers as in-kind contributions to meet their 25% match.

State fish and wildlife agencies may use Wildlife Restoration funds for several purposes including:

- Wildlife habitat restoration
- Reintroduction of wildlife
- Wildlife population surveys
- Hunter education
- Research
- Land acquisition

A sister program exists for fisheries. The Sport Fish Restoration program collects excise taxes on fishing equipment and motor boat fuel. State natural resource agencies use this money for fisheries conservation and programs that benefit anglers.

Web Site References

www.restorewildlife.org
www.ihea.com
http://FA.R9.FWS.gov
Lesson Plan

Objectives

Students will be able to:

1. Recognize the Wildlife Restoration symbol.
2. Recognize the Wildlife Restoration Program as a tremendous success.
3. Identify items taxed under the Wildlife Restoration Program.
4. Identify at least four projects funded with Wildlife Restoration money in their home state.
5. Name four species of wildlife restored with Wildlife Restoration funds.
6. Describe the partnership of the firearms and archery industry with government agencies, hunters, and target shooters.

Methods

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<td>Group activities</td>
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Resources and Materials

Overheads
Local public hunting area maps
Class activity sheets
Student activity sheets
Firearms, bows, arrows, dummy ammunition
Other hunting gear such as clothing, scopes, knives, etc.
State agency publications or annual reports describing state specific wildlife restoration projects

Key Vocabulary

Excise tax
Habitat
Population survey
Reintroduction
Research
Restoration
User benefit
User pay
Wildlife management

Advanced Vocabulary

Endangered
Extinct
Threatened
Background for Student Presentation

Wildlife was abundant in North America through the early part of the 1800's. As the human population grew, there was little concern for saving wildlife. Wild animal populations declined for several reasons:

1. Habitats were eliminated as prairies and forests were cleared for farms, and wetlands were drained.
2. People intentionally eliminated large predators and animals that ate crops.
3. Some animals had commercial value for food and clothing, and there were no laws protecting them from overuse.

During the late 1800's the concept of conservation arose. Most people no longer needed to hunt or fish for survival, but many people continued hunting because they enjoyed it. These people soon recognized the need to protect animals and habitats for future generations to enjoy.

Early conservationists were responsible for the creation of state fish and game agencies, the US Fish and Wildlife Service, and many conservation organizations. Teddy Roosevelt was an avid hunter, and he established important conservation programs as our country's President.

It took hunters a long time to find a way to pay for wildlife programs. In 1937, after nearly 40 years of work, the Federal Aid in Wildlife Restoration Program was created when Congress passed the Pittman-Robertson Act. Today, the Wildlife Restoration Program is known as one of the best wildlife management programs in the world.

The program is based upon the user pays principle. When hunters and target shooters buy sporting arms, ammunition, handguns, bows, and arrows, the manufacturer pays the Federal government an excise tax that ranges from 10 to 12.4% of the product's cost. The U.S. Fish and Wildlife Service provides this money to state fish and wildlife agencies for important work.

Wildlife Restoration funds may be used for the following kinds of projects to aid in the restoration of wild birds and mammals:

Acquisition, improvement, and management of wildlife habitat; reintroduction of wildlife species; population surveys; construction of facilities to enhance wildlife or public enjoyment of wildlife; research and communications about research projects; and technical guidance for landowners. Some of the money may be used for hunter education programs and the development of shooting ranges. No funds can be used for law enforcement or public relations activities.

The Federal government reimburses state fish and wildlife agencies for as much as 75% of a project's cost. A lot has happened over the first 60 years of the program's existence.

- More than 45 million acres of land is now managed for wildlife.
- 750,000 people attend hunter education courses each year.
- Hundreds of public shooting ranges have been built.
- More than 25,000 biologists and managers are working to help wildlife.

Today, many species of wildlife have been restored to record numbers. White-tailed deer have increased from a national population of 500,000 to more than 18,000,000. Pronghorn antelope were nearly extinct in 1900 and today they number more than a million animals. Rocky Mountain elk, wild turkeys, and many other species of wildlife have had similar population increases as a result of the Federal Aid in Wildlife Restoration Program.
Student Lesson Procedures

Part I

1. Begin by asking your students this question: “Given that wildlife populations in North America have undergone dramatic changes during the last 400 years, what time period do you think was worst for wildlife: 1700, 1800, 1900, or today?” Repeat the dates one by one and ask the students to raise their hands when they think conditions were the worst for wildlife. If anyone answers correctly (1900) ask them why they chose that date rather than today. Use probing questions to help the class “discover what they may already know”. If no one picks 1900 as the time when conditions were worst then tell the class the correct answer. Follow up with this question: “How is it possible that wildlife could be better off now than it was 100 years ago?”

2. If you have a large class, you can divide students into small groups of mixed ages and experience. Give the groups 10 minutes to list all of the reasons they can think of why wildlife might be better off today than it was in 1900. Ask the groups to name a spokesperson and have them give brief reports to the class.

3. Review the student background information with your class, adding any information that may have been missed. Use overheads to help make your point. As an option, you may photocopy the overhead masters as needed for handout materials or write the information on a whiteboard, flip chart, or blackboard.

Part I Option: Review the material with your class using the overheads. Give the students the Wildlife Restoration activity sheets to take home and complete. During the next class review the activity sheets and answer any questions students may have.

Part II - Student or Class Activity

This exercise will involve students in a hands-on activity that simulates the way the Wildlife Restoration Program works. Students will be allowed to spend up to $500 each for hunting equipment they would need for their preferred type of hunting. Instructors will set up a “store” in the classroom using real or simulated items that hunters may want to purchase. Students will record the items they want to buy on paper, calculate the amount of money provided for the Wildlife Restoration Program as a class, and describe how they think the money should be spent in their state.

1. Instructors should set up a “store” in the classroom with basic clothing, firearms, bows, treestands, dummy ammunition, binoculars, reloading components other than powder (ammunition components are not taxed), books, videos, compasses, and other items. Instructors may use toy fire arms, airguns, or wooden cutouts in place of actual firearms. Each item should be labeled with a price tag of $10, $50, $100, or $200.

2. Each student will be given an order sheet and permission to “spend” up to $500 on this equipment.

3. Students will be given a few minutes to go shopping. Large classes will need more time to complete the exercise than smaller classes. Students will record the name of each item they want to purchase and the purchase price. Students will then return to their seats and mark each item as taxable or non-taxable under the Wildlife Restoration Program. Students will then calculate the total amount of money spent and the amount of money raised for the Wildlife Restoration Program using a generic 10% tax rate for all appropriate items.

4. Have the students work in groups of five to eight people. Each group should total the value of the money collected for the Wildlife Restoration Program and report it to the instructor. The instructor will add up the grand total of money raised and announce it to the class.

5. Each group will discuss the best way to spend the total amount of money raised by the class. The money must be spent on eligible purposes such as land acquisition, population surveys, reintroduction of native wildlife, research, hunter education, or shooting ranges. Give each group 10 to 15 minutes to decide how they want to spend the money.

6. Have each group tell the class what they would do with the money and why. Limit each presentation to no more than five minutes.

7. Answer any questions.

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Enrichment Activities

1. Have students identify businesses near their home where equipment taxed under the Federal Aid in Wildlife Restoration Program is sold. Have students visit a store and ask the owner or clerk if they have ever heard of the program. Ask the students to look around the store to see if they can find any uses of the Wildlife Restoration symbol. Have students report their experiences to the class.

2. Have students identify Wildlife Restoration projects near their home. Projects may be clearly visible such as a wildlife area, research station, or a shooting range. Ask students to visit the area and look for the Wildlife Restoration symbol on signs and publications. Other projects may not be clearly visible such as wildlife reintroduction programs or population surveys. Students may be able to learn about less visible projects by reading state wildlife agency literature or by visiting the agency Web site.

3. Have students identify all the major sources of funds for wildlife conservation in their state. Ask students to research various sources to determine how much money has been provided to their state since the Wildlife Restoration Program began. Have the students determine how the funds are being used in their home state at the present.

4. Have students identify three common game animals restored with Wildlife Restoration Program funds in their state. Have students pick one species of animal and write a history of its population levels and management programs.

Glossary

ENDANGERED
when animal or plant populations decline to near extinction

EXCISE TAX
an internal tax imposed on the production, sale, or consumption of a commodity or the use of a service within a country

EXTINCT
no longer existing or living: an extinct species

EXTIRPATION
the complete removal of a species from a certain area

HABITAT
the area or type of environment in which an organism or ecological community normally lives; a space which includes food, cover, water, and shelter for a particular species

POPULATION SURVEY
a study of an animal or plant species using specific techniques to answer questions such as how many, how old, how large, etc.

REINTRODUCTION
when wildlife managers return a species to a particular habitat where it lived in the past but is no longer found

RESEARCH
close, scientific study

RESTORATION
an act of putting something back the way it was

THREATENED
at risk of becoming endangered, such as a plant or an animal

USER BENEFIT
when a person gains something from using an item, program, or place

USER PAY
when a person pays a specified amount for something they are going to use

WILDLIFE MANAGEMENT
the control of habitat by techniques such as planting, mowing, cutting timber, or regulating of water levels and the control of wildlife populations (by regulating hunting, fishing and trapping) in order to increase, decrease, or maintain wildlife numbers.
# Part II  Activity Sheet

<table>
<thead>
<tr>
<th>Items Purchased</th>
<th>Cost</th>
<th>Taxed? Y or N</th>
<th>Money for WRP (10% of Cost)</th>
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<th>Total Cost</th>
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Use this space for calculations.
Word Find

| W I L D L I F E            | W A E W V I R R W I L    |
| W I L D T U R K E Y       | E O P I P U E O A L D    |
| E L K                     | L B O L S E R R T A I    |
| D E E R                   | K I L D D T G E E S E    |
| W O O D D U C K           | Q L E L D H L A R L F    |
| G E E S E                | P R T I H U G G G V G    |
| W A T E R F O W L         | Y U N F R B C I O M L    |
| R I V E R O T T E R       | T T A E G Q U K W N I    |
| A N T E L O P E           | T Y E K R U T D L I W    |

Circle items Taxed as Part of the Wildlife Restoration Program

- hunter orange vest
- shotgun
- compass
- handgun
- ammunition
- bow
- binoculars
- arrows
- hunting boots
- knife
- tree stand
- rifle

Crossword Puzzle

Across
1. A fee collected on the manufacture and sale of certain goods is called an ______ tax.
6. The process of returning animal populations to healthy numbers is called ______.
7. Most Wildlife Restoration Funds are used by _______ wildlife agencies for projects approved by the U. S. Fish and Wildlife Service.

Down
2. The governmental body that passed the Wildlife Restoration Act in 1937.
3. Excise taxes are paid to the _______ government.
4. Food, cover, water, and shelter are part of an animal’s _______.
5. When an animal species no longer exists on Earth it is _______.

Put a Check by all Projects Eligible for Wildlife Restoration Program Funding

____ Patrolling state park campgrounds
____ Managing public hunting areas
____ Building a boat ramp
____ Hunter education class

____ Wild turkey reintroduction
____ White-tailed deer population surveys
____ Wetland restoration
____ Managing a fish hatchery

A conservation partnership between your state natural resource agency and the U. S. Fish and Wildlife Service
©1999 International Hunter Education Association
Word Find

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REASONS WILDLIFE DECLINED

Habitat Destruction
Commercial Uses
Intentional Elimination
No Protective Laws

ONE REASON WILDLIFE INCREASED

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WILDLIFE RESTORATION

A USER PAY/USER BENEFIT SYSTEM

Hunters & Shooters
Buy Equipment

Benefits to Users
More wildlife

Manufacturers
Pay Tax

State Fish & Wildlife Agencies
Habitat restoration
Wildlife reintroduction
Population surveys
Public shooting ranges
Hunter education programs
Wildlife research

U. S. Fish & Wildlife Service
Provides Funds To States

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ITEMS TAXED AND AMOUNT

Shotguns and Rifles          11%

Handguns                      10%

Ammunition                    11%

Bows                          11%

Arrow Shafts, Points, Nocks, Vanes  12.4%
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<tr>
<th>Wildlife Species</th>
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<th>1990s</th>
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<td>Pronghorn Antelope</td>
<td>12,000</td>
<td>1,000,000</td>
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<tr>
<td>Wild Turkey</td>
<td>100,000</td>
<td>4,500,000</td>
</tr>
<tr>
<td>White-tailed Deer</td>
<td>500,000</td>
<td>18,000,000</td>
</tr>
<tr>
<td>Rocky Mountain Elk</td>
<td>41,000</td>
<td>800,000</td>
</tr>
</tbody>
</table>
B. HUNTING ACCIDENT REPORT SUMMARY
Every hunter (including out-of-state hunters) born on or after Sept. 2, 1971, must successfully complete a Hunter Education Training Course. Minimum age of certification is 9 years and cost is $15.

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

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

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

*Accompanied means: By a person (resident or non-resident) who is at least 17, who is licensed to hunt in Texas, who has passed hunter education or is exempt (born before Sept. 2, 1971), and you must be within normal voice control.

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

**Bowhunter Education** – Certification is required on certain areas of Texas (Hagerman National Wildlife Refuge, Pottsboro; and Camp Bullis, San Antonio). **Note:** Bowhunter education does not substitute for Hunter Education certification.

For course information, please consult the TPWD Hunter Education section at: www.tpwd.state.tx.us/learning/hunter_education/ or call toll-free (800) 792-1112 (menu 6) or call (512) 389-4999.
The new sections are adopted under Parks and Wildlife Code, §62.014 which provides the commission authority to administer and establish a statewide hunter education program.

§55.603. Hunter Education Course and Instructors
(a) The course shall consist of at least 10 hours of instruction, including any combination of home study, classroom, laboratory, field exercises and live-firing exercises on the following subjects:

(1) the safe handling and use of firearms and archery equipment;
(2) wildlife conservation and management;
(3) hunting laws and regulations of the state; and
(4) hunting safety and ethics, including landowner’s rights.

(b) The department may certify instructors who:
(1) have successfully completed the department’s game warden interview, background investigation, and an instructor training course; and
(2) are approved to teach the department’s Voluntary Hunter Safety Program.

(c) The department may decertify instructors for:
(1) violation of provisions of the Parks and Wildlife Code or regulations adopted pursuant to the Code;
(2) falsification of records or documents; or
(3) action that is detrimental to the objective of the program.

(d) The department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.

(e) The department shall issue a certificate to persons who successfully complete the course. A duplicate certificate may be issued upon request to the department’s hunter education section or to a law enforcement field office.

§55.605. Hunter Education Requirements
(a) A person must successfully complete a Hunter Education Course before the person may hunt with firearms or archery equipment in Texas.

(b) Persons whose date of birth is on or before September 1, 1971 are exempt from the requirements of the Mandatory Hunter Education Program.

(c) Persons who have previously successfully completed the Voluntary Hunter Safety Course in Texas are exempt from the requirements of the Mandatory Hunter Education Program.

(d) A person must be at least 9 years of age to be certified.

(e) The course is successfully completed when the student:
(1) attends at least 10 hours of training;
(2) is evaluated by the instructor as acceptable in attitude, knowledge, and skill; and
(3) scores a minimum of 70 points on an examination prescribed by the department.

(f) A person who is required to be certified must possess evidence of completion while hunting in Texas.

(g) Any individual is encouraged to take the course on a voluntary basis.

(h) A person who is unable to pass the examination as the result of an existing medical condition may, upon authorization from the department, be granted certification.
§55.607. Other Non-Certified Persons

Persons under 17 years of age may hunt without certification if accompanied by a person 17 years of age or older and licensed to hunt in Texas in accordance with the Parks and Wildlife Code. For the purposes of this section, an uncertified person is considered as being accompanied if that person is within normal voice distance of a person 17 years of age or older who is licensed to hunt in Texas in accordance with the Parks and Wildlife Code.

§53.50. Texas Administrative Code

(b) Hunter education fees.

(1) The registration fee for a hunter education course is $15, of which $10 may be directly retained by a volunteer instructor.

(2) The fee for a deferred hunter education option is $10; however, at the time a person who has used a deferred hunter education option chooses to enroll in a hunter education course, that person shall pay a $5 registration fee to be directly retained by the volunteer instructor.
E. MANDATORY HUNTER EDUCATION STATUTE
§62.014. HUNTER EDUCATION PROGRAM

(a) In this section:
(1) “Firearm” means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.
(2) “Archery equipment” means a long bow, recurved bow, or compound bow.

(b) The department may establish and administer a statewide hunter education program. The program must include but is not limited to instruction concerning:
(1) the safe handling and use of firearms, archery equipment, and crossbows;
(2) wildlife conservation and management;
(3) hunting laws and applicable rules and regulations; and
(4) hunting safety and ethics, including landowners’ rights.

(c) The department shall issue a certificate to a person who has successfully completed a hunter education course. The department shall prescribe the form of the certificate.

(d) If funds are available for its implementation the commission may establish a mandatory hunter education program and may require a person to have successfully completed a training course before the person may hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas. If the certificate is so required, the person must possess the certificate or other evidence of completion of the program while hunting with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows. The commission may provide that residents or nonresidents who have successfully completed the same or a comparable hunter education course and possess a certificate or other evidence of completion have satisfied the requirements imposed under this subsection. The commission may establish a minimum age for participation in the program. Those persons who cannot participate in the hunter education program because they do not meet the minimum age or other requirements established by the commission can only hunt with firearms, archery equipment as defined in Subsection (a) of this section, or crossbows in Texas if they are accompanied by a person who is 17 years of age or older and licensed to hunt in Texas. Additionally, a person under 17 years of age hunting with a person licensed to hunt in Texas who is 17 years of age or older is not required to have certification under this Act.

The commission may implement the program by age group. Persons who are 17 years of age or older on September 1, 1988, or on the date on which a mandatory hunter education course is implemented, whichever is later, are exempt from the requirements imposed under this subsection.

The department is responsible for offering mandatory hunter education courses that are accessible to those persons required to take this course. To this end, the department shall provide hunter education opportunities in each county of the state when a substantial number of residents request a class or at least once a year.
(e) The commission may maximize the utilization of volunteer instructors to minimize the costs of the course and is authorized to charge a fee not to exceed $15.00 to defray administrative costs. Fees collected under this subsection, less any instructor expenses approved by the department, shall be deposited to the credit of the game, fish, and water safety account. The commission by rule may establish a procedure to allow a volunteer instructor to retain an amount from the fees collected by the instructor under this subsection to cover the instructor’s actual and necessary out-of-pocket expenses.

(f) The department shall determine qualifications for instructors in the hunter education program and shall recruit, train, and certify instructors for the program.

(g) The department may cooperate with educational institutions, local governments, individuals, or organizations interested in hunter education in administering this section. The department may accept gifts, grants, and donations to be used in administering this section.

(h) The commission shall adopt rules to implement the hunter education program.

(i) The commission may establish an incentive program to encourage citizens to participate in the program as instructors.

(j) A person who violates any provision of this section or any proclamation or regulation of the commission issued under the authority of this section commits an offense.

(k) If the commission requires a person to possess a certificate issued under this section and if the person is charged with a Class C Parks and Wildlife Code misdemeanor for failing to possess the required certificate, the person may present to the court not later than the 10th day after the date of the alleged offense an oral request or written motion to take a hunter safety training course.

(l) If a person requests a hunter safety training course as provided by Subsection (d) of this section, the court shall defer proceedings and allow the person 90 days to present written evidence that, after being charged with failure to possess the certificate, the person has successfully completed a hunter safety training course approved by the department. If a person successfully completes the course and the evidence presented is accepted by the court, the court shall dismiss the charge.

(m) It is a defense to prosecution under this section for failure to possess a certificate that the person charged produces in court a certificate issued to that person that was valid on the date of the alleged offense.


Acts 1987, 70th Leg., ch. 167, § 5.01(a)(39) renumbered § 62.013, § 1, as added by Acts 1985, 69th Leg., ch. 477, as § 62.014, however this renumbering did not take effect pursuant to § 5.01(b) of ch. 167 which provided:

“If the number, letter, or designation assigned by this section conflicts with a number, letter, or designation made by another Act of the 70th Legislature, the other Act controls and the number, letter, or designation assigned by this section has no effect.”
F. TEXAS HUNTER ORANGE REQUIREMENTS

All persons on public hunting lands (state, national forests, and grasslands) during daylight hours when hunting with firearms is permitted must wear at least 400 square inches of hunter orange material with orange headgear, and at least 144 square inches appearing on both chest and back. Exempt from these requirements are persons hunting turkey, migratory birds, alligators, or desert bighorn sheep; persons within the enclosed passenger compartment of a motor vehicle; or persons within a designated campground, designated vehicle parking area, designated boat launching facility or departmental check station.
Survival education is an important component of the hunter safety education class. Students who attend our classes hunt in a variety of venues in addition to Texas. So what we can pass on to them can have an effect beyond the borders of our state. In a survey of hunter safety educators last year, I found that survival education and first aid are addressed approximately 1 1/2 to 2 hours in class. This workshop is designed not only to brush up and perhaps learn new skills, but also to review how we teach our students the topic of survival in a limited amount of time.

Teaching students methods of fire building, shelter construction, signaling techniques, navigation, in addition to, water and food procurement is important, however, I believe it is equally important to teach the lesson of preparation and how to avoid a survival event. The Boy Scout motto of “Be Prepared” rings ever so loudly when we find ourselves in a predicament. I believe this fits particularly well with the philosophy of NOLS training, “Avoidance of a survival situation is more important than learning how to get out of a survival situation.” In a nutshell, NOLS addresses a plan for climate control, time control and energy control.

Now the question for educators is, “How do we teach such a mass amount of information from techniques and topics in the Hunter Safety manual to philosophies and lessons of life experiences, in such a short amount of time?” I believe the answer lies in having our classes well organized, objective oriented and experiential. I believe the classes should not be only “war story” oriented, however, we all know that this can bring a point home because they can relate to events which have happened to others or themselves.

This document is a collection of ideas for your perusal. It is a list of activities that may be considered in developing your lessons on survival in your hunter education classes. The list will be presented in “bullet” fashion, but will be explored in detail in the workshop. It is my hope that collectively we can develop the list into a working document for the use of all hunter safety educators. Again the objective is, “How can we teach such an important topic is such a short amount of time?” I believe we need to have an organized class with demonstrations and exhibits that taps all the senses of the students. The more senses we “impress,” the greater the learning potential.

Before presenting survival techniques, I believe it is very important to emphasize the necessity of having a working knowledge of first aid. If injury occurs to a companion or themselves, they must first assess the nature and seriousness of the injury. Without proper steps to stabilize a victim, it may be of no need to know “how” to survive if they are not able to do any of the skills taught in the class due to ineffective first aid. Proper instruction on how to assess a survival situation and the discussion of how to prioritize survival needs is important to the “why” we do things in order of survival priorities.

The following list should be presented in topic format addressing fire craft, warmth, shelter construction, signaling and miscellaneous items.

**Fire Building**
- Discuss with the class the various uses of a fire and the importance of each emphasizing the fact that fire is a companion in a survival situation and the soothing effect it has for people in stressful situations. Also, emphasize the importance of safety in use of fire and all the precautions when building their fire.
- Demonstrate with a match trying to start a “green” twig vs. a dry twig, dry paper vs. wet paper, and kindling to large vs. tinder which is more quickly ignited.
- Demonstrate the use of one match and the wind sensitive nature plus the length of burn vs. the use of a candle. In addition, demonstrate the use of a candle that cannot be blown out vs. a regular candle.
• Demonstrate the various tinder and kindling possibilities and the importance of using dry tinder and kindling.
• Demonstrate the use of steel wool. Have various grades of steel wool on hand. Finer grades will be easily ignited and coarse more difficult. Also, have some wool that has become rusted. Show the technique of using a spark from flint and steel and the use of batteries when igniting the steel wool.
• Demonstrate with a piece of dry, dead wood which has been soaked in water. Show how you can dig in the dead wood even though wet on the outside to get dry punk from under the outside wet bark layer.
• Build small or normal-sized fire building examples using glue to hold the pieces together of a log cabin, teepee or a combination style.
• Demonstrate the wind sensitive nature of magnesium and other small, fine fire ignition substances.
• Demonstrate the use of rubbing alcohol, toilet paper and a coffee can for a heat source.
• Demonstrate the use of flint and steel ignition methods.
• Use a fan to demonstrate the difficulty in starting a fire in the elements and the importance of a wind block.
• Find some pitch from pine and show how is works with fire ignition.
• Build a drying rack to show how wood can be dried as a fire is in progress for the addition of “dry” wood even in wet conditions.
• Soak waterproof, wind-proof matches in water to show their effectiveness or lack of effectiveness.
• Demonstrate the use of the leather pouch for fire construction in adverse conditions. It can be used to “nurse” a small fire in adverse conditions.
• Show how a paper bag can be used to start a small fire inside if the wind is blowing or it is raining.
• Have a variety of hoses and demonstrate their use in accelerated fire ignition techniques.

Warmth and Shelter

• Relate their experiences of the importance of blocking a cold wind such as walking from around a wall into the cold wind vs. how effective it is to stay out of the wind. This personal experience can clearly draw the point home using their experience.
• Explain the heat absorbing power of rocks and the importance when in a cold environment of using nature to provide heat sources, if available.
• Give examples of the five ways the body loses heat and examples and how to deal with each. Radiation/Respiration/Perspiration/Conduction/Convection
• Demonstrate visually how heat is drawn from the body when wet clothing is worn in cold environments. Use a super absorbing paper towel and place a corner of the towel in a pool of water poured on a table. As the water is absorbed, this simulates the heat being drawn from the body when wet, cold clothes are being worn.
• Have various samples of clothing to show students proper wearing apparel. Cotton that is wet vs wool that is wet. Have other samples and describe the heating capturing capacity and breathe ability of each. Also, demonstrate the importance of layering clothing.
• Demonstrate the importance of having insulation under the body to prevent conduction. Show the use of a space blanket, pine boughs or other natural insulators.
• Have some space blankets available for the class to wrap up in to feel the reflective nature of the blankets.
• Demonstrate the many uses for a large trash bag to provide shelter. Rain suit, under cloth, tent shelter, storing leaves or pine needles for a mattress, etc.
• Have small exhibits (pre-cut) for the class to see the proper construction of a wilderness shelter. Emphasize the importance of proper placement, direction and fire placement.
Signaling

• Have several mirrors ready for students to practice proper reflection casting. Demonstrate the proper aiming technique. Use various other reflective devices such as a Copenhagen lid, foil, metal mirror vs. the magnitude of a glass mirror.

• Demonstrate the two important concepts of signaling. (Contrast to your environment and making yourself larger than you really are.) Demonstrate how the addition of wet vegetation to a fire can produce an inefficient burn, thus producing massive amounts of smoke for a signal.

• Demonstrate the “eye catching” capacity of a cyalume light stick tied to a rope and swung in circles to get someone’s attention. This needs to be done in a dark room or at night.

• Bring various sound producing articles such as whistles. Demonstrate the international signal for distress by blowing in three blasts. Some whistles are louder than others so demonstrate the various decibels given off by each. Emphasize the importance of plastic vs. metal.

• Have various signaling devices for demonstrations, such as, strobe lights, flashlights, mirrors, smoke bombs, etc.

• Demonstrate how to pile materials up in straight lines or right angles to the sun can produce shadows which can be spotted from the air.

Miscellaneous

• Perhaps one of the best methods of “showing” students various methods not allowed in a classroom setting is by the use of a video camera. Instructors can video segments of shelter construction, solar still construction, fire starting methods, and a variety of other things for class use and education. To “see” something important augments a verbal presentation.

• Have lecture size tablets already prepared for visual presentations.

• Demonstrate frostbite by having water in a balloon and freezing to the point of some ice formation. This demonstrates visually the formation of ice in the cell and how it can damage the cell wall if it is rubbed. The ice penetrates the balloon wall.

• Have a variety of compasses and topographical maps for student use in the class. Practicing these skills is better than having only one compass and map for the class to see.

• Show the many uses for the 35 mm film canister is storing survival materials and keeping them dry and for easy storage.

• This is up to the instructor, but demonstrate the use of a condom for water storage and transport. They are very strong and stretchable.

• Demonstrate how to boil water for purification using a paper cup.

• Have several pieces of rope at least seven foot long for students to practice knots and lashings.

• Have a rope board prepared for students to see the knots.

• Produce a sample sheet demonstrating the various information items needed to leave behind when going on a hunting trip or into the wilderness.

• Dig a solar still and fill with vegetation and use heat lamps to speed up the process of water production. This is when time is of the essence and to wait for it to happen in one class period is difficult.

• Set up a shadow stick in the morning of class and demonstrate the progression of the sun casting its shadow for direction finding with no compass.

• Prepare a list of books and their ISBN numbers of each on the topic of survival for class distribution.

• Pass out a list of Web addresses from the internet on the topic of wilderness survival.

• Obtain aerial photographs of the area to show how small a person is when observed from the air. Usually 500 to 1000 feet, if available.

• Have a collection of instructional videos available for showing class on various survival subjects.

• Have a collection of pictures and slides on various survival techniques ready to add to a presentation.
IX
IX. CONCLUSION

A. INSTRUCTOR COURSE FINAL EXAM

B. INSTRUCTOR COURSE EVALUATION
TEXAS PARKS AND WILDLIFE DEPARTMENT  
HUNTER EDUCATION INSTRUCTOR COURSE  
FINAL EXAM

Directions: Please circle the letter that best completes the statement, or answers the question.

1. Texas Parks and Wildlife Department’s nine-member commission is appointed by the:
   a. Executive Director  
   b. Governor  
   c. Game and fish board of directors  
   d. Citizens of Texas

2. Learning is a change of behavior that takes place as a result of the acquisition of new
   knowledge, skills and:
   a. Learning styles  
   b. Principles  
   c. Materials  
   d. Attitude

3. Which of the following methods of instruction is generally considered the least effective?
   a. Actual hands-on experience  
   b. Simulated experience  
   c. Demonstration  
   d. Lecturing or reading from the book

4. An instructor should schedule about ten minutes break time every:
   a. 30 minutes  
   b. 1 hour  
   c. 2 hours  
   d. 4 hours

5. The instructor lesson plans should be:
   a. Strictly followed throughout the course with no deviation  
   b. Detailed outlines so the instructor can read from them as needed  
   c. Out of sight so that the students cannot see that the instructor needs notes  
   d. Outlined information, flexible enough to account for variations in students’ needs/abilities

6. “Enthusiasm” is contagious and is one of the forces of:
   a. Planning  
   b. Preparation  
   c. Motivation  
   d. Reasoning

7. In planning a class, the instructor should consider:
   a. Age of the student  
   b. Students’ experience  
   c. Interest of the students  
   d. All of the above
8. Which of the senses do students primarily learn by?
   a. Seeing
   b. Hearing
   c. Touching
   d. Smelling and tasting

9. Visual training aids should:
   a. Help the students learn
   b. Be comfortable to use
   c. Be colorful, bold and simple
   d. All of the above

10. Which exercise can be used during the beginning of a course to determine needs and interests of the students?
    a. Ice-breaker exercise
    b. Pre-test
    c. Experience survey
    d. All of the above

11. Of the five steps in teaching, which includes sending the completed student registration forms to Texas Parks and Wildlife Dept. within seven (7) days of completion of the course?
    a. Preparation
    b. Application
    c. Evaluation
    d. Follow-up

12. What is considered, by many individuals, as the number one fear in America?
    a. Heights
    b. Close spaces
    c. Being left alone
    d. Public speaking

13. Demeanor refers to the way an instructor:
    a. Uses proper language
    b. Pronounces words
    c. Acts
    d. Uses hand gestures

14. To remain certified as an instructor, individuals must teach a minimum of:
    a. One course with five students per year
    b. Five courses with ten students per year
    c. Two courses with ten students per year
    d. No courses, just attend workshops

15. Students can be evaluated by which of the following?
    a. Written or oral exams
    b. Classroom participation
    c. Field activities
    d. All of the above
16. The instructor’s primary teaching role is to:
   a. Test students
   b. Persuade students
   c. Certify students
   d. Motivate students

17. What is the primary purpose of using videotapes as a teaching aid?
   a. It helps the instructors with paperwork
   b. To entertain the students when the class gets boring
   c. To help the students learn
   d. Provides time for instructors to take a break

18. One of the best teaching techniques for an inattentive student is to:
   a. Ask the student to see you after class
   b. Give the student a homework assignment
   c. Involve the student in a hands-on activity
   d. Tell the student to pay attention or leave

19. Which act prohibits discrimination of handicapped student wanting to participate in education activities provided by volunteers representing Texas Parks and Wildlife Department?
   a. Pittman-Robertson Act of 1937
   b. Rehabilitation Act of 1973
   c. Dingell-Hart Bill of 1970
   d. Disability Claims Act of 1964

20. Instructors should always:
   a. Relate personal experiences when instructing
   b. Maintain a professional attitude
   c. Use slide or overhead projectors in their courses
   d. All of the above
Dear Applicant:

Please complete the following questions immediately following your Hunter Education Instructor Course and return this form to the Texas Parks and Wildlife Department staff member and/or “Area Chief” Hunter Education Instructor who taught your course. Thank You!

I. Taking that first step...

A. What motivated you to want to become a Texas Hunter Education Instructor?

B. What two actions are you going to take to initiate a course in your area?

1. __________________________________________________________________________________

2. __________________________________________________________________________________

C. Do you plan to team-teach in your area, and if so, with whom?

Yes _____ No _____ With __________________________, __________________________

II. Hunter Education Instructor Course Rating:

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A. What topics were most valuable?

B. What topics were least valuable to you?

C. What suggestions do you have for improving this workshop?

On a scale of 1 to 5, please rate the overall Hunter Education Instructor Workshop (circle one)

1 Not useful at all
2 Useful to a small degree
3 Neither useful nor beneficial
4 Beneficial to a small degree
5 Extremely beneficial

III. Additional Comments:

________________________________________________________________________________________
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