

III

TEXAS PARKS AND WILDLIFE DEPARTMENT HUNTER EDUCATION INSTRUCTOR MANUAL

III. HUNTER EDUCATION STANDARDS LEARNING/TEACHING

A. IHEA HUNTER EDUCATION STANDARDS

IHEA Goals and Objectives

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

B. LEARNING PROCESS AND PRINCIPLES

C. TEACHING SKILLS

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

D. TEACHING METHODS

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

E. TEACHING THE DISABLED

F. TRAINING AIDS

G. MEDIA RELATIONS

H. SUGGESTED TEACHING SKILLS EXERCISE

I. PRESENTATION WORKSHEET

A. IHEA HUNTER EDUCATION STANDARDS

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

Assumptions about these standards and/or this process:

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

IHEA Goals and Objectives

GOAL 1: INTRODUCTION

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

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

Objectives: Students will be able to:

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

GOAL 2: HUNTING SAFETY

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

Rationale: Most basic reason for Hunter Education

Objectives: Students will be able to:

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

- b. Gun pointing in safe direction at all times
 - c. Know action type
 - d. Correctly carrying and matching ammunition
 - e. Know location(s) of safety
3. Correctly match at least three caliber/gauges of ammunition with their respective 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.

See if you can add to this list of good and bad teaching skills for Team Teaching:

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

To help you get started using the TOM I PASTA formula, a Presentation Worksheet will be found at the end of the section. Make copies and use it to write out your lesson plans.

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). Student cards will be sent only to those recommended for certification.
6. Those under 12 will receive a Certificate of Attendance.
7. Retain the Course Roster 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 set for Hunter Education Final Exam is 70 percent for the Structured class 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.* Please do not hold on to records for any reason. If an instructor has any questions, please contact Hunter Education staff.

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 handi-capped individuals, an instructor needs to reach beyond the methods listed. **DO WHAT WORKS!** And remember, what works associates itself with the learning side – not the teaching side. Be creative and imaginative. Teaching and learning are dynamic because of human interaction.

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

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

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

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

c. Encouraging Student Involvement

Acceptance skills:

Promote participation.

Example:

“Thank you, Bill, for your comment.”

Supporting skills:

Support person having trouble expressing themselves.

Example:

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

Make person feel like a worthwhile member of the group.

Encouraging skills:

Encourage those who are reluctant to contribute to discussion.

Example:

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

Handling errors:

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

Example:

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

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

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

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

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

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

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

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

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

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

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

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

Starting Discussion: Ask different types of questions

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

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

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

Guidelines for Instructors:

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

What Open Meetings Can Do

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

Evaluation of the Open-ended Meeting

- What satisfied me most about the class?
- Did any positive occurrences happen?
- Did I encourage an increase of involvement and thinking?
- Is there anything I would do different?

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.)

F. TRAINING AIDS

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

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

Texas Penal Code: Training Aids

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

See Section II FORMS)

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

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

Types of Training Aids

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

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

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

G. MEDIA RELATIONS

Print Media

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

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

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

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

Radio PSA/TV Community Calendar

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

TV/Radio Shows

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

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

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

Tips

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

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

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

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

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

Proactive Strategies for Fish and Wildlife Management Project

Strategies for Media Interviews During Protests or Harassment Incidents

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

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

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

Proactive Strategies for Fish and Wildlife Management Project

H. SUGGESTED TEACHING SKILLS EXERCISE

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. Best presentation wins a prize.
- Vehicle/Transportation Safety and Storage/Removal and Placement of Firearms and Ammo
Vehicle/dummy ammo/guns and gun cases
- Field Carries and Zones of Fire
Orange flagging/dummy gun/stakes
- Hunting from Stands (e.g. tree/tower/tripods)
Simulation/hauling line/safety harness
- Be Sure of Your Target/Mistaken for Game/Hunter Orange
Orange vest and cap, camo clothing, scoped rifle, animal decoy and human mannequin, binoculars
- Muzzleloading Safety and Live-firing Exercise
Muzzleloader and accessories, plastic projectile for actual firing, animal decoy or target/firing line
- Archery Safety and Live-firing Exercise
Re-curve bow/arrows and accessories/animal decoy/firing line
- Hunting Ethics Afield/Public Image
Open discussion pads/dilemma cards
- Blood Trailing and Field Care of Game
Blood mixture/animal decoys/gloves/knife/tagging wire/license holder/mock hunting license/tape
- Proper Shot Placement (Vital Zones) and Shot Selection
Vital organ transparencies/animal decoy/bow and arrow and accessories
- Hunting License/Hunter Education Card/Game Warden Check
If possible, have game warden available
- Survival and First Aid
Survival/First Aid Pack and accessories

I. PRESENTATION WORKSHEET

Subject: _____ Time Allotted: _____

Title: _____

Objective: _____

Materials: _____

Introduction: _____

Presentation: _____

Activity: _____

Summary: _____

Test: _____

Assignment: _____
