

UPDATED

2016



HUNTER EDUCATION PROGRAM

Section 23-14-1 of the Utah Code creates the Division of Wildlife Resources, which shall be within the Utah Department of Natural Resources. The Division of Wildlife Resources "...shall be the wildlife authority for the State of Utah...shall have the power and be charged with the duty to protect, propagate, manage, conserve and distribute protected wildlife throughout the state..."

In 1960, hunter education training became mandatory for all residents under the age of 21 prior to purchasing a hunting license. In 1988 the law changed, requiring anyone born after December 31, 1965 to show proof of passing of a division-approved hunter education course before obtaining a hunting license. Likewise, in 1996, State law also began requiring residents born after December 31, 1984 wishing to obtain a furbearer license to provide proof of completion of a division-approved furharvester education course. Although an additional bowhunter education course is not required by law, the Division of Wildlife Resources does offer bowhunter education courses that meet statutory requirements and criteria set by the Division.

Currently, the hunter education instructor-led course consists of classroom training with a mandatory live fire exercise. The hunter education online course consists of an online curriculum along with a Field Day, which also includes mandatory live fire exercise. Furharvester education is typically an 8-hour course. Bowhunter education is typically a 12-hour course. Curriculum in each of the courses includes: wildlife conservation, responsibility and ethics, equipment safety, wildlife identification, and game care.

Utah's hunter education program is honored by all states and provinces that have a mandatory hunter education requirement.

INSTRUCTOR INFORMATION

INSTRUCTOR TRAINING REQUIREMENTS

A person must be 21 years of age or older to become a certified Hunter Education Program instructor. New instructors have a one year probationary period. Instructors will be certified for a period of five years. Minimum program requirements must be met for an instructor to maintain current certification. The completion of a hunter education instructor course requires a person to:

1. Complete the required paperwork, which includes instructor application, authorization for criminal background check and agreement for volunteer services.
2. Completion of online training provided by DWR
3. Attend and complete an in-person training, which includes passing a written exam with a score of 80% and going through a live fire/range training exercise.

PROBATIONARY PERIOD REQUIREMENTS

1. Advertise and teach a minimum of one course through the Division within 12 months of certification.
2. Turn in the Course Information/Instructor Time Sheet (HE-04) and Course Roll Sheet (HE-05) associated with each course within two weeks after the completion of the hunter education course.
3. Attend a spring seminar.

If a new instructor does not complete the probationary period requirements within 12 months of certification they will be considered inactive. Inactive instructors may be required re-take the instructor training course before reinstatement. Upon completion of the one year probationary period instructors will be certified for a period of five years from the date of their background check.

To maintain current certification, Hunter Education Instructors must:

1. Teach at least one course in each calendar year.
2. Attend at least two spring seminars every five years.
3. Turn in the Course Information/Instructor Time Sheet (HE-04) and Roll Sheet (HE-05) associated with each course within two weeks after the completion of the hunter education course.
4. Successfully pass a background investigation every five years.

- Spring Seminars: Instructors will be required to attend at least two spring seminars every five years, to maintain a current certification. Seminars will be offered throughout the state, and will consist of information on new teaching techniques, training aids and program changes.
- Hunter Education Training Workshops: The Workshop program brings together the very best instructors in the various aspects of the hunter education programs. Instructors who attend receive intensive training on the importance of hunter education programs and specific training on how to improve their teaching skills for their classes. A registration fee may be charged to those who attend an Academy. Instructors may handle this by obtaining a sponsor to pay the fee for them. Civic groups, recreation departments and county wildlife federations are good contacts for obtaining sponsorship. This fee can vary from year to year.

If an instructor's certification lapses, they will be considered inactive. Inactive instructors may be required to re-take and successfully complete the instructor training course before reinstatement.

UNIFORMS

The orange vest is the uniform of the Utah Hunter Education Instructor. By wearing the uniform vest, the instructor is set apart from the students in the class and gains the respect due an authority figure. To insure uniformity throughout the state, the following guidelines should be adhered to when wearing the orange vest:

- Orange vest may be worn over any shirt.
- Shirts will be neat and clean. Shirts will be tucked in at all times.
- Only the following patches or pins may be worn:
 1. Hunter Education Instructor patch – one-half inch over the right pocket.
 2. Hunter Education Program patch – one-half inch over the left pocket.
 3. Name tag or plate – one-half inch above the right pocket, next to patch.
 4. Years of service pin – over left pocket next to patch.

STANDARDS/TERMINAL LEARNING OBJECTIVES

Learning objectives are guidelines for the instructor, as well as the student. They are an itemized list of what is expected to be taught and what each student is expected to learn. The following list of standards comes from the IHEA-USA and provides a guideline of the subjects to be covered in class in order to meet the minimum standards and learning objectives.

IHEA-USA HUNTER EDUCATION STANDARDS

Adopted 2014

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

The minimum requirement for certification shall include the following core standards:

1 Reasons for Hunter Education and Justification for Hunting

- 1-1 Why hunter education is important** (to train safe, responsible and law abiding hunters)
- 1-2 Role of hunting in conservation** (identify hunters and recreational hunting as key to wildlife conservation)
- 1-3 North American Model of Wildlife Conservation** (describe the central principals of the North American Model of Wildlife Conservation)
- 1-4 Conservation funding for wildlife management** (describe how license fees and excise taxes support wildlife conservation)
- 1-5 Basic factors of wildlife conservation** (describe how wildlife and habitat interact)
- 1-6 Basic factors of wildlife conservation** (identify key components of wildlife habitat)
- 1-7 Biological basis of hunting** (describe how carrying capacity, biological surplus and limiting factors affect the size of a population)

2 Safe Firearm Handling

- 2-1 Major causes of incidents** (identify common causes of hunting and shooting-related incidents)
- 2-2 Parts of a firearm including safety mechanisms** (identify the basic parts of a firearm and state their purposes)
- 2-3 Differences between rifles, shotguns and handguns** (describe the characteristics of rifles, shotguns and handguns)
- 2-4 Basic rules of firearm safety** (apply the basic rules of firearm safety)
- 2-5 Common firearm actions** (identify common types of modern firearm actions)
- 2-6 Parts of ammunition** (describe how ammunition functions in a firearm)
- 2-7 Failure to fire** (describe how to safely handle a firearm during and after a misfire)
- 2-8 Proper ammunition** (match ammunition to the respective caliber or gauge of a firearm)
- 2-9 Loading and unloading firearms** (show how to load and unload common modern firearm actions)
- 2-10 Passing firearms safely** (show how to transfer a firearm from one hunter to another)

- 2-11 Shooting skill** (explain the fundamentals of rifle marksmanship or shotgun shooting)
- 2-12 Eye and ear protection** (explain why it is important to wear eye and ear protection while shooting)
- 2-13 Performance characteristics of ammunition** (describe the differences among rifle, shotgun and handgun ammunition)
- 2-14 Performance characteristics of ammunition** (explain the importance of a safe backstop when taking a shot)
- 2-15 Transporting firearms** (describe how to make a firearm safe for transport in a vehicle, watercraft, or ATV/UTV)
- 2-16 Cleaning firearms** (list the steps to safely clean a firearm)
- 2-17 Storing firearms** (describe how to safely store firearms and ammunition)

3 Safe Firearm Field Practices

- 3-1 Handling firearms in hunting situations** (describe how to make a firearm safe when entering or exiting a ground blind.)
- 3-2 Proper field carries** (choose safe firearm carry methods while hunting alone and with others)
- 3-3 Safe zones of fire** (apply the concept of safe zone of fire while hunting in groups)
- 3-4 Handling firearms in hunting situations** (choose the proper response when presented with safe/unsafe shot opportunities)
- 3-5 Barrel obstructions** (determine how to clear an obstruction from the barrel of a firearm)
- 3-6 Elevated stands** (identify the causes of falls from an elevated stand)
- 3-7 Elevated stands** (identify safe practices for hunting from an elevated stand)
- 3-8 Full Body Harness/Fall Arrest Systems** (explain how the fall arrest system/full body harness is essential for reducing the risk of serious injury)
- 3-9 Full Body Harness/Fall Arrest Systems** (describe how to recover from a tree-stand fall)
- 3-10 Crossing obstacles** (show how to cross an obstacle or hazardous terrain when hunting alone and with others)
- 3-11 Hunter orange** (explain the importance of wearing hunter orange to prevent hunting-related shooting incidents)
- 3-12 Avoid alcohol and drug consumption** (identify reasons for avoiding alcohol and drug consumption prior to and during the hunt)
- 3-13 Outdoor preparedness** (identify items that should be included in every survival kit)
- 3-14 Outdoor preparedness** (describe the essential steps necessary to survive an emergency situation in the outdoors)
- 3-15 Outdoor Preparedness- Prepare a hunt plan** (identify reasons for preparing and following a hunt plan)
- 3-16 Outdoor Preparedness- Physical conditioning** (explain the importance of personal preparedness when outdoors)
- 3-17 Outdoor preparedness** (identify causes, symptoms and treatments of hypothermia and heat exhaustion)
- 3-18 Outdoor preparedness** (state the importance of wearing a personal flotation device (PFD) when hunting on the water)

4 Hunting Laws, Regulations and Wildlife Identification

- 4-1 The reasons for hunting laws and regulations** (explain why hunting laws and regulations are important)
- 4-2 Wildlife identification skills for hunters** (explain the importance of wildlife identification skills for hunting)
- 4-3 Use resources for find current hunting regulations** (locate information regarding hunting regulations by using an official resource)
- 4-4 Wildlife identification skills for hunters** (identify game species and their distinguishing features)

5 Personal Responsibility and Next Steps

- 5-1 Responsible and respectful hunters behaviors** (describe how responsible hunters show respect for natural resources, other hunters, landowners, non-hunters and themselves)
- 5-2 Responsible and respectful hunters promote positive image of hunters and hunting** (explain why developing responsible hunting behavior is important for every hunter and the future of hunting)
- 5-3 Hunters who follow fair chase principles show respect for game** (describe the concept of “fair chase”)
- 5-4 Effective shot placement ensures a quick kill** (describe effective shot placement for a quick kill.)
- 5-5 Game Recovery – Tracking techniques and reading sign** (describe the basic steps of big game recovery)
- 5-6 Proper and legal care of game helps prevent meat spoilage** (describe how to properly and legally care for harvested game)
- 5-7 Proper selection of a firearm for hunting satisfies legal requirements and supports accuracy** (select a proper firearm and ammunition for the game to be hunted)

COURSE INFORMATION

COURSE OPTIONS

There are three course types available in Utah. 1) A basic instructor-led course which consists of several classroom sessions and a live fire range day. 2) An extended hunter education course, which includes the information from the basic course plus additional material on various topics. 3) The distance learning online course consists of an online course and hands on field day. All course types provide basic information about hunting and meet or exceed all standards as set forth by the International Hunter Education Association-USA for hunter education. The three course types are stand alone programs therefore they are not to be mixed.

COURSE LENGTH

The hunter education basic instructor-led program is a maximum of 8 hours of classroom instruction which includes administering the written exam. The time required for the live fire exercise is in addition to the classroom instruction. If instructors, however, feel the need to increase the course content to fit their needs they may offer extended courses. These extended courses should have the additional topics to be covered and advertised in advance along with course length. Instructors may not eliminate any of the required material from their training classes. The hunter education online program field day is a hands on evaluation which includes the live fire exercise.

The required subjects for hunter education include: firearm safety, hunter ethics, conservation and outdoor survival.

TESTING

Failure to pass any of the following tests constitutes failure of the course. Instructors may work with individual students where extenuating circumstances may exist. Reading problems can be considered on a case-by-case basis. Keep in mind; we are helping the students, not trying to hinder them.

- **Written Exam:** each student must take the Hunter Education Written Test. This test consists of 50 questions. A score of 38/50 (75 percent) or higher must be achieved to pass the written test.
- **Attitude Test:** the students' attitude is determined each class period. A student may fail this test at any time. Poor attitude should not be tolerated. A poor attitude in the classroom is indicative of a poor attitude in the field. Try to handle the problem in less extreme ways, but keep in mind, that students with severe attitude problems may be expelled and instructed to register again when they are capable of handling themselves in an adult manner.

- **Live Fire Exercise:**

The purpose of this exercise is to evaluate a student's ability to safely load, handle and shoot using the appropriate equipment.

Students failing to perform safely during live fire range activities shall be deemed to have failed the live fire portion of the course.

Rifle Option:

Student may use any .17 cal rimfire, .22 cal rimfire, BB or pellet rifle, with open sights, peep sights or a scope. Animal target is placed 50 feet from the shooter. Students should fire 10 shots in the prone position, 10 shots in the sitting or kneeling position, and 10 shots from the standing position. Handguns are **NOT** permitted.

Archery Option:

A student may use any legal hunting archery equipment including crossbows as set forth in rule 657-5-11. The minimum draw and arrow weight are waived for this range qualification option. Field points, target points or broad heads may be used. An animal target is placed on a safe back stop with a kill zone of approximately 8" x 11". All shots will be from the standing position on level ground. Students will shoot 5 arrows from each of the following four distances of 15, 20, 25 and 30 yards.

Shotgun Option:

This option should be made available at the Instructors discretion, based on available facilities and course emphasis. Student may use any shotgun 12ga. or smaller. Students should fire 10-15 shots at clay targets flying out and away from the shooter.

***Military Exemption:** In accordance with Utah Administrative Code R657-23, A member of the United States Armed Forces on active duty, reserve duty, or having veteran status, or a member of the Utah National Guard is exempt from the live fire exercise required in Subsections 2 and 3 above if they can provide their active or reserve status Military identification card or valid documentation of veteran status to the hunter education instructor prior to the live fire exercise. This exemption applies only to the live fire exercise portion of the class. They are still required to successfully complete all other portions of the class.

RANGE FAMILIARIZATION PRACTICES

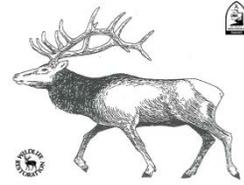
Range activities involving live-fire are **mandatory** in all Utah Hunter Education courses.

During range live fire exercises, instructors are required to maintain direct supervision of students while live ammunition is in use. At no time should students be allowed to possess live ammunition and firearms except under direct supervision of an instructor.

In any range activity, one instructor shall be designated as range safety officer and will be responsible for supervision of all training activities.

In addition to the required live fire exercise, an instructor may offer an additional range familiarization to students in shotgun, muzzleloader, and centerfire. The actual cost of the ammunition and clay targets can be passed on to the students at cost for this type of training. This additional training is a voluntary activity. Students may not be failed for not participating.

LIVE FIRE EXERCISE GUIDELINES



INTRODUCTION

The question is often asked, “*Should instructors shoot on the range with their students*”? Hunter Education instructors are considered experts about conservation, wildlife law, survival, and most of all, firearms. Many instructors are expert shots. It can be demoralizing to a student that is having trouble shooting to watch someone hit the bulls-eye every time.

Perhaps it’s better to help students and let them *wonder* just how good their instructor is.

Live Fire Exercise: The purpose of this exercise is to evaluate a student’s ability to safely load, handle and shoot using the appropriate equipment.

Students failing to perform safely during live fire range activities shall be deemed to have failed the live fire portion of the course.

Rifle Option:

Student may use any .17 cal rimfire, .22 cal rimfire, BB or pellet rifle, with open sights, peep sights or a scope. Animal target is placed 50 feet from the shooter. Students should fire 10 shots in the prone position, 10 shots in the sitting or kneeling position, and 10 shots from the standing position. Handguns are **NOT** permitted.

Archery Option:

A student may use any legal hunting archery equipment including crossbows as set forth in rule 657-5-11. The minimum draw and arrow weight are waived for this range option. Field points, target points or broad heads may be used.

An animal target is placed on a safe back stop with a kill zone of approximately 8” x 11”. All shots will be from the standing position on level ground. They will shoot 5 arrows from each of the following four distances of 15, 20, 25 and 30 yards.

Shotgun Option:

This option should be made available at the Instructors discretion, based on available facilities and course emphasis. Student may use any shotgun 12ga. or smaller. Students should fire 10-15 shots at clay targets flying out and away from the shooter.

EQUIPMENT

Student will use the appropriate equipment as described in the options listed above.

SAFE FIREARM HANDLING

The rules of safe firearm handling are simple and must be followed at all times.

The following material is a composite from the National Rifle Association, the National Shooting Sports Development Committee and the Utah Hunter Education staff. 4-H

1. Treat each firearm like a loaded firearm.

Consider each firearm to be loaded and treat it accordingly, even if you just unloaded it.

2. Always control the muzzle of your firearm.

You must decide what the safest available muzzle direction is and keep your firearm pointed in that direction. Never point your firearm at yourself or others.

3. Keep your finger off the trigger until your sights are on the target.

The natural instinct when picking up a firearm is to put your finger in the trigger guard. DON'T! This could cause a negligent discharge if the gun is loaded.

4. Be sure of your target and what is beyond.

Never point your firearm at something you do not intend to shoot. Make sure you positively identify what you are shooting at and know what lies in front of and beyond it.

RANGE RULES

Range rules are used for everyone's safety. When on the range, the instructor is in charge. Here are a few rules that should be followed:

Follow all commands given by the instructor.

When the command "cease fire" is given, all actions should be opened, chambers emptied immediately, and firearms placed on the ground. Anyone can call a

“cease fire”.
No “horse play” is allowed on or near the range at any time.
Eye and hearing protection is required within 20 feet of the firing line.
Never go forward of the firing line unless given permission by the instructor.
Never handle any firearm while anyone is down range.

RECOMMENDED RANGE COMMANDS

To standardize the range commands, the following commands are suggested:

“Cease Fire”

Stop shooting immediately!! The range safety officer will give a strong verbal command.

“Ground Firearms”

All actions must be open and the chambers empty. The instructor will visually check each firearm on the firing line.

“Range is Closed”

No one is to handle any firearm, for any reason, while the range is closed. All actions must be open, chambers empty and firearms on the bench, or ground, or in the gun rack.

“Range is Open”

All shooters may pick up their firearms and begin shooting.

RANGE SET UP

Inform students in the classroom before they arrive at the range that their firearms must be unloaded and they must follow the four firearms safety rules at all times.

Arrive early and have the range set up before any students arrive. It is the instructor’s responsibility to ensure all students and spectators comply with all safety rules at all times.

Students are to leave their firearms in their vehicle until instructed by the instructor to bring them to the firing line.

If the students arrive with their firearm in a case have them leave them in the case until they are on the firing line at which time they will remove their firearms from the case and leave the firearm laying on the case with the action open and return behind the waiting line.

The only time students are to be in front of the waiting line is when they are actively shooting or instructed by the instructor.

COURSE OF FIRE

Elk Target

Retrieve firearms from vehicle
Action open
Muzzle control
Bring firearm to firing line
Return behind waiting line
Instructor gives final instructions
Eye and hearing protection required
“Sight Picture – Breathing – Trigger Squeeze – Follow Through”
Aim small miss small
Eye and hearing protection required

“RANGE IS OPEN”

Prone position
Students shoot 10 rounds
Open action
Ground firearm
Wait behind waiting line
“CEASE FIRE”
“GROUND FIREARMS”
Instructor visually checks each firearm
Instructor gives instructions for next relay
Sitting or kneeling
“Sight Picture – Breathing – Trigger Squeeze – Follow Through”
“RANGE IS OPEN”
Students shoot 10 rounds
Open action
Ground firearm
Wait behind waiting line
“CEASE FIRE”
“GROUND FIREARMS”
Instructor visually checks each firearm
Instructor gives instructions for final relay
Standing
“Sight Picture – Breathing – Trigger Squeeze – Follow Through”
“RANGE IS OPEN”
Students shoot 10 rounds
Open action
Ground firearm
Wait behind waiting line

“CEASE FIRE”

“GROUND FIREARMS”

Instructor visually checks each firearm

“RANGE IS CLOSED”

Students return firearms to vehicle

Students clean up brass

Retrieve targets

Return behind waiting line

Score targets

SHOOTING RANGE LAYOUT

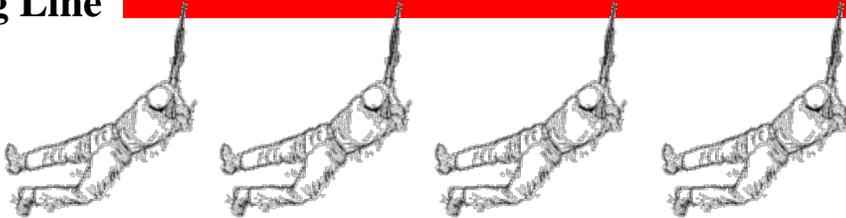


Target line 

No handling of firearms by anyone while anyone is in this area.

50 Feet

Firing Line 



Instructor is to remain in this area during live fire.

10 Feet

Waiting Line 

Students are to remain behind waiting line until instructed to move forward.

Eye and hearing protection required in this area and forward.

10 Feet

Spectator Line 

Parents and spectators are to remain behind the spectator line at all times.

LIVE FIRE EXERCISE

R657-23-3. Hunter Education Required

- (2) Completion of an instructor-led hunter education course requires students to:
 - (e) participate in a live fire exercise demonstrating safe firearms handling.

- (3) Completion of the online hunter education course requires students to:
 - (f) participate in a live fire exercise demonstrating safe firearms handling.

Live Fire Exercise: The purpose of this exercise is to evaluate a student's ability to safely load, handle and shoot using the appropriate equipment.

Students failing to perform safely during live fire range activities shall be deemed to have failed the live fire portion of the course.

Rifle Option:

Student may use any .17 cal rimfire, .22 cal rimfire, BB or pellet rifle, with open sights, peep sights or a scope. Animal target is placed 50 feet from the shooter. Students should fire 10 shots in the prone position, 10 shots in the sitting or kneeling position, and 10 shots from the standing position. Handguns are **NOT** permitted.

Archery Option:

A student may use any legal hunting archery equipment including crossbows as set forth in rule 657-5-11. The minimum draw and arrow weight are waived for this range qualification option. Field points, target points or broad heads may be used. An animal target is placed on a safe back stop with a kill zone of approximately 8" x 11". All shots will be from the standing position on level ground. They will shoot 5 arrows from each of the following four distances of 15, 20, 25 and 30 yards.

Shotgun Option:

This option should be made available at the Instructors discretion, based on available facilities and course emphasis. Student may use any shotgun 12ga. or smaller. Students should fire 10-15 shots at clay targets flying out and away from the shooter.

SHOOTING POSITIONS



Unsupported Standing Position

Kneeling Position



Sitting Position



Prone Position



INSTRUCTOR-LED/CLASSROOM COURSE OVERVIEW

The Hunter Education Instructor-led course outlined herein is the minimum course that is acceptable for students to obtain the Utah Hunter Education certificate of completion. It includes the recommendation of the International Association of Fish and Wildlife Agencies Hunter Education Study Team, International Hunter Education Association-USA and the Utah Hunter Education Task Force. It covers the 4 basic areas as follows:

- **General** - Course overview is to include our hunting heritage, the importance of hunter attitude, anti-hunting trends, the importance of hunter education, accident trends and the role of the division in hunter education.
- **Safety** - Safety should include the safe handling of firearms, ammunition and basic ballistics. The instructor should also stress the value of marksmanship, target identification, black powder safety, bowhunting safety, and target range procedures.
- **Hunter Responsibilities** - This area includes the responsibilities each hunter has to himself/herself, survival and the importance of being prepared. Also included are philosophies on hunter ethics, personal satisfaction, fair chase and respect for all segments of the human population; the wildlife resource and its environment; wildlife laws; and basic principles of wildlife conservation.
- **Live Fire Exercise** - The live fire exercise includes mandatory participation in a live fire activity.
Although not mandatory, where possible, range familiarization with shotgun, muzzleloading rifles, handguns, archery equipment and centerfire rifles should also be included.

The following course outline gives instructors the topics that must be covered along with a list of support material to cover the topic. References are cited from the **Today's Hunter in Utah** from Kalkomey Enterprises, Inc. This reference will supply the instructor with the information needed to effectively present the subjects as listed herein.

Keep in mind that this is a guideline. The order and method of presentation may be modified to suit the needs of the student and instructor. Instructors are encouraged to involve students as much as possible in the learning process with group discussion and question and answer sessions. Hands on exercises are part of the training process. Instructors should involve as many students in each exercise as possible. Instructors are encouraged to develop individual lesson plans and training aids to best cover all the subjects. Subjects listed here must be covered. Delivery should reflect the instructor's own personality and imagination to better get points across to students so they will be safe, legal, responsible, knowledgeable and involved sportsmen.

The instructor training course with the Today's Hunter Teaching Guide and the educational concepts section of this manual will give instructors ideas on how to present the subjects and ideas included in the required course outline.

**UTAH DIVISION OF WILDLIFE RESOURCES
BASIC INSTRUCTOR-LED HUNTER EDUCATION COURSE OUTLINE**

SUBJECT

Optional Support media

Chapter 1 – Introduction to Hunter Education

- Why is it important to take Hunter Education

Chapter 2 – Know Your Firearm Equipment

- Basic parts
- Actions
- Safeties
- Ammunition
- Cleaning and Storage

Chapter 3 – Basic Shooting Skills

- Marksmanship

Chapter 4 – Basic Hunting Skills

- Vital areas
- Shot angles

Chapter 6 – Be a Safe Hunter

HANDS ON EXERCISE #1

- Safety rules
- Hunting Incidents
- Handling and transporting firearms

Effectiveness of Blaze Orange
Transporting Firearms Safely

HANDS ON EXERCISE #2

- Carries

Safe Firearm Carries

HANDS ON EXERCISE #3

- Crossing obstacles

Safe Fence Crossing

HANDS ON EXERCISE #4

- Zones of fire

Safe Zones of Fire

HANDS ON EXERCISE #5

- Tree stand safety

Preparing to Hunt from a Tree Stand

HANDS ON EXERCISE #6

Chapter 7 – Be a Responsible and Ethical Hunter

Conservation Officer Visit

- Attitude
- Laws
- Ethics
- Wildlife ID

The Hunter's Path

Chapter 8 – Preparation and Survival Skills

- Plan
- Proper gear
- First Aid

The Skill of Survival

Chapter 9 – Wildlife Conservation

- Hunter's role
- Habitat
- Carrying Capacity

Course Review and Written Exam

Live Fire Exercise

CONSERVATION OFFICER VISIT (30 minutes to be worked into a class sessions as available)

Basic Instructor Lead Course Outline for use with Today's Hunter in Utah

1. Why is it important to take Hunter Education? (IHEA 1-1, Textbook page 4, Exam #17)
 - To reduce hunting and shooting related injuries and fatalities.
 - To develop safe and ethical behavior.
 - To learn and follow Utah law.
 - To continue the heritage of hunting.
2. The 4 Primary Rules of Firearm Safety (IHEA 2-4, Textbook- pg.50, Exam #50)
 - Treat every firearm with the respect due a loaded firearm.
 - Always point the muzzle in a safe direction.
 - Be sure of your target, and what is in front of and beyond it.
 - Keep your finger off the trigger until you are ready to shoot.
3. Basic parts of a Firearm the first step to becoming a responsible hunter is to know your firearm and how to use it safely. (IHEA 2-2, 2-3, Textbook- pg 6 Exam #7)
 - Stock—serves as platform for supporting action and barrel and is held by shooter
 - Action—loads and fires ammunition and ejects spent case.
 - Barrel—that part of the firearm through which a projectile travels
 - Differences between rifles and shotguns
4. Actions (IHEA 2-5, Textbook- pgs 12-13, Exam #4)
 - The action of a firearm is made of parts that load, fire, eject and/or unload the cartridge or shotshell.
 - Bolt, lever, semi-auto, pump, break action
5. Safeties (IHEA 2-2, Textbook-pg 14, Exam #22)
 - A safety is located around the receiver of the firearm and is a device that blocks the action to prevent the firearm from shooting.
 - Safeties are mechanical devices that can fail. Never rely on a safety as an alternative to safe firearm handling.
6. Ammunition (IHEA 2-2,2-6, 2-7, 2-13, Textbook-pgs 9-10,16, 19, Exam #46, #47)
 - Parts of Rifle and Pistol Ammunition-Case, primer, powder, projectile
 - Parts of Shotgun Ammunition-Hull, primer, powder, wad, shot(projectile)
 - Differences between rifle and shotgun ammo
 - Failure to fire, what to do when a misfire or hang fire occurs
 - What does rifling do?
7. Correctly match Firearms with proper Ammunition (IHEA 2-8, Textbook- pg. 19, Exam #35)
 - Caliber (or gauge) and chambering stamped on barrel, end of cartridge or shot shell, also marked on ammo box.
 - No rimfire ammo of any caliber is legal for hunting white-tailed deer, mule deer, desert bighorn sheep and pronghorn antelope.

- Keep track of ammo and do not mix gauges or calibers. Be certain no 20 gauge ammo mixes in with 12 gauge ammo. A 20 gauge shell can inadvertently fit into 12 gauge chamber along with a 12 gauge shell behind it.
8. Know you firearm's effective range! (IHEA 5-7, Textbook- pg. 20, Exam #13)
- A firearm's range varies caliber to caliber, gauge to gauge. It is critical to understand at what distances your firearm could cause injury and also at what range you are able to make a clean, ethical kill.
 - Select a proper firearm and ammunition for the game to be hunted
9. How far can a bullet travel? (IHEA 2-14, Textbook pg.20)
- Remember that a bullet travels a lot farther than you think.
10. Safely Cleaning and Storing Firearms (IHEA 2-16, 2-17, Textbook- pg.22, Exam #2, #11)
- Clean Firearms have fewer malfunctions and are safer.
 - Steps to cleaning. Unload, keep muzzle pointed in safe direction, clean inside and out, wipe down with oil.
 - Firearms should be stored unloaded, lightly oiled, in a locked location and separate from ammunition.
 - Storage location should be cool and dry
11. Be an accurate shooter (IHEA 2-11, Text book- pg.23-26, Exam #23)
- Good marksmanship is hitting your target accurately and consistently.
 - Dominate eye
 - Practice often at a shooting range.
 - When hunting, being accurate with your firearm is critical for a clean, ethical kill.
 - Proper fundamentals (position, sight alignment, sight picture, breath control, trigger squeeze follow through)
12. Shots to the Vital Areas (IHEA 5-4, Textbook- pg.36)
- Heart and lungs are vital organs.
 - Learn where the vital organs are located inside the animal you are hunting.
 - Aim for the vital organs for a clean, ethical kill.
13. Wait for the best Shot Angle! (IHEA 5-4, Textbook- pg.36-37, Exam #16)
- A broadside shot is the most effective shot on deer, antelope and other large game animals.
14. Other Shot Angles (IHEA 5-4, Textbook- pg.37, Exam #16)
- Quartering towards and quartering away still give an opportunity to hit the vital organs.
 - Head-on is not recommended- high potential for crippling, waste of meat.
 - Never take rear end shot.
15. After the Shot (IHEA 5-5, Textbook- pg. 37-38, Exam #9)
- When approaching a downed deer or other large animal, you should pause above and behind the animal's head and watch the chest cavity for any movement.

16. Field Care of Game (IHEA 5-6, Textbook- pg.38-39, Exam #10)
- Proper cleaning and processing harvested game will insure high quality meat for the table.
 - Bacteria spoils meat. Three factors increase the growth of bacteria: heat moisture & dirt.
 - Cool down meat ASAP.
17. Correctly Tagging
- If a game animal requires it, a tag should be completed and secured to the animal immediately after the kill.
18. Legal Transportation of Game (IHEA 5-6, Textbook- pg.39, Exam # 27)
- Tagged to final destination
 - Proof of sex
 - Legal Quartering
 - Proof of Species- (waterfowl)
 - Wildlife Resource Document- transfer of game
19. Safely Loading & Unloading (IHEA 2-9, Textbook- pg.56, Exam #18)
- Many accidents occur when loading and unloading a firearm.
 - Always treat every firearm as if it were loaded.
 - To safely load or unload a firearm you should always point the muzzle in a safe direction and make sure the safety is on.
 - NOTE: Some models of rifles will not allow you open the bolt if the safety is on.

(Hands-on Exercise- see: Lesson Plan 1- Firearm Status Check) (IHEA 2-9)

20. Hunting Safety (IHEA 3-5, 3-12, 3-18, Textbook- pgs 57, 59, 62, Exam #31, #44)
- Good judgment before and during hunting is critical to being a safe hunter.
 - You are responsible for your behavior and its consequences to yourself, to others, to wildlife and to property.
 - Clearing an obstruction from the barrel
 - Avoid Alcohol and drug consumption before and during the hunt.
 - Importance of wearing a Personal Flootation Device(PFD)

(Hands-on Exercise- see: Lesson Plan 2- Safe Firearm Handling) (IHEA 2-10)

21. Common Causes of Hunting Incidents (IHEA 2-1, Textbook- pg.51, Exam #15)

HUNTER JUDGMENT

- Victim out of sight /moved into shooter's line of fire
- Victim covered by shooter swinging on game
- Victim mistaken for game
- Horseplay with loaded firearm
- Use of alcohol or drugs

CARELESS HANDLING

- Improper Loading/Unloading gun
- Dropped firearm
- Discharge of firearm in or around vehicle
- Improper crossing of an obstacle
- Walking with loaded firearm

22. Safely Transporting Firearms (IHEA 2-15, Textbook- pg.57, Exam #21, #30)

- Never transport a loaded firearm in a gun rack, visible through the windows.
- It should be unloaded, cased, and not in view.
- Be sure to unload magazines, remove bolt if possible.
- Ammunition should be stored separately from firearms.
- No loaded Firearms on an ATV

23. Safe Firearm Carries (IHEA 3-2, Textbook- pg. 53, Exam #24)

(Hands-on Exercise- see Lesson Plan 3- Safe Firearm Carries) (IHEA 3-2)

Muzzle control, safety on, finger off trigger.

- Two- Handed Carry-The two-handed carry provides the most control of your firearm.
- Trail Carry-The trail carry uses one arm to carry the firearm, leaving the other free for balance.
- Shoulder Carry- The shoulder carry balances the rifle or shotgun on your shoulder, controlling the firearm by a hand on the grip. This is a good carry when walking beside someone or behind others. It is not a good carry if others are behind you. When at a shooting range the correct shoulder carry for a break action shotgun would be with the action open, unloaded, barrel pointing down and forward, controlled by both hands.
- Cradle Carry- The cradle carry rests the gun across your forearm and elbow. The hand easily secures the firearm by grasping the stock. It is a comfortable carry that reduces arm fatigue.
- Elbow or “Side” Carry- The elbow or “side” carry is a very comfortable carry for break-action firearms. The pivot of the open action rests easily in the crook of your elbow and down over your forearm. Others can easily see that your action is safe and open.
- Sling Carry- A sling carry uses a sling placed over your shoulder to support the firearm. Keep your hand on the sling while walking to keep the firearm from slipping. It is a good carry when walking with others.

24. Safe Carries in a Group (IHEA 3-2, Textbook-pg.54, Exam #38)

- When hunters are walking in a group, each hunter must choose a carry that keeps their muzzle in a safe direction and away from each other.
- As the terrain changes, the choice of carry may change.

25. Safely Crossing Obstacles (IHEA 3-1, 3-10, Textbook- pg.55, Exam #49)

- Obstacles are more than just fences (brush and logs, rocky steep terrain).
- When hunting alone and crossing a fence with a firearm, unload, place the gun on the ground, muzzle covered, pointed away from you on the other side of the fence, then cross.
- How to safely enter and exit a ground blind

(Hands-on Exercise- see Lesson Plan 4- Fence Crossing) (IHEA 3-10)

26. Steps for Crossing Obstacles with a Partner (IHEA 3-10, Textbook- pg.55, Exam #43)

- Muzzle in a safe direction
- Unload both firearms
- One hunter crosses fence
- Unloaded firearms passed over fence
- Other hunter crosses

27. Safe Zone of Fire

(IHEA 3-3, Textbook- pg.58, Exam #12, #33)

(Hands-on Exercise- see Lesson Plan 5- Safe Zone of Fire) (IHEA 3-3)

A hunter's "zone-of-fire" is the area in which a hunter can safely shoot. Many accidents occur because someone shoots outside of their safe zone of fire.

- Generally it is between 10 and 2 o'clock.
- Be ready to adjust as conditions dictate.
- When in doubt, pass on taking a shot.
- Hunter orange is essential, especially when hunting quail or pheasant.
- Maintain constant awareness of your companion's positions and communicate frequently.
- Anticipate hazards and when you may lose sight of each other.

28. Use Eye and Ear Protection

(IHEA 2-12, Textbook pg.27, Exam #28)

- Wearing eye and ear protection is mandatory at the shooting range.
- Wearing eye and ear protection is a wise choice when hunting, especially when bird hunting.

29. Tree Stand Safety

(IHEA 3-6, 3-8, 3-9 Textbook- pg. 59-61, Exam #19, #25)

- When hunting in a tree stand you should always use an approved fall arrest system.
- When climbing up or down always maintain 3 points of contact with the ladder and if possible use a lineman's climbing belt.
- When moving a firearm or bow into an elevated stand always use a haul line to bring it up or down.

Safely Enter or Exit Elevated Blinds

(IHEA 3-7, 3-9, Textbook- pg.61, Exam #29)

- Muzzle always in safe direction.
- Always unload your firearm.
- Use a haul line.
- Recovering from a tree stand fall

30. Attitude

(Exam # 1)

- Is most important to be able to learn about hunting and to become an ethical hunter.
- Hunting is a privilege.

31. Reasons for Hunting Laws

(IHEA 4-1, Textbook pg. 65, Exam #48)

- Public Safety
- Conservation of Natural Resources
- Fair Share
- Equal Opportunity
- Fair Chase

32. Ethical Hunting

(IHEA 5-2, Textbook- pg.65)

- Good hunting ethics are NOT usually covered by written laws.
- "Ethical behavior is doing the right thing when no one else is watching, even when doing the wrong thing is legal. "Aldo Leopold

33. Ethical Hunters (IHEA 5-1, 5-2, 5-3, Textbook- pg.66-67, Exam #37)
- Make every effort for quick, clean kills.
 - Tries to minimize pain and suffering of animals.
 - Do not waste meat and usable parts.
 - Follow game laws and regulations.
 - Handle firearms safely and insist others do, too.
 - Leave the land better than they find it.
 - Fair chase
34. Respect for Natural Resources (IHEA 5-1, Textbook- pg.66, Exam #37)
- Responsible hunters treat both game and non-game animals with respect.
35. Image Matters (IHEA 5-2, Textbook- pg. 66, Exam #3)
- Don't offend non-hunters by careless display of game.
 - Don't give anti-hunters an opportunity to exploit your behavior.
 - Don't transport an exposed carcass. Meat will taste better if you quarter it and transport iced in a cooler.
 - When taking pictures: clean up blood, tuck in tongue, fold legs in natural positions. Don't straddle. Display tag. If firearms are visible: muzzle in safe direction, actions open.
36. Utah Laws and Regulations (IHEA 4-3, Textbook pg.64, Exam # 36)
- Most of the hunting regulations are published each year in the Guidebooks. Rules and regulations change, and you must be up-to-date on those changes. Always read the current issue to know these changes and be sure to check the specific area listing where you hunt.
 - Electronic versions are usually the most accurate.
37. Valid Utah Hunting License
- You must have a current and valid Utah hunting license to hunt in Utah. Hunting some animals also requires specific "tags".
38. The Three Questions (Hands on Exercise #6, Exam # 45)
- Before taking any shot always ask yourself:
 - Is it safe?
 - Is it legal?
 - Is it ethical/responsible?
 - Example- if animals are close together or one behind the other, wait for a clear shot on the one you want when it gives you a good shot angle. If you don't get a clear shot, pass on the shot.
39. Wildlife Identification (IHEA 4-2, 4-4, Textbook pg. 86, Exam #6)
- It's important for hunters to correctly identify the animals they will harvest.
 - Prevent unintentional killing of non target animals
 - Prevent "mistaken for game" incidents
 - Characteristics to consider when identifying wild life
40. Hunter Orange (IHEA 3-11, Textbook- pg. 71, Exam #14)
- The safest and most important clothing choice for hunting is fluorescent orange clothing.
 - Not a color found in nature, visible at long distance and through some types of cover.

41. Plan your hunt - hunt your plan (IHEA 3-15, Textbook- pg.70, Exam #20)

Essential information:

- Where you are hunting
- Who you are hunting with
- Specific directions of the route to your hunting area, when you expect to return home. Leave a copy with a family member or friend.

42. Preparation for Hunting (IHEA 3-13, 3-16, 3-19, Textbook- pg.71 Exam #26, #42)

- Be in good physical condition.
- Be in good health- take along needed medications.
- Be in good mental health- proper judgement and attitude.
- Wear proper clothing- layer, anticipate weather.
- Carry a survival kit- signal devices, cell phone, shelter construction, fire building, first aid, water, food.
- Become certified First Aid and CPR.

43. Priorities for Survival (IHEA 3-13, 3-14, Textbook- pg. 74-75, Exam #39)

- S.T.O.P. Mental Awareness- if lost, admit it. Make a plan.
- First Aid
- Shelter
- Fuel-fire
- Signaling
- Water
- Food

44. International Emergency Signal for Distress (Textbook- pg.75)

- Three shots evenly spaced, three blasts from a whistle evenly spaced, or three fires evenly spaced.

45. Hypothermia (IHEA 3-17, Textbook- pg. 76-77, Exam #32)

SYMPTOMS

- Uncontrolled shivering
- Slow, slurred speech
- Memory loss
- Irrational behavior

TREATMENT

- Remove wet clothing
- Get out of wind
- Warm victim with blanket or dry clothing
- Body-to-body Contact
- Move to warm shelter

46. Heat Exhaustion (IHEA 3-17, Textbook- pg.78, Exam # 41)

SYMPTOMS

- Pale clammy skin
- Headache
- Nausea
- Muscle cramps

TREATMENT

- Drink water
- Move to shade or cooler place

47. Necessities to sustain wildlife (IHEA 1-5, 1-6, Textbook- pg. 83, Exam #5)

- Food
- Water
- Cover
- Space
- All these in a suitable Arrangement

48. Carrying Capacity (IHEA 1-7, Textbook- pg. 84, Exam #34)

- The maximum number of animals that the environment can support, given the amount of food, water, cover, and other necessities available in the environment.
- Carrying capacity is dynamic and can change from season to season and from year to year.
- Regulated hunting, fishing, and trapping are important tools for preventing populations of certain species from exceeding the carrying capacity of their habitat.

49. The Hunter's Role in Wildlife Conservation (IHEA 1-2, 1-3, Textbook- pg.84, Exam #40)

- We no longer have a large number of free-ranging, large predators. Hunting helps populations of animals stay in balance with available food, water and cover.
- "The central thesis of game management is this: game can be restored by the creative use of the same tools which have heretofore destroyed it – ax, plow, cow, fire, and gun." Aldo Leopold

50. Who pays for Wildlife Conservation in America? Hunters! (IHEA 1-4, Textbook- pg. 5, Exam #8)

- 1937- Congress approves the Federal Aid in Wildlife Restoration Act, also known as the Pittman-Robertson Act.
- Other similar laws passed, now known collectively as Wildlife and Sport Fish Restoration (WSFR) programs.
- Money collected by federal government through excise taxes on sporting arms, ammunition, archery and fishing equipment is distributed back to states by the U.S. Fish & Wildlife Service. WSFR has provided over \$12 billion nationwide to:
 - Restore wildlife habitat
 - Fund wildlife management
 - Conduct research
 - Support Hunter Education

51. Will you be a Hunting Ambassador?

- As a safe and ethical hunter, your behavior and judgment can inspire many to be like you.
- Reach out to others and help the tradition of hunting endure and flourish.

(Hands-on Exercise- see Lesson Plan 6- Skills Trail) (IHEA 3-4)

Exercise 1- Firearm Status Check Treat Every Firearm as if It Is Loaded

Objective: Students will safely handle a firearm when checking it to assess whether it is loaded or unloaded. Students will know how to safely transport a firearm in a gun case.

Time Allotted: 10 minutes

Materials: Three - dummy firearms with different actions and matching dummy ammunition. Gun cases, at least one hard. Saf-T-Plugs for shotguns. Alternative mock firearms in case real firearms cannot be used.

Preparation: Firearms are loaded with dummy ammo, with safeties left off, and put in cases (bolt action in hard case) and place on top of table.

Introduction: Ask class, "Why is it wise to treat every firearm as if it is loaded?"

Presentation: This section may be easier to read if the statements were bulleted or numbered. Indicate cased firearms and ask class, "So how does that apply to this situation?" What should I do?" If answers are correct, follow their direction, if not interject.

Choose the case with a bolt action rifle. Tell students that first, before opening the case, it should be pointing in a safe direction.

First, open the case.

Second, visually inspect the action, "It's closed and could be loaded."

Third visually inspect the safety, "It's off, so I'll put it on."

Fourth, take firearm out of the case. "I'm going to take the firearm out of the case, keeping my fingers outside the trigger guard and muzzle pointed in a safe direction"

Fifth, open the action. (Note: Some firearms must have the safety off to open the action) Dummy round ejects. "It was loaded".

Dummy round ejects. It was loaded.

"Now, I'm going to show you how to safely case and transport a firearm." Make sure the firearm is safe by checking to see if magazine is empty . (Open and close action 2 times) "I'm going to visually check the magazine and the chamber to make sure both are clear." Now I'm going to remove the bolt.(If demonstrating with a rifle.)" If the magazine is detachable, remove it, too. (If demonstrating with a rifle.) Put it back in the case with muzzle pointed in a safe direction. Place the bolt and magazine where they won't come in contact with each other or the firearm. "Now anyone opening this case can see immediately that this firearm is unloaded."

Activity: Call a student up to remove the next cased firearm. Call up another student to assist.

Instructor should make necessary corrections to both students. Have the students switch roles for last firearm inspection. For shotguns, give them a Saf-T-Plug to place in the firearm before putting it back in its case. .

Evaluation: Assess students actions while handling the firearms, i.e. Muzzle pointed in a safe direction and finger outside the trigger guard. Assess whether students can locate and operate safeties and actions. Check that they inspect chamber and magazines.

Summary: Ask class, "Why is it wise to treat every firearm as if it is loaded, even one in a case?"

Restate ways to safely case firearms and get them ready for transport. Additional information can be

added about what they would do if they encountered a firearm with which they were unfamiliar? Would it be safe to figure it out without help? If the firearm was unsecured what would they do? Find and report to responsible adult and/or owner.

Exercise 2- Safe Firearm Handling

Objective: Students will safely pass a firearm from themselves to another person.

Materials: Dummy firearms and dummy ammunition, unused mousetrap* and rat trap* for icebreaker.

Time: 15 minutes

Preparation: If you are concerned about the mousetrap accidentally ‘firing’ and hurting someone you can adjust the trip mechanism or catch. Bending the catch further over the catch lever will require that more force is needed before the hammer is released.

Introduction: Set the hammer on the mousetrap, tell students that they are going to be passing firearms to each other and they need to practice being careful by passing the mousetrap, i.e. firearm, around the room. If they don’t want to handle it, it’s okay to pass. After mousetrap has circulated the class, disarm the hammer. Take out rat trap and tell them you’re going to “Up the ante.” When setting the catch lever (CAREFULLY) let the hammer slip a couple of times so the rat trap goes “off.” Set the hammer and then ask “Who wants it?” If somebody wants to accept, on the way over to them drop the trap on the floor. Hopefully it will go “off.” Now ask the class, “What if that was a loaded gun?” Ask: “Was that safe to pass a loaded ‘firearm’? What could have been done differently?” If people passed congratulate them on a wise decision. Ask students, “If this is a loaded firearm that you are not familiar with, is it ok to accept it without knowing if it is loaded? What if the safety is on? Should you accept it then?” No, because a safety is a mechanical device that can fail.

Presentation: Ask for student to volunteer for a demonstration (different person from earlier exercises), take a dummy firearm and say to student, “Here, hold this.” If student tries to accept the firearm don’t give it to them and ask, “Was that safe?”

(Variation- have gun loaded with dummy ammo round, keep grasp of gun and don’t let volunteer have it. Take back and eject round) Say, “We will demonstrate the best way of passing a firearm from one person to another.”

1. Place the safety on and open the action of the firearm. Hold the firearms in a two handed carry with action open and one hand covering the trigger guard. Always point muzzle in a safe direction.
2. Ask the student, “What do you want to know about this firearm?” The answer is, “Is it loaded?” Instructor should say, “No”. You can also ask your students to say, “show me”. Show them or demonstrate that the firearm is unloaded.
3. Have the student accept the firearm with two hands, however do not let go yet, so both you and the student are holding onto the firearm. Ask the student, “When someone gives you something what is the polite thing to say?” The answer is “thank you”. Or they may say “got it” if you want to be less formal. Say, “Your welcome”, and let go of the firearm. Tell the class that when the person says, “Thank you”, that means they have control of the firearm. And when you say, “Your welcome,” you are releasing control of the firearm.
4. Throughout entire demonstration the muzzle should be pointed in a safe direction.
5. Remember to reverse the demonstration when you accept the firearm back from the student, this reinforces the demonstration. Additionally, use this method of passing firearms throughout the course.

Activity: Students can pass firearms to each other in small groups. Or students can pass one firearm down a line from student to student. Make sure each pass is monitored by an instructor that will help prompt the students to communicate and pass the firearm safely.

Evaluation: Assess students as they pass the firearms to each other. Watch for safe muzzle control, communication about status of the firearm (loaded/unloaded) and that the firearm is safely passed. Continue to assess students passing firearms for the duration of the course, pay special attention to how they pass firearms on the hunter skills trail if one is used.

Summary: Have the rat trap unsprung and hammer release. Dangle the rat trap showing the students it is 'unloaded'. Now hand it off to a student and say, "Don't you feel much better (less anxious) about passing this now?" Students should agree that rat trap does not seem dangerous now. Say to students, "You have seen the best way to pass a firearm. Take it upon yourself to only accept a firearm if you know it is unloaded. If you don't know say, 'show me'. Once you know a firearm is unloaded then you can safely begin to learn about and/or use that firearm."

Exercise 3- Safe Field Carries

Objective: Students will learn the six ways to safely carry a firearm while in the field and when they are most appropriate.

Time Allotted: 15 minutes

Materials: Dummy firearms (2 or more), one with a sling and one a break over.

Introduction: Have the students estimate the average weight of a firearm. Instruct them that to hold one in one specific carry for long periods of time would be tiresome. You can pick up the firearm with the sling, and with the muzzle in a safe direction you can hold the middle of the sling with gun hanging down to your side, like a suitcase. Ask class if this is safe way to carry a firearm? Why not? Instruct the class that they will learn six different carries and safety considerations of each.

Presentation: Instruct the students that carry selection is determined by safe muzzle direction and the terrain they are moving through. Show the students each type of carry, via power point and instruct them on which page in their manual they can find the different types. Demonstrate each carry with a firearm for the students.

Activity: Ask for a volunteer to come up to demonstrate of each carry. As the student demonstrates each carry instruct the class on when it is best use this carry, safety considerations of the carry and the type of terrain in which it is appropriate.

- 1) Two handed carry- The bottom hand holds grip, finger outside the trigger guard, top hand holds forearm of stock. Provides the best muzzle control. It can become tiresome when held for long periods of time. Also called the “ready carry,” why? Easy to shoulder firearm for a shot.
- 2) Shoulder Carry- The mid-point of firearm rest on shoulder, muzzle points back. Firearm is controlled by hand on butt or on grip, finger is off trigger. Good in waist high cover, don’t use if someone is behind you.
- 3) Trail carry- The firearm is carried in one hand at mid-point, usually just in front of action. It leaves a hand free for balance, but don’t use when debris can get in barrel. And don’t use when someone is in front of you.
- 4) Cradle carry - The firearm is held across belly, mid-point resting across forearm and crook of elbow, muzzle points to side. Comfortable, secure and reduces arm fatigue.
- 5) Elbow or side carry
 - a. The firearm is held to the side of body, under arm, the mid-point rests across the forearm at crook of elbow, muzzle points forward. Comfortable but gives the least amount of muzzle control
 - b. With a break action firearm, when the action is open it balances nicely on forearm, muzzle points even farther down. Another plus is that others can see at a glance that action is open and the firearm is safe.
- 6) Sling carry- The arm placed through sling, firearm carried on back shoulder blade. The shoulder will bear most of the weight of the firearm where the sling rests. The hand on the carry side reaches up to hold sling for snug fit. This is an easy carry for long walks through open country, however in heavy cover muzzle can snag on branches.

Evaluation: Ask for four new volunteers. Have each student carry a firearm. Arrange the students in a single file line where they can point muzzle in at least one safe direction. Have everyone start with a two handed carry. Then ask each student from front to back of the line which carries are safe for them to use. You can call up four more students and have them face the class in a line (as if they

were quail or pheasant hunting) and ask them which carries were safe for them to use. You could also arrange people in a small group to simulate a group of hunters standing around talking and ask them to demonstrate the safe carries. Observe how the students obey instruction, mind their muzzles (in relation to each other and class) and keep fingers off trigger. Give praise throughout and also at the conclusion to the entire group.

Summary: Because using the two-handed carry can make a hunter tired, it is good to know the different types of carry. A hunter must also know, for safety reasons which carry is safest for the situation in which they are hunting. Reinforce to the group that the two handed carry is by far the safest. Muzzle “awareness” is a must, no matter the carry type.

Exercise 4- Fence Crossing

Objective: Students will learn how to safely cross a fence when hunting alone or with other hunters.

Time Allotted: 20 minutes

Materials: Two or more firearms (dummy or operational), matching dummy ammunition, material to simulate wire on a fence (i.e. rope, string, surveyors tape, duct tape, broom stick), and a hunter orange hat. Optional: A 'no trespass sign' to talk about legality of crossing fence, i.e. need permission to cross onto property. Discuss fence post painted with stripe of purple paint.

Preparation: Place three chairs in a row, 8 to 10 feet apart. Connect them with rope or tape at the top of the chair backs and again near the seat, creating the facsimile of a "fence." You can do the preparation of setting up the fence while giving the introduction. (See attachment)

Introduction: Ask if anyone in the class has ever encountered a fence that they had to cross while hunting. If you get any affirmatives, ask them what they did, what safety issues are encountered. Praise correct comments. Note they may have omitted a step or two.

Presentation: Select a volunteer, have them choose a firearm and wear the hunter orange hat. Ask them to follow the directions you give on how to safely cross a fence by yourself.

- 1) Find the place where you are going to cross the fence, then go at least one post down from crossing spot.
- 2) Point muzzle in safe direction.
- 3) Make sure safety is on.
- 4) Unload firearm, put ammo in pocket.
- 5) Take off your hat and place it under the "fence" on other side.
- 6) Keeping the muzzle in a safe direction, place the firearm on the other side of the "fence" with the barrel pointing away from crossing spot. Barrel tip rests on hat.
- 7) Go back to crossing point and cross fence. Try to cross under fence. If you must climb over try not to damage or alter fence. Climb at a sturdy post and use post to carry most of your weight (gloves are good here). If a tree is growing near the post use it to help distribute weight if safe to do so.
- 8) Pick up firearm. Keep muzzle in safe direction, fingers outside of trigger guard.
- 9) Check barrel for obstructions.
- 10) Reload and put safety on.
- 11) Many people say that they would prop the firearm upright leaning on the fence and then cross. This is dangerous if the firearm is loaded. Also point out that even if it's not loaded and it falls it may get broken, scratched and the scope sights may be knocked off.

Activity: Select another volunteer give them a firearm. Now have both volunteers stand on the same side of the fence and have them cross the fence as a team. Coach as necessary.

- 1) Find the place where you are going to cross the fence.
- 2) Stand back to back and safely unload guns. Point muzzle in safe direction, put ammo in pocket.
- 3) Determine who will cross first. That hunter hands firearm to the other.
- 4) Go to crossing point and cross fence.
- 5) Pass firearms over fence. Muzzles in safe direction.
- 6) Second hunter crosses fence.
- 7) Hand back gun.
- 8) Safely reload and put safety on.

Evaluation: Ensure that all participants follow the correct steps, watch for muzzle control, and fingers outside of trigger guards.

Summary: There are numerous situations in the field where hunters encounter obstacles. Rough terrain and fences are the two most common situations. Unloading a firearm before you cross an obstacle is the first step. Don't ignore or diminish the risk, a conscious awareness of safety must be maintained at all times. Ask class what safe carries they would use and how they would cross other obstacles such as a steep hill with loose rocks and gravel, a stream or ditch full of water. Discuss the legality of crossing a fence, i.e. leases. Discuss the ethics of crossing a fence, i.e. don't destroy it, go through a gate when possible, cross at the most stable point.

Attachment- (duct tape can keep simulate barbed wire, i.e. will catch on hunters.)

Exercise 5- Safe Zone-of-Fire for Indoor Setting

Objective: Students will learn what a safe zone of fire is, how to find it and how it applies to different hunting situations.

Time Allotted: 15-20 minutes

Materials: 3 firearms or dummy guns, surveyors tape, masking tape, laser pointer or collimator flashlight or strong flashlight with snoot to narrow and focus beam, 3 chairs, Note: Could use nerf balls, socks tied in a knot or another object instead of laser pointer or flashlight.

Preparation: Place three chairs in a row with roughly five feet of space between each chair and 6 feet opposite a wall. Tape strips of surveyors tape to wall and corners of chair back to create safe shooting zones. Note zones of fire will overlap. Once zones are set, mark where each chair is to position each shooter in that spot once the chair is removed. Detach surveyor tape from the chairs, leave the surveyors tape attached to and hanging down from the wall Remove the chairs. When needed the configuration can quickly be set up. (See diagram below)

Introduction: Ask students to define a safe zone of fire. Lead a discussion to properly define a safe zone of fire as an area in which a hunter can safely shoot. Generally, it is between 10 and 2 o'clock from an individual hunter's position. Or the students can extend their arms to their sides at shoulder height with thumbs up and bring their arms together until they can see both thumbs in their peripheral vision. However, a safe zone of fire can change. (If using Power point, go to these slides)

Presentation: Put chairs back in place facing the wall via marks on the floor. Have three students each choose a firearm and assume a position behind each of the chairs. Have each student shoulder their firearm and declare their safe zone of fire. After they do, attach surveyors tape from wall to the chairs. This will give the students a constant visualization of the zones of fire and serve as points of reference. Remind the students that the two-handed, ready carry is the best when in a zone of fire.

Activity: Instruct the students in actual hunting situations that require safe zones of firearm, such as, quail, pheasant, dove, waterfowl, etc. Using one of the species as an example, instruct the students to swing on game but respect their safe zone of fire. Use the laser pointer/flash light or other object to simulate the flight of a game bird across the wall, left to right, then right to left. Discuss merits of passing up unsafe shots, i.e. one more bird not worth the risk to companions. Praise proper acts, correct mistakes.

Switch students to simulate new hunters. Ask each new hunter to show their safe zone of fire. Again use the laser pointer/flash light or other object to simulate a game bird, but that rises in a different direction and maybe over the heads of the 'hunters'. Discuss engaging/disengaging target. Continue switching out students to be hunters and simulating different types of game birds flying from different directions. Discuss safe zones of fire during each and the merits of passing on unsafe shots presenting behind the group. Discuss the ethics of zones of fire, i.e. when a bird is two people's zone of fire, "whose shot is it?"

Discuss with students how safe zones of fire apply or change for hunting rabbits or on stands for a deer drive. The light source can be run on the floor to simulate game moving on ground.

Evaluation: Assess each student in their role as hunter. Watch for safe muzzle control, two-handed carry, fingers outside the trigger guard until ready to shoot, staying within their safe zone of fire and passing up questionable shots. Ensure that students communicate with each other and transfer the firearms safely from one person to the other, as in Exercise 2 – Firearm Handling.

Summary: Reiterate that it does not matter what kind of terrain you are in when you are hunting and whatever game you may be hunting, safe zones of fire always apply. Reinforce the need for good communication. Stress the need to know where all the hunters are before taking a shot. Hunter orange should be worn when appropriate, especially when quail and pheasant hunting. Discuss the number of hunters and how they should move during different hunting situations, never more than three when walking abreast, two is best with third acting as group leader. In a duck blind 2 shooters is best, with third acting as duck caller, spotter and shot caller (“take ‘em).

Exercise 6-Short Skills Trail

Objective: Students will encounter a variety of scenarios that could be experienced when hunting to practice the decision making process. They will learn to exercise safe and ethical judgment while hunting by considering three questions, “Is it safe? Is it legal? Is it ethical?” before taking any shot. Students will also have the opportunity to practice skills learned from previous exercises in the classroom.

Questions about safety and legality should be cut and dry, yes or no. On questions of ethics, student responses will vary. What is ethical for some may not be for others. Let the student decide and honor the decision.

Time Allotted: 30 minutes

Materials: There can be 2 to 4 hunters depending on your class size, Have the following materials for each hunter: a firearm or dummy gun, matching dummy ammo, hunter orange vest, hunter orange hat, and water bottle. The group should have an ammo box, and at least one pair of binoculars. Other materials for use on the trail are game decoys or cut-outs- (dove, ducks, turkey, owl, deer), antler shed, rubber rattlesnake, rope or surveyors tape, manikin dressed in camo (alternative may be camo shirt hung in tree with coat hanger, camo overalls stuffed with newspaper, or even a real person dressed in camo), deer corn, and vehicle . Suggestion: Artificial Christmas trees work great for this indoor exercise.

Preparation: An ideal site would be outside, have some variety of terrain and cover to make the experience as realistic as possible. Being able to hide one scenario from another also helps the class stay focused on one situation before seeing the other, but is not necessary. A well-defined path to follow is preferable. Each of the 7 scenarios will require their own set up along the trail.

Vehicle: Inside, the firearms should be in their cases, loaded with dummy ammo, 2 hunter orange vests and hats, the ammo box, canteen and binoculars.

Dove: arrange dove in a tree or on the ground. Place a handful of corn on the ground and cover with leaves/grass.

Waterfowl: 3-4 duck decoys, 1 owl (or other protected bird). Large, dark plastic lawn trash bag, sheeting or mat. Place ducks very close together on the “water” (trash bag). Place owl in a tree to the side (or on the ground).

Turkey: 2 gobbler decoys, one hen, mannequin dressed in full camo or stuffed camo overalls. In obvious view, set the hen in front of the gobbler. Off to the side, in a clear area, place the other gobbler. Behind it, 15 to 20 yards in the line of fire, place the mannequin in camo to simulate another hunter, Preferably it would be sitting with its back against a tree and some cover in front.

Awareness: shed antler, rubber rattlesnake. Place antler in noticeable spot off trail, place rubber rattlesnake within “striking” distance without being too obvious. May camouflage with grass.

Deer: A white-tailed deer decoy, preferably a “grazing” deer with head down. Place the decoy so that the body is recognizable but the head is not so that from the trail the sex cannot be determined. Between the deer and the trail, create a “fence,” using rope or surveyors tape.

Ideally the trail would be a loop, beginning and ending at the vehicle. If circumstances don’t allow, a configuration could be set up around a classroom during the break for lunch.

Introduction: Tell the students that they are going to be led through a series of hunting scenarios where they will need to determine whether or not to take a shot. The instructor will inform the students of

the conditions that apply to that scenario. The students should always ask themselves Three Questions before pointing a firearm at any animal. They are: Is it safe? Is it legal? Is it ethical?

Presentation:

Scenario 1- Leaving the Vehicle

Vehicle Set Up: Inside, the firearms should be in their cases, loaded with dummy ammo, 2 hunter orange vests and hats, the ammo box, canteen and binoculars.

Lead class to the vehicle and ask for two volunteers. Tell them that many hunting accidents occur around vehicles at the beginning or end of a hunt. Tell the students to open the vehicle and get ready to hunt. While they are doing so ask the class to name 4 Primary Rules of gun safety:

- 1) Always point the muzzle in a safe direction.
- 2) Treat every firearm (or bow) with the respect due a loaded firearm.
- 3) Be sure of your target, and what is in front of and beyond it.
- 4) Keep your finger off the trigger until you are ready to shoot.

See if the volunteers check their firearms to see if they are loaded and generally how they control their muzzles and fingers around the triggers. If they don't check their firearms, ask them to do so. Ask them where their ammo should have been (in ammo box). Did they put on vests and hats? Take bins and canteen? Before or after getting firearms guns? They should have put on vest and hats first, then got bins and canteen, then checked firearms. When getting ready to hunt deal with gear first, firearms guns last.

Reverse order when returning after hunt, secure firearms guns first then deal with other gear. NEVER lean firearms against vehicle. Must be vigilant with safety at all times, not just in the field!

Activity: lead group down the trail to next scenarios. (Switch volunteers after each scenario to maximize participation).

Scenario 2- Dove Hunt

Dove Set Up: arrange dove in a tree or on the ground. Place a handful of corn on the ground and cover with leaves/grass.

Tell the volunteers they are on a dove hunt. What would be the first thing they would do? (Establish safe zones of fire)

Tell them that not many dove have been flying, they haven't shot many birds, It is 15 minutes before legal sunset. Point out dove decoys. Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Yes, Depends)

Next, step forward and reveal the corn. Tell them another hunter poured several bags of corn around where you're hunting. Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, No, No) Could go into other considerations (perhaps while walking to next scenario or switching volunteers): must have valid license, migratory bird stamp, HIP certified, 3 shell max, lead ok, bag limit, 3 possession limit, keep each hunter's limits separate correct zone/dates, species, leave - no limit, leave on head and one wing unpicked on for ID, coolers and zip locks for transport, shooting hours, etc.

Switch volunteers, move along to next station.

Scenario 3 – Duck Hunt

Waterfowl Set Up: 3-4 duck decoys, 1 owl (or other protected bird). Large, dark plastic lawn trash bag, sheeting or mat. Place ducks very close together on the “water” (trash bag). Place owl in a tree to the side (or on the ground).

Tell them they are now on a duck hunt, they are each one duck short of their bag limit. Should they take the shot?

Ask them, “What are the Three Questions you should ask before taking a shot?” They should respond: Is it safe? Is it legal? Is it ethical? (Yes. Maybe- what if they kill more than 2 ducks? Depends- is it more ethical to flush and shoot in flight?)

Point out owl. Should they take a shot at the owl? Ask them, “What are the Three Questions you should ask before taking a shot?” They should respond: Is it safe? Is it legal? Is it ethical? (Yes. No, No)

Could discuss importance of wildlife ID, how hens of different species look similar and implications on bag limit of shooting the wrong species of hen, what birds are protected/threatened/endangered, 3 shell max, non-toxic shot, stamps needed, different zones/dates ducks/geese, baiting illegal, etc.

Point out that hunters must find out the regulations from the Utah Waterfowl guidebook. May want to discuss how federal and state laws differ or are alike.

Switch volunteers, move along to next station.

Scenario 4- Turkey Hunt & In the Line of Fire

Turkey Set Up: 2 gobbler decoys, one hen, mannequin dressed in full camo or stuffed camo overalls. In obvious view, set the hen in front of the gobbler. Off to the side, in a clear area, place the other gobbler. Behind it, 15 to 20 yards in the line of fire, place the mannequin in camo to simulate another hunter, Preferably it would be sitting with its back against a tree and some cover in front.

Tell the volunteers they are now on a spring turkey hunt. Point out gobbler and hen, should they take the shot? Ask them, “What are the Three Questions you should ask before taking a shot?” They should respond: Is it safe? Is it legal? Is it ethical? (Yes, Maybe- can’t hit the hen, No- wait for clear shot on gobbler.)

Point out solo gobbler, should they take the shot? Ask them, “What are the Three Questions you should ask before taking a shot?” They should respond: Is it safe? Is it legal? Is it ethical? If they don’t see the other “hunter,” tell them to use the binoculars to check.

Instead of the mannequin, if you can get an assistant to serve as the other hunter, this scenario will have a much greater impact on the class. Do not disclose the other hunter and have them call out at the appropriate moment.

Can discuss importance of not shooting at sound or movement, identifying target, what’s before and behind, wearing hunter orange to and from hunting location, covering harvested bird with hunter orange for transport out of hunting area. Illegal to shoot off roost. License, upland bird endorsement, tagging and other rules specific to turkey.

Point out that although you would not be able to walk up on a real turkey wearing hunter orange, people have shot at decoys before, thinking they were real. Also this scenario should remind people how effective camo clothing can be. We see it worn every day and forget how effective it really is in the woods. You may wish to point out how many eyes were looking at the same scenario, how close the camo figure was and how few people actually saw it.

Switch volunteers, move along to next station.

Scenario 5- Awareness

Awareness Set Up: shed antler, rubber rattlesnake. Place antler in noticeable spot off trail, place rubber rattlesnake within “striking” distance without being too obvious. May camouflage with grass.

On the way to next station, point out the antler shed by the trail, if they go to pick it up, do they notice the snake?

Can discuss need to be aware of surroundings, importance of Hunting Plan, need to get certified in First Aid CPR.

Scenario 6- Deer Hunt

Deer Set Up: A white-tailed deer decoy, preferably a “grazing” deer with head down. Place the decoy so that the body is recognizable but the head is not so that from the trail the sex cannot be determined. Between the deer and the trail, create a “fence,” using rope or surveyors tape.

Tell them that they are now hunting deer, on a property where the landowner permits only harvesting does. The deer is on the other side of a fence (rope/tape) Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Maybe- is fence a property boundary? No- don't know if buck or doe)

Tell the fence is not a boundary. Should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Yes, No- don't know if buck or doe)

Tell them they are hunting in Johnson County, where the Special Antler Restrictions Apply. The deer is an 8 point buck, should they take the shot? Ask the Three Questions: Is it safe? Is it legal? Is it ethical? (Yes, Depends on width of rack, Yes)

Go to the deer decoy and have them safely cross the “fence.” Can discuss what to do after the shot, make sure animal is dead as approaching. Tag immediately, cut out month and day, complete county and ranch in ink, complete harvest log on back of license If deer runs off after shot impact, wait 1 hour before following blood trail. Go to the place where animal was shot and then track,

Scenario 7- Hunt's Over

Return to vehicle and open truck/car.

Tell them the hunt is over and they should pack up to go back home.

See if the volunteers FIRST safely unload the firearms and store the ammo separately. Then remove bins, canteen, hats, and vests.

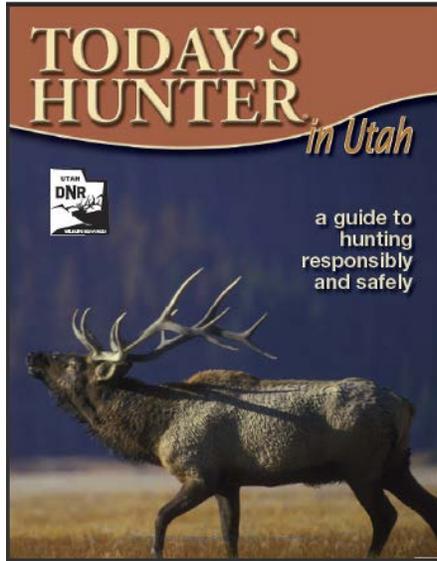
Evaluation: watch to see if they maintain control of their muzzles and if they keep fingers off triggers until ready to shoot. Safeties are on until aimed. Do they exhibit skills learned from previous exercises? Coach as needed, ask group for input, praise safe and ethical behavior and decisions.

Summary: You will need to watch your time and move along to keep on schedule. You may want to have on hand: insect repellent, spray sun block, extra hats, water.

This Skills Trail does not include a blood trail since blood trails can eat up a lot of time. If you have time and are so inclined, you may want to offer to set up a blood trail after the course is concluded.

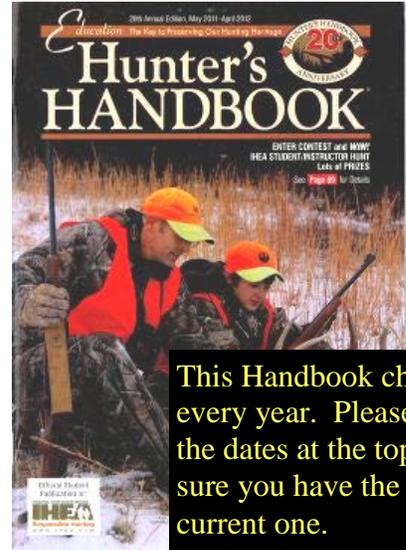
Hunter Education Course Materials

Student Handouts

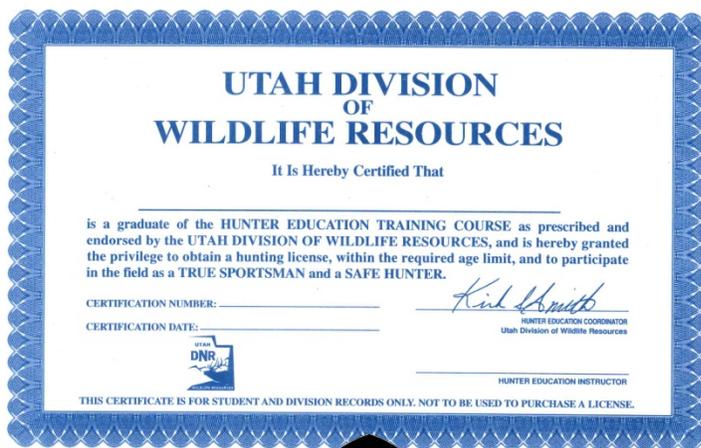


Interested in a career in law enforcement? Want to spend a great amount of time in the out of doors?

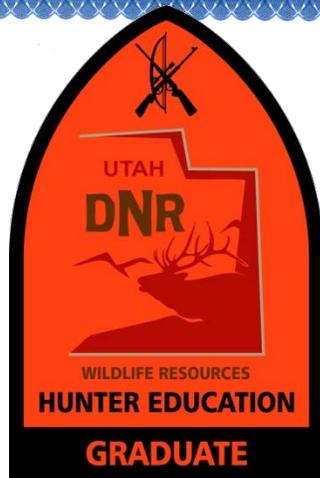
Consider the unique opportunities



This Handbook changes every year. Please check the dates at the top to make sure you have the most current one.



THIS CERTIFICATE IS FOR STUDENT AND DIVISION RECORDS ONLY. NOT TO BE USED TO PURCHASE A LICENSE.



DO NOT WRITE ON THIS EXAM BOOKLET

Utah Hunter Education Student Final Exam



ONLINE COURSE OVERVIEW

The Online course is divided into two distinct portions. It consists of the Online Portion, and the Field Day Portion. The Online Portion must be completed before moving onto the Field Day Portion.

ONLINE PORTION

There are three different online course programs available to the students. They may choose any one of the three. Students will begin this portion by logging onto the DWR website at <http://wildlife.utah.gov/hunter-education.html> and follow the prompts to the internet based online course.

Ready to take this course?

- 1 Purchase a Registration Certificate.** Purchase a Hunter Education Registration Certificate (\$10) before attending this class. You may purchase a certificate at any division office or licensed agent. The instructor must have this certificate to officially enroll you in the class.
- 2 Find a field day in your area** (Includes hands-on workstations, a written test and a shooting test)
- 3 Contact the field day instructor.** You must contact the instructor to get officially enrolled in the field day. Contact information is listed with the course.
- 4 Study the online material in preparation for the field day.** There are several online courses available. You may choose any of the course listed, but you must present proof of completion to your instructor at the field day.

Step 2 will allow the student to select a Field Day from across the state, allowing flexibility for location and schedule. They will be prompted to how to contact the instructor.

Step 4 will allow them to choose from the following links to complete the online course work. They can take as many days and as much time as necessary to complete this portion. Most people will complete it within 12 hours. Students must bring documentation of successful completion of one of the online courses to the field day.

Hunter-ed.com <http://www.hunter-ed.com/Utah/>

Fee: \$19.50 paid to Hunter-Ed.com

Documentation of completion: field day qualifier certificate.

HunterCourse.com <http://www.huntercourse.com/usa/utah/>

Fee: \$29.00 paid to Huntercourse.com

Documentation of completion: Field Day Voucher.

Hunteredcourse.com <http://www.hunteredcourse.com/state/utah/>

Fee: \$13.00 paid to Hundedcourse.com

Documentation of completion: final completion certificate.

FIELD DAY

The Field Day has four phases. 1- Online Work (student completes prior to Field Day), 2- Introduction and Registration, 3- practical application, and 4- testing. These four phases may be completed in a variety of ways depending on facilities available to the instructor.

(NO LIVE AMMUNITION PERMITTED IN THE CLASSROOM)

FIELD DAY PORTION OPTIONS

1. ONE LOCATION, ONE DAY, START TO FINISH
2. ONE LOCATION, TWO DAYS (INTRODUCTION AND REGISTRATION AND HANDS ON ONE NIGHT, THEN TESTING ANOTHER DAY)
3. TWO LOCATIONS (INTRODUCTION AND REGISTRATION AND RANGE), ONE DAY START TO FINISH.
4. TWO LOCATIONS, TWO DAYS (EXAMPLE; MEET ON A THURSDAY NIGHT FOR THE INTRODUCTION AND REGISTRATION AND HANDS ON PORTION, THEN MEET ON A SATURDAY MORNING FOR THE RANGE PORTION).

1. **Online work** – Student completes on their own prior to attending the field day
2. **Introduction and Registration** - This can be broken down into the following segments.
 - Introduction:** You will need to introduce yourself and what activities the students will be participating and outline the field day portion.
 - Registration/Administration-** Ensure students have completed and turned into you the proof of completing the online training. Also ensure the students bring their Hunter Education Registration Certificate to the Field Day Portion. If a student purchases their Registration Certificate on-line and has not received the original Registration Certificate you will have to meet with them after they receive the original so you can affix the stamp and sign it. The receipt they print on-line is not a valid license, although it allows them to attend the Field Day Portion.
 - Note-** May include a Conservation Officer visit to your class.
3. **Practical Application** – The purpose of this phase is not just to have the students go through the activities but to learn and think about the different situations they may encounter in the real world. With this phase, stations will need to be readied for the students. The stations are identified in a separate handout. The key to this is **HANDS ON** training. The students have spent a lot of time reading and studying the hunter education program on the computer and in the classroom. It is essential that they have an opportunity to experience some basic concepts in a real mode. The idea is to have different stations. The class is divided into equal groups. The groups then begin at one of the stations, with the group rotating to the next station when completing the tasks for that station. This is where team teaching and involved parents will really come in handy. We want to ensure that the students have an opportunity not only to participate but understand the concepts put forth in the stations as well. **(REMEMBER, NO LIVE AMMO CAN BE PERMITTED IN THE CLASSROOM.)**
4. **Testing** – The testing consists of a Written Exam, Live Fire Exercise and Attitude test. These tests are the same as in the instructor-led courses. The same standards apply as well.

**UTAH DIVISION OF WILDLIFE RESOURCES
HUNTER EDUCATION PROGRAM
ONLINE STUDENT COURSE OUTLINE**

ONLINE PORTION

- Online work (completed by student before Field Day)

FIELD DAY

- Introduction & Registration

PRACTICAL APPLICATION PHASE

- **Hands on Exercises**
 1. Firearm Status Check
Student will safely handle firearm when checking it to assess whether it is loaded or unloaded.
 2. Safe Firearm Handling
Student will safely pass a firearm to another person
 3. Safe Field Carries
Students will learn and demonstrate the 6 field carries, and when they are most appropriate to use
 4. Fence/Obstacle Crossing
Students will learn and demonstrate crossing a fence and other obstacles alone and with other hunters.
 5. Safe Zone of Fire
Students will learn and demonstrate safe zones of fire in different hunting situations.
 6. Skills Trail
Exiting a Vehicle -- Check Firearm and ammo, proper gear and clothing
Dove Hunt Scenario -- Zone of fire, Ethics, Legal
Duck Hunt Scenario -- Know your target, Game Id, Know the laws
Turkey Hunt Scenario -- Know target and what is beyond, Hunter Orange, Ethics, Law
Awareness Scenario -- Awareness, hunting plan, First Aid and CPR Training
Deer Hunt Scenario -- Trespass, Shoot-Don't Shoot, Know your Target

TESTING PHASE

- Written Test
- Correct & Review Written Test
- Live Fire Exercise

**C.O. visit is approx. 30 minutes during Classroom if at all possible. They will cover most of the Hunter Responsibility and Ethics section.*

OPTIONS FOR THE ONLINE HUNTER EDUCATION COURSE

There are multiple online courses for students to choose from prior to attending a field day. We accept any one of these three.

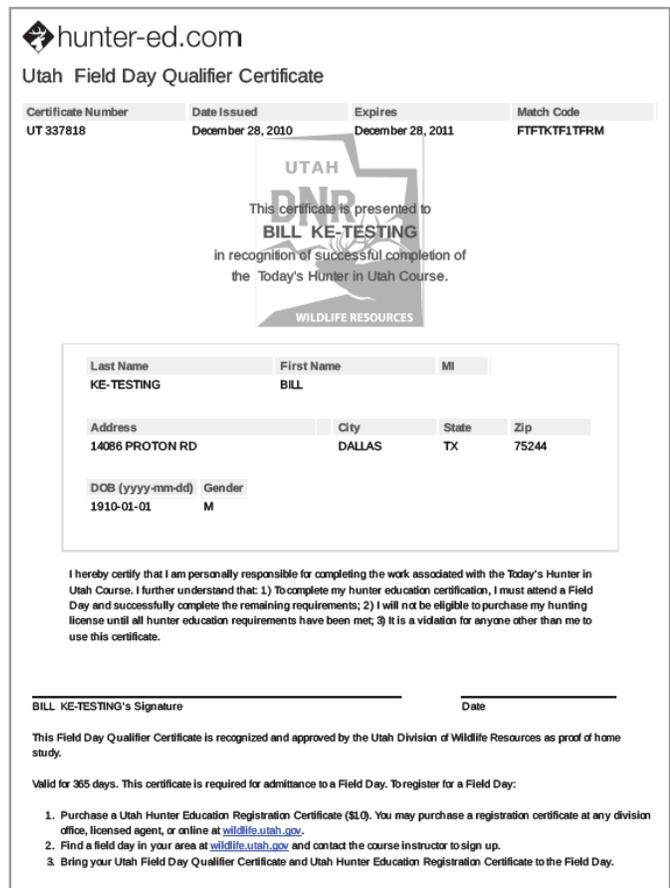
Huntercourse.com

Students must bring the final Field Day Voucher



Hunter-ed.com

The student must bring the final Field Day Qualifier Certificate



Hunteredcourse.com

Student must bring final completion Certificate



Utah Hunter Education

FIELD DAY EXERCISES

Instructions(These are the same Hands on Exercises from the instructor-led course)

Students must satisfactorily do each of the exercises. Students should be coached and retested until they satisfactorily demonstrate all the required skills.

Student's Name _____

<u>Exercise #</u>	<u>Required Skill</u>	<u>Special Conditions</u>	<u>MT/C</u> <u>Pass</u>
1	Firearm Status Check		
1	Treat every firearm as if loaded	Muzzle Control Finger off the trigger	
2	Safe Firearm Handling		
2	Passing firearm from one person to another	Muzzle Control, Firearm Unloaded, Finger off the Trigger, Maintain Control	
3	Safe Field Carries		
3	Proper carries / single file line	Shoulder, 2-handed, Trail, Sling, Cradle, or Elbow carry	
3	Proper carries / walking side by side	Shoulder, 2-handed, Trail, Sling, Cradle, or Elbow carry	
4	Fence/Obstacle Crossing		
4	Crossing a fence alone	Muzzle Control, Unload, Use of Hat	
4	Crossing a fence with a partner	Muzzle Control, Unload, One holds while one crosses then pass both guns	
5	Safe Zone of Fire		
5	What is a Safe zone of fire	Muzzle control, proper carry	
5	Game in 2 people's Zone. Whose is it?		
5	How does Zone of fire change, depending on hunting situation	Muzzle control, proper carry	
6	Skills Trail		
6	Safety trail walk/Multiple scenarios	Muzzle control, proper carry, awareness	

Evaluators Name _____ Date of Test _____

INSTRUCTORS KEY: Far right hand column: Print a **M**, **T**, or **C** if a student must be warned about **M**uzzle control, finger in the **T**rigger guard or **C**areless behavior. (Three of any warning = Instructor conference to decide if student (a) corrected the problem during course; (b) might pass if given another chance; or (c) cannot pass the course.) **Initial box if student successfully completes the task.**