



BOWHUNTER EDUCATION PROGRAM

The Utah Bowhunter Education program was implemented in 1998. From 1998-2003 the International Bowhunter Education Program was offered through the Utah Bowmen's Association which was recognized as an official Utah Bowhunter Education program. In 2003 code 23-19-12.7 was enacted. This Utah Code creates the Bowhunter education program. "The Division shall establish criteria for a Bowhunter education course... The Bowhunter education course shall include instruction in; the safe use of bowhunting equipment, fundamentals of bowhunting, shooting and hunting techniques, and hunter ethics. The Division shall issue a certificate of completion to a participant upon successful completion of a bowhunter education course which meets the requirements of this section and criteria established by the Division.

The National Bowhunter Education Foundations International Bowhunter Education Program is the official traditional bowhunter education program for the State of Utah. The Today's Bowhunter distance learning online course is the official internet based bowhunter education course of the National Bowhunter Education Foundation (NBEF) and the State of Utah.

This voluntary program enables the Division to promote safe and ethical conduct of bowhunter's in the field.

Currently bowhunter education certification is not required prior to purchasing an archery permit in the State of Utah. Although if a bowhunter hunts on one of the extended archery units they must successfully complete the archery ethics course which is provided by the Utah Division of Wildlife Resources. The archery ethics course certificate of completion must be carried with the hunter while hunting any of the extended archery units. Utah's bowhunter education program is honored by all states and provinces that have a mandatory bowhunter education requirement.

INSTRUCTOR INFORMATION

INSTRUCTOR TRAINING REQUIREMENTS

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

1. Attend the approved certification course conducted by a division approved hunter education program trainer.
2. Pass a criminal background check assessing suitability to work with children under the age of 18 years and to serve as an instructor.
3. Obtain a passing score of at least 80% on a written test.

PROBATIONARY PERIOD REQUIREMENTS

1. Advertise a minimum of one course through the Division within 12 months of certification.

Or

2. Assist and/or teach the "Introduction to Bowhunting" Section in a traditional hunter education course within 12 months of certification.

And

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 bowhunter education course.
4. 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 must re-take the instructor training course before they may be reinstated. Upon completion of the one year probationary period instructors will be certified for a period of five years.

To maintain current certification, Bowhunter Education Instructors must:

1. Advertise one course in each calendar year through the Division.

Or

2. Assist and/or teach the "Introduction to Bowhunting" Section in a traditional hunter education course a minimum of once every two years.

And

3. Attend at least two spring seminars every five years.
4. 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 bowhunter education course.

5. Successfully pass a criminal background investigation every five years.
6. Complete an Agreement for Voluntary Services (HE-03) form every five years.
 - **Spring Seminars:** Instructors will be required to attend at least two spring seminars every five years, to maintain a current certification. Spring seminars are offered throughout the state each year, and consist of information on new teaching techniques, training aids and program changes.
 - **Hunter Education Training Academies:** The Academy program brings together the very best instructors in the various aspects of hunter education programs. Instructors who attend receive intensive training on the importance of the 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 must re-take and successfully complete the instructor training course before they may be reinstated.

UNIFORMS

The green shirt has become the trademark and uniform of the Utah Bowhunter Education Instructor. By wearing the uniform shirt, 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 green uniform shirt:

- Short or long sleeve shirts may be worn.
- Shirts will be neat and clean with tails tucked in at all times.
- Only the following patches may be worn:
 1. Bowhunter Education Instructor patch – one-half inch below the shoulder seam, centered on the left sleeve.
 2. International Bowhunter Education Program IBEP Instructor patch – one-half inch below the shoulder seam, centered on the right sleeve.
 3. Instructor Academy patch – centered on the left breast pocket.
 4. Hunter Education Instructors Association patch – centered on the right breast pocket.
 5. Name tag or plate, one-half inch above the right pocket.

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 and provides a guideline of the subjects to be covered in class in order to meet the minimum standards.

IHEA BOWHUNTER EDUCATION STANDARDS

The International Hunter Education Association recommends the following Bowhunter Education Standards as minimum standards for developing and teaching bowhunter education programs across North America:

The Bowhunter Education Standards are minimum guidelines adopted by the International Hunter Education Association and used by hunter education administrators in those states, provinces, and territories which have bowhunter education courses separate from basic hunter education courses. Such standards will be particularly useful in reciprocity decisions where separate bowhunter education courses are required as licensing requirements. The standards were developed by a committee of hunter education professionals concerned with reciprocity among jurisdictions, bowhunter recruitment, and with methods and materials for bowhunter education. These standards are influenced by the International Bowhunter Education Program, administered by the National Bowhunter Education Foundation.

The International Hunter Education Association recommends the following as the minimum standards for teaching bowhunter education:

GOALS AND OBJECTIVES

GOAL 1 - Introduction: To introduce students to the unique aspects and history of bowhunting and why bowhunter education is important.

Rationale: Students will understand that bowhunting is a unique form of hunting that may require new and different skills from firearm hunting, and know why bowhunter education is important.

Objectives: (In-group activities, or individually, appropriate, students will be able to) List at least two ways in which bowhunting differs from hunting with a firearm. (Source of power is from bending the limbs of the bow, rather than from gunpowder; the bowhunter's body takes the place of a stock in shooting bows without stocks or cocking devices; bowhunter's must get closer to the game than firearms hunters; bowhunting relies on cutting and bleeding to produce humane kills, rather than shock) Know about the history of bowhunting and bowhunter education. (Bows and arrows were major hunting tools throughout most of human existence; elements of Native American

hunting methods and European archery traditions were combined in the 19th and 20th centuries to become recreational bowhunting; before bowhunter education, formal opportunities to learn the special knowledge and skills required for bowhunting were rare.)

List at least two reasons why bowhunter education is important. (Bowhunter's need to know about specialized equipment and techniques to become effective and responsible bowhunter's; it is important for bowhunter's to realize the limitations of bowhunting equipment; to help bowhunter's be successful, avoid wounding game, and present a responsible public image to protect the future of bowhunting, etc.)

Understand and describe why you and others want to hunt and bowhunt. (Relief from pressures of work or school; enjoyment of nature; shared experiences with friends; source of healthy meat; added challenge; expanded hunting opportunities; more natural hunting situations; increased satisfaction due to the extra effort involved, etc.)

State how hunter education efforts are funded. (National, State, Provincial and local sources; Federal aid in wildlife restoration, local standards etc.)

GOAL 2 - Bowhunter Responsibilities: To encourage students to be responsible by teaching legal and ethical hunting practices.

Rationale: Poor hunting behavior is cited as the number one reason people oppose hunting. Safe, responsible and legal behavior helps protect resources, people and property.

Objectives: (In-group activities, or individually, as appropriate, students will be able to) List at least five words describing a responsible bowhunter. (Courteous, capable, careful, ethical, legal, helpful, conservationist, considerate, etc.) List to whom and to what a bowhunter has responsibility and describe responsible action in regard to each. (PEOPLE: Self, other hunters, future hunters, landowners, non-hunters, etc. Self respect and others have rights and feelings that must be considered. WILDLIFE & ENVIRONMENT: Game hunted, other wildlife, the environment. Game deserves respect and humane treatment, all wildlife, their habit and the environment must be used wisely and supported.)

Understand that there are many more non-hunters than hunters, and list three reasons non-hunters disapprove of hunting, and why. (Hunters are careless and dangerous; hunters are unskilled and wound game; hunters leave wounded game to suffer and die; hunters waste animals they kill; hunters trespass; hunters disregard laws; hunters kill rare and endangered animals. Knowledge of and disapproval of hunters and hunting are often based on actions of irresponsible hunters, and stories of irresponsible hunters repeated by hunters and non-hunters alike.)

List three actions hunters can demonstrate to present a positive public image. (Cover game from sight when traveling home from a hunt, clean up before going into town, present a professional image in public when talking about hunting/conservation, don't drink and hunt, eat game that is taken, take tasteful photographs, etc.)

Explain the importance of establishing your own "zone of shooting confidence". (To define the range at which you are assured of making vital and trackable hits on animals of a particular species.)

List three possible results of taking long shots. (Increased chance of missing vital area; increased chance of deflection on unnoticed brush; animal can move before arrow strikes; increased possibility of wounding; resulting adverse public relations.)

State three reasons for the existence of hunting laws and how laws are passed. (Public safety, opportunity, fair chase, fair share, conservation of resources, etc.; federal and state/ provincial statutes, regulatory processes, local ordinances and policies.)

Find/look up information from state! provincial bowhunting laws that addresses issues such as:

- Where to obtain licenses,

- Legal hunting seasons.

- Legal methods and equipment for all bowhunter's.

- Legal methods and equipment for bowhunter's with disabilities

- Tagging requirements.

- Transporting requirements.

- Trespassing laws

- Penalties and violations.

GOAL 3 - Introduction to Bowhunting Equipment: To introduce students to the various types of bowhunting equipment, and the importance of properly matched equipment.

Rationale: Knowledge of the diverse types of bowhunting equipment is necessary to make appropriate choices in equipment. All bowhunting equipment requires special knowledge, skills, and preparation for effective use.

Objectives: (Students will be able to)

Identify the basic parts and features of at least three basic items of archery equipment used for bowhunting. (Bows, sights, arrows, quivers, finger protection or release aids.)

Describe differences between compound bows, recurve/long bows and crossbows.

(Longbows/recurve bows and compound bows use the bowhunter's body as a cocking and shooting platform. Crossbows use a stock as a cocking and shooting platform.

Recurve and long bows have a pair of simple limbs connected by a string, and the force required to pull the string increases with the distance pulled. Compound bows have eccentric wheels or cams connected to the limbs, cables, and string, and provide a reduction in the force required to hold the string back at full draw.)

List three ways bowhunting equipment must be properly matched. (Bow matched to bowhunter's size, strength and shooting style; arrows matched to bow and archer; arrows matched to each other; all equipment matched to type of game.)

Describe the utility and possible drawbacks of various types of accessory equipment. (Sights, release aids, overdraws, range finders, arrow holders, bow holders, string

trackers and other tracking aids, various clothing options, binoculars and other optics, wind detectors, scents and scent cover/elimination devices, calls, decoys, etc. all have uses, but require extra effort, care, knowledge, and may have other drawbacks.)

Explain how a broadhead works and the importance of razor-sharp blades and other aspects of selecting a broadhead. (Kills through bleeding, not shock; extreme sharpness needed to cut rubbery blood vessels; choose appropriate weight, size, and design, for proper flight, strength, reliability, and cutting effectiveness.)

GOAL 4 - Bowhunting Methods: To introduce students to a variety of bowhunting methods appropriate for various species of game in various habitats and conditions.

Rationale: Knowledge of different bowhunting methods and when to use them will enhance the student's enjoyment of bowhunting and the likelihood for success.

Objectives: (Students will be able to)

Name and identify the most common game species hunted. (Local and distant big and small game species, which may be legally taken by bowhunter's.)

Identify signs (in a field demonstration if possible) to indicate presence of game. (Browsing, tracks, mating activity, etc.)

Discuss the advantages and disadvantages of the following bowhunting techniques:
Still hunting and stalking - (most versatile, mobile, exciting, but great skill required to avoid detection by scent, sound, and sight.)

Ground blinds - (Surface and pit blinds -safe and versatile, but visibility, scent and freedom of movement are critical elements.)

Elevated stands - (position above sight and scent make them effective, but danger of falling, increased visible exposure especially to distant deer, lack of mobility, and poor shot angles at close deer can be disadvantages.)

Through a field demonstration if possible, describe different types of tree stands and their advantages and disadvantages. (Elevated stands, tripods, etc. - safe but bulky, but tripods useful where no suitable trees are present; Hang-on stands - versatile and small, but require climbing equipment; Climbing stands - require no other climbing equipment, but often practical only on straight, limbless trees. However, they are versatile since they can also be used like a hang-on stand.)

Through a field demonstration if possible, describe the dangers associated with all types of elevated stand hunting techniques, and the value of fall restraint systems, full-body harnesses, climbing belts and haul lines. (falls are a real possibility, especially when climbing up or down, and entering/exiting stand; fall restraint systems should prevent falls, and climbing belts should hold hunter up whenever his or her feet leave the ground.

Harnesses should provide support without injury or suffocation. Haul lines must always be used to raise and lower bows and other equipment.)

Identify the location of the vital organs of various game animals and explain why this area should be the bowhunter's only target. (Heart, lung, liver area is largest concentration of organs and blood vessels that will produce rapid death when cut with sharp blades. Hits here usually produce a blood trail, and offer the greatest margin for error in shot placement.)

Understand how shot angle affects the bowhunter's ability to make an effective shot. (Actual target is inside the animal, so entry point on surface of animal varies with angle of shot. Vital area is guarded by large bones from some angles, especially from the front and extreme rear angles. Best angles are broadside and quartering away. Avoid shots when an animal is looking toward the shooter to avoid "jumping the string." Shots from a steep angle above animal reduce effective size of vital area, and shots entering above or behind vital area may result in reduced blood trail.)

GOAL 5 - Bowhunting Preparation and Safety: To help students learn the importance of preparation for a safe and successful hunt, and to avoid hazards while hunting.

Rationale: Preparation for each bowhunt is essential for safety and success. Knowledge of how to deal with the possible hazards of hunting is essential for survival, and for helping others.

Objectives: (Students will be able to)

Explain how to practice for bowhunting. (Wear hunting clothes to develop shooting style compatible with hunting conditions. First learn basic archery by shooting at spot targets; then practice using targets without aiming spots, to simulate aiming at game. Practice in hunting conditions to duplicate terrain, weather, body positions, using stands, blinds, etc. Use broadheads on appropriate targets.)

Through a field demonstration if possible, demonstrate the importance of learning to judge distance (Bow sighting physics especially if using a sight and arrow trajectory make accurate distance estimation a very critical element for accurate shooting. Distance judging becomes more critical at longer ranges.)

Understand the causes, prevention, symptoms and field treatments of hypothermia and heat exhaustion and two factors, which cause each. (Hypothermia the cooling down of core body temperature caused by cold, wind and wet conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim and any companions; heat exhaustion is the heating up of the core body temperature caused by hot, sunny and humid/dry conditions coupled with same factors as with hypothermia plus lack of water.)

List the common types of bowhunting injuries and how to prevent them. (FALLS - proper use of fall restraints, climbing belts and haul lines; BLEEDING INJURIES -

proper use of hooded quivers, broadhead wrenches, and cautious and proper use of knives.)

Give three major hunting/outdoor scenarios if possible, which make it important for every hunter to know first aid and/or CPR training. (Heart attack, falls, altitude sickness, burns, knife/broadhead cuts, allergies, animal bites, shock, etc.)

Through a field demonstration, use a map and compass to determine direction and demonstrate how to avoid getting lost (orient map with compass north arrow, decide direction between two points, find direction of landmarks to determine route, etc.)

List the basic elements for a survival pack in the nearby hunting areas. (Tools, materials for signaling, shelter construction, fire building, first aid, water)

List three methods of signaling for help when lost in the outdoors. (Signals of three, signal signs, mirrors, whistles, etc.).

List basic steps to follow when lost. (S.T.O.P. Sit down, Think, Observe, and Plan. If it is not wise to walk out, make provisions for signaling, water, fire, shelter.)

GOAL 6 - Game Recovery. To help students learn to track and recover animals they hunt, how to care for it in the field, transport it, and prepare it for usable food and other products.

Rationale: Since an arrow-hit animal usually travels some distance before it dies, tracking skills are essential to game recovery. Knowledge of field dressing and carcass handling is required to make efficient use of the animal and avoid waste.

Objectives: (Students will be able to)

Understand that game recovery is often difficult requiring careful and diligent tracking. Through a field demonstration if possible, list steps to follow to determine if and where an animal was hit and how to recover it. (After the shot, remain quiet, watch and listen for 30 minutes, depending on weather. Mark shooter location, hit location, place where animal last seen. Look for arrow, hair, and blood, at hit location and the place where the animal was last seen. Wait longer (mm. 3 hr.) if stomach or intestine contents found. Follow blood & tracks, marking trail.)

Describe ways of reading blood and to continue a search once a blood trail is lost. (Look for blood on things that don't soak it up, on trees and stems as well as ground. Search quietly, watching for deer, and searching for tracks and other sign, as well as blood. If trail is lost, use increasing L search pattern, pacing of a short distance, turn right and pace off same distance. Keep turning right, increasing length of line after every pair of lines.) Follow a simulated blood trail in a field or simulated field demonstration.

List the steps to follow when the animal being sought is found. (Approach with caution from side away from legs, make sure eyes are open and animal is not breathing, touch eye with stick to make sure it is dead; comply with rules for filling out tags, etc.)

Describe how to field dress commonly hunted animals. (Turn animal on back; cut around anus and tie off; slit belly from breast bone to genitals, keeping blade away from intestines, always taking care not to cut intestines or bladder; turn animal on side and free intestines from rear of cavity; cut diaphragm near ribs to open chest cavity; remove heart, lungs and liver with intestines, carefully reaching into neck to cut windpipe to free organs in chest.)

List at least two reasons for careful and neat transportation of animals from the field and on the highway, etc. (To avoid heat, moisture and dirt which can spoil meat; to avoid disrespectful displays of dead animals which offend the public.)

Discuss options for proper handling and storage of harvested animals. (Skinning and preparation for delivery to professional butchers and taxidermists; learning meat cutting, wrapping, freezing, and other preservation techniques to produce quality food, hides and other products).

COURSE INFORMATION

COURSE OPTIONS

There are two course types available in Utah. The traditional style course is 12 hours in length which consists of several classroom sessions and a field day. The distance learning online course consists of an online course and a field day. Both course types provide basic information about bowhunting, and meet or exceed all standards as set forth by the International Hunter Education Association for bowhunting education. The two course types are stand alone programs therefore they are not to be mixed.

COURSE LENGTH

The traditional classroom based bowhunter education course is a minimum of 9 hours of classroom and a 3 hour field day. The Online based course consists of online course work and a 3 hour field day. Instructors, however, may increase the course content to fit their needs. Instructors **may not** eliminate any of the required material from their training classes. The required subjects for bowhunter education courses include: archery equipment, hunter ethics, conservation and outdoor survival.

TESTING

- **Written Test:** each student must take the Bowhunter Education written test, which consists of 50 questions, and pass the test with a score of 38/50 (75 percent) or higher.
- **Attitude Test:** the 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.

TRADITIONAL/CLASSROOM COURSE OVERVIEW

The Bowhunter Education course outlined herein is the minimum course that is acceptable for students to obtain a Utah Bowhunter Education certificate of completion.

It includes the recommendations of the International Association of Fish and Wildlife Agencies Hunter Education Study Team, International Hunter Education Association, National Bowhunter Education Foundation, and the Utah Hunter Education Task Force.

References are cited from the **Today's Bowhunter** from Kalkomey Enterprises, Inc. This reference will supply the instructor with the information needed to effectively present the subjects as listed herein.

The course outline includes four basic areas as follows:

- **General** - Course overview is to include our bowhunting heritage, the importance of bowhunter attitude, anti-hunting trends, the importance of bowhunter education, accident trends and the role of the division in bowhunter education.
- **Safety** - Safety should include the safe use of archery equipment. The instructor should also stress the value of marksmanship, target identification, elevated stand safety, bowhunting safety, and target range procedures.
- **Hunter Responsibilities** - This area includes the responsibilities each bowhunter has to himself / herself, survival and the importance of being prepared. Also included are philosophies on bowhunter 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.
- **Practical Field Experience** - The practical field experience includes; equipment inspection, shooting skills, game sign, blood trailing, and the use of elevated stands and ground blinds.

The following course outline gives instructors a good idea of the amount of time that should be spent on each topic, along with a list of required videos to cover the topic.

Keep in mind that this is a guideline. Instructors are encouraged to involve students as much as possible in the learning process with group discussion and question and answer sessions. 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, knowledgeable, responsible and involved sportsmen.

The instructor training course with The Responsible Bowhunter's Guide will give instructors ideas on how to present the subjects and ideas included in the required course outline.

**UDWR BOWHUNTER EDUCATION
TRADITIONAL STUDENT COURSE OUTLINE**

SUBJECT	DVD	TIME
<u>CLASS ONE</u>		
○ Introduction & Registration		15 minutes
	“A Timeless Tradition”	30 minutes
○ Introduction to Bowhunting		25 minutes
○ Wildlife Conservation		30 minutes
○ Safe and Responsible Bowhunting		35 minutes
	“The Basics of Bowhunting”	31 minutes
○ Conservation Officer Visit		60 minutes*
<u>CLASS TWO</u>		
○ Know your Bow and Arrow		75 minutes
○ Preparation Before the Hunt		90 minutes
<u>CLASS THREE</u>		
○ Use of Elevated Stands and other Bowhunting Techniques		35 minutes
	“Safe Treestand Hunting”	15 minutes
○ Shot Placement and Recovery Techniques		60 minutes
	“Advanced Shot Placement”	12 minutes
	“Advanced Shot Selection”	9 minutes
○ Outdoor Preparedness		55 minutes
<u>CLASS FOUR</u>		
○ Field Day		
Part 1		
Care and Use of Bowhunting Equipment/Shooting		30 minutes
• Equipment Inspection		
• Picking a spot		
• Personal Accuracy Range		
Part 2		
Field Exercise “Round Robin”		
Station 1	Game Sign	30 minutes
Station 2	Blood Trailing	30 minutes
Station 3	Tree Stands and Ground Blinds	30 minutes
○ Course Review		
○ Written Test		

*C.O. visit is approx. 60 minutes during #1 if at all possible. They will cover most of the Hunter Responsibility and Ethics section – see C.O. Visit Outline on page 18

**UTAH HUNTER EDUCATION PROGRAM
BOWHUNTER EDUCATION TRAINING DVD LIST**

The following is a list of DVD's that are available in all areas of the state. This is a basic list for all hunter education classes. Due to the cost and availability of the films, we have had to limit our selection.

<u>VIDEO TITLE</u>	<u>CONTENT</u>	<u>DESCRIPTION</u>
BOWHUNTING – A TIMELESS TRADITION		A novice bowhunter on his first hunting trip learns from his friends the traditions of responsible bowhunting. Just as our Native American Ancestors did. Topics include safety, equipment selection and preparation, shot placement, landowner relations and more.
THE BASICS OF BOWHUNTING	Equipment, Technique, Safety and Responsibility	Covers all bowhunting basics, from equipment selection, technique, safety, hunter responsibility, shot placement and game recovery.
ADVANCED SHOT PLACEMENT	Shot Placement	Shows vitals and proper shot placement.
ADVANCED SHOT SELECTION	Shot Selection	Describes appropriate and inappropriate shot selection.
SAFE TREESTAND HUNTING STRATEGIES	Treestand Safety	This video contains the latest techniques to help keep you from hitting the ground. This video needs to be seen by all elevated stand users! Also contains 15 minutes classroom version at end of DVD.
THE TOOLS	Safety, ethics, responsibility, equipment, and wildlife identification	Interactive computer program which include, shot placement, vitals, wildlife identification and an interactive archery range.

TRADITIONAL COURSE BREAKDOWN

<h1>CLASS 1</h1>		
<i>Class Administration</i>		
In this section the instructor informs the students of what is expected during the course.		
Reference	Key Points	Suggested Time Frame
Course Outline, student manual	<p>Introduce yourself and any assistant instructors with a brief history of your interest in the program and a general overview of what will be covered in the course and the need for furharvester education.</p> <p>Announce the times, dates and location of all classes and stress the importance of attendance at all classes.</p> <p>Discuss expectations of instructors and students.</p>	15 minutes
Video	Bowhunting – “A Timeless Tradition”	30 minutes
Introduction to Bowhunting – Chapter 1		
In this chapter the instructor will discuss the history and development of modern bowhunting, challenges of bowhunting, why people choose to bowhunt.		
Reference	Key Points	Suggested Time Frame
Chapter 1 Student Manual Page 6 - 9	<p>History of modern bowhunting: Saxton Pope and Arthur Young, Doug Easton, Howard Hill; Fred Bear, Ben Pearson, Earl Hoyt, Holless Allen and Tom Jennings.</p> <p>Reasons people bowhunt: challenge, lengthened season, less crowded, earlier start, change of pace, peace and quiet, and fun</p> <p>Bowhunting and the benefits.</p> <p>Discuss the special challenges that set bowhunting apart from gun hunting.</p> <p>Discuss funding for bowhunter education.</p>	25 minutes

Wildlife Conservation – Chapter 2		
<p>In this chapter the instructor will define wildlife conservation and how it differs from preservation. Discuss essential elements for wildlife habitat. Discuss wildlife management practices and how each helps conserve wildlife populations.</p>		
Reference	Key Points	Suggested Time Frame
<p>Chapter 2 Student Manual Pages 10 - 19</p>	<p>Wildlife conservation versus wildlife preservation. Discuss wildlife management practices and how they help conserve wildlife populations. Discuss essential elements that must be present for a viable habitat. How do hunters play a role in wildlife conservation?</p> <p>Wildlife management and conservation principles. Discuss a wildlife manager’s job.</p> <p>Discuss why hunters must develop wildlife identification skills.</p>	<p>30 minutes</p>
Safe and Responsible Bowhunting – Chapter 3		
<p>In this chapter the instructor will discuss archery and bowhunting safety. Describe a responsible bowhunter. Discuss bowhunting regulations. Discuss bowhunting responsibilities and the public’s image of bowhunting.</p>		
Reference	Key Points	Suggested Time Frame
<p>Chapter 3 Student Manual Pages 20 – 27</p>	<p>#1 priority should be safety: Discuss archery and bowhunting safety rules.</p> <p>What does responsibility mean for a bowhunter? Discuss five words that describe a responsible bowhunter. Discuss hunting regulations and what they are designed to protect and how they are created. Discuss what ethics are.</p> <p>Discuss bowhunting responsibilities: know your personal limitations, respect for equipment, landowner, animals, resources, hunting companions, non-hunters. Discuss repercussions of irresponsible actions.</p> <p>Bowhunter’s should be good ambassadors of their activity. Discuss positive actions by responsible bowhunter’s.</p> <p><i>Bowhunter’s Creed</i></p>	<p>35 minutes</p>
<p>Video</p>	<p>“Introduction to Bowhunting”</p>	<p>31 minutes</p>

Conservation Officer Visit Outline

Topic	Key Points	Suggested Time Frame
Introduction	Introduce yourself and give a brief history or background information to help the class get to know you.	5 minutes
C.O. Duties	Talk briefly about your job description- what are your duties and responsibilities. Give some examples of what you might do in a given day. Pass out “A Career in Wildlife Law Enforcement” brochure.	10 minutes
Wildlife Law	<p>Discuss why we have wildlife laws and how they are created. Introduce the wildlife guidebooks and talk about how and where to find information on the laws. Include reference to the Division of Wildlife Resources website.</p> <p>*Suggested activity- pass out copies of the current guidebooks and show students where to find answers to specific questions.</p> <p>* Stress the importance of their responsibility to know the laws before they go hunting.</p>	15 minutes
Ethics	<p>Discuss in detail the meaning of ethics and responsibility and how it relates to them as hunters. Stress the idea of a “higher standard”. Emphasize the importance of ethical hunter behavior to protect the future of the sport. Discuss their responsibility to report any wildlife violations they may witness while in the field. Consider giving them the poaching hotline number or your contact information.</p> <p>*Optional film- view “The Hunters Path” (approx. 25 min.)</p> <p>*Make your class visit an opportunity to build community relations. Leave them with the message that we are all on the same team.</p>	20 min
Conclusion	Wrap up presentation and allow time for questions from the class.	5-10 minutes

*We would highly recommend that you customize your presentation with personal experiences and photos that help illustrate your point. For example, several officers have developed their own power-point presentations that follow this general outline.

CLASS 2

Know Your Bow and Arrow – Chapter 4

In this chapter the instructor will discuss the common bow types and identify basic parts. Define draw length and draw weight and how they are determined for each individual. Explain the importance of matching your equipment to your abilities and matching arrows to your bow weight and draw length.

Reference	Key Points	Suggested Time Frame
<p>Chapter 4 Student Manual Page 28 - 35</p>	<p>Introduction to bows – display types of bow to be discussed. Discuss basic parts the three have in common. Discuss characteristics of each.</p> <p>Discuss the importance of matching equipment to the individual’s abilities.</p> <p>Discuss various shaft materials and identify the parts of an arrow. Discuss matching arrows to your bow. Discuss purpose of fletching and different types of fletching. Discuss the nock and nocking point. Discuss uses of different arrow points. Show three basic types of broadheads.</p> <p>Discuss essential accessories and optional accessories.</p>	<p>65 minutes</p>

Preparation Before the Hunt – Chapter 5		
<p>In this chapter the instructor will discuss the importance of proper preparation for bowhunting; to include; proper clothing for bowhunting, basic steps for shooting a bow, and basic shooting practice. Discuss bow shooting errors, sighting in and tuning a bow. Discuss learning to judge distances. Explain why understanding wildlife habits and habitat is important to the bowhunter.</p>		
Reference	Key Points	Suggested Time Frame
Chapter 5 Student Manual Page 36 - 42	<p>Discuss the four things to consider when selecting clothing.</p> <p>Discuss clothing for cold weather, wet weather and staying invisible.</p> <p>Discuss how a successful hunt depends on skill. Discuss how practice is part of the preparation. Discuss shooting errors, sighting in your bow, tuning your bow, learning to judge distances and advanced practice for the hunt.</p> <p>Discuss preparing to hunt a specific game species.</p>	90 minutes
Video	“sets”	20 minutes

Running a Trapline – Chapter 7

In this chapter the instructor will discuss methods of dispatching trapped furbearers, firearms safety, and how to deal with non-target animals.

Reference	Key Points	Suggested Time Frame
Chapter 7 Student Manual Page 58-62	Dispatching a trapped furbearer. Non-target animals and pets. Ways to prevent unwanted catches. Ways to release non-target animals. Rules of conduct for trappers. Preventing trap theft. Safety on the trapline. Hypothermia Frostbite Diseases and Parasites	35 minutes

CLASS 3

Elevated Stands and Other Bowhunting Techniques – Chapter 6

In this chapter the instructor will discuss bowhunting methods and advantages of each, hunting from blinds and elevated stands. Discuss treestand safety and fall-restraint devices. Discuss the use of scents, lures and game calls. Discuss what species of fish are ideal for bowfishing and what equipment is needed.

Reference	Key Points	Suggested Time Frame
Chapter 6 Student Manual Page 43 - 49	<p>Discuss the difference between still hunting, stalking and glassing and what the advantages of these methods are. What are the disadvantages of still hunting and stalking?</p> <p>Discuss ground blinds and pit blinds advantages and disadvantages of each. Discuss elevated stands, the different types, the advantages and disadvantages of hunting from a tree. Discuss screw-in steps, not legal on public land in most states. Discuss tree stand safety, the importance of fall-restraint devices.</p>	15 minutes
Video	“Safe Tree Stand Hunting”	15 minutes
Chapter 6 Student Manual Page 50 - 52	<p>Discuss the use of scents and lures. Discuss the four basic types of game calls.</p> <p>Discuss the species of fish ideal for bowfishing and what specialized equipment is needed.</p>	20 minutes

Shot Placement and Recovery Techniques – Chapter 7		
<p>In this chapter the instructor will discuss shot impact, shot placement and shot strategy. Discuss setting up the perfect shot and why shots go wrong. Discuss game recovery, when to begin recovery, trailing game, and approaching downed game. Discuss game care after harvest and the three factors that contribute to spoilage.</p>		
<p>Chapter 7 Student Manual Pages 53 – 58</p>	<p>Discuss how arrows and bullets differ.</p> <p>Discuss how a broadhead causes death and why a hit outside the vital area may have little impact.</p> <p>Discuss why proper shot placement is critical in bowhunting. Discuss primary aiming zones.</p> <p>Discuss the most common reasons bowhunter’s miss opportunities to take the animal. Discuss the proper shot angle.</p> <p>Discuss the perfect shot and why shots go wrong.</p>	<p>35 minutes</p>
<p>Video</p>	<p>“Advanced Shot Placement”</p> <p>“Advanced Shot Selection”</p>	<p>12 minutes</p> <p>9 minutes</p>
<p>Chapter 7 Student Manual Pages 58 - 61</p>	<p>Discuss game recovery, when to begin recovery, trailing game, and approaching downed game. Discuss game care after harvest and the three factors that contribute to spoilage.</p>	<p>25 minutes</p>
Outdoor Preparedness – Chapter 8		
<p>In this chapter the instructor will discuss the importance of planning and preparation. Discuss the three primary hazards a bowhunter faces. Discuss the importance of taking a first aid class. Discuss what to do if you fall from a stand. Discuss items in a survival kit. What to do if you get lost? Discuss hypothermia and heat exhaustion/heat stroke.</p>		
<p>Chapter 8 Student Manual Pages 65 – 74</p>	<p>Discuss the importance of planning and preparation before the hunt. Discuss preparing a hunting plan to include where you are, whom you are with, and when you plan to return.</p> <p>Briefly discuss basic first aid and highly recommend taking a first aid class.</p> <p>Discuss essential items for a survival kit.</p> <p>Discuss topographical maps, compasses and GPS units.</p> <p>Discuss what to do if you get lost. STOP. Discuss shelter, starting a fire, signaling for help. How long can you go without water?</p> <p>Discuss the causes, symptoms and ways to prevent hypothermia. Discuss the treatment of hypothermia.</p> <p>Discuss the symptoms, prevention, and treatment of heat exhaustion and heat stroke.</p>	<p>55 minutes</p>

CLASS 4

FIELD DAY

In this section the instructor will stress that each student should know their own accuracy range, how to pick a spot and be knowledgeable regarding corrections necessary in his equipment and shooting. Also, stress the importance of practice.

Reference	Key Points	Suggested Time Frame
PART 1		
Care and Use of Bowhunting Equipment/Shooting		
Instructor Manual Pages 42 - 56	<p>Equipment Inspection: students check their own equipment.</p> <p>Shooting Ability: students shoot their bows</p> <p>Determine Accuracy Range: ask students what they think their range is then have them shoot to determine the accuracy range.</p> <p>Picking a Spot: Discuss method of picking a spot.</p> <p>Discuss the importance and difficulty of picking a spot when actually hunting.</p> <p>Personal Accuracy Range: Discuss methods of judging distance.</p> <p>Point out the value of roving to improve judging ability. Set up various points for students to judge distance.</p>	30 minutes
PART 2		
Field Exercise "Round Robin"		
Station #1	Set up a short game sign trail with ten or more signs of deer or other big game, which are easily visible from the trail.	30 minutes
Station #2	Set up a short blood trail. Use recipe for simulated blood to make trail.	30 minutes
Station #3	Setup a display of tree stands, fall restraints and climbing devices. Have each student demonstrate the use of fall restraints and climbing in and out of a tree stand safely.	30 minutes
	Course Review	10 minutes
	Written Test	35 minutes

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 www.wildlife.utah.gov and follow the prompts to the internet based online course.

Ready to take this course?

- 1. Find this course in your area**
 - [See schedule](#)
- 2. Contact the course instructor**

The instructor's contact information is listed with the course.

- 3. Study the material and take the qualifier exam.**

The material and exam are available online at bowhunter-ed.com/ut. Be sure to print out your field day qualifier certificate before attending the field day.

Step 1 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 3 will allow them to follow the link 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.

Bowhunter-ed.com <http://www.bowhunter-ed.com/ut/index.htm>

Fee: \$20.00 paid to Bowhunter-Ed.com

Documentation of completion: field day qualifier certificate

**UTAH DIVISION OF WILDLIFE RESOURCES
BOWHUNTER EDUCATION
ONLINE STUDENT COURSE OUTLINE**

SUBJECT	DVD	TIME
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ONLINE PORTION

- Online work and qualifier exam 8-10 hours

FIELD DAY PORTION

CLASSROOM PHASE

- Registration & Introduction 25 minutes
- Conservation Officer Visit 60 minutes*

ACTIVITIES PHASE

- Work Stations
 - 1. Equipment Use & Care 30 minutes
 - 2. Game Sign Trail 30 minutes
 - 3. Game Recovery & Blood Trailing 30 minutes
 - 4. Tree Stands & Blinds 30 minutes
 - 5. Orienteering, Survival & First Aid 30 minutes

TESTING PHASE

- Course Review 10 minutes
- Written Test 35 minutes

*C.O. visit is approx. 60 minutes during #1 if at all possible. They will cover most of the Hunter Responsibility and Ethics section – see C.O. Visit Outline on page 18

**UTAH BOWHUNTER EDUCATION
ONLINE FIELD DAY**

ACTIVITIES

1. EQUIPMENT USE & CARE

1. Equipment Inspection
2. How to shoot
3. Accuracy range & “pick a spot”
4. Judging distance

2. GAME SIGN TRAIL

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

3. GAME RECOVERY & BLOOD TRAILING

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

4. TREE STANDS AND BLINDS

1. Types of tree stands
2. Elevated stand dangers
3. Fall arrest systems (F.A.S.)
4. Tree stand installation
5. Tree stand enter and exit
6. Self-rescue techniques
7. “haul up or hoist line”
8. Assent and descend, climbing a tree
9. Types of Blinds

5. ORIENTEERING, SURVIVAL & FIRST AID

1. Map and compass
2. Hunt plan and preparation.
3. Survival

4. First-Aid/CPR Course

FIELD DAY ACTIVITIES GUIDE© *For Use With* **DISTANCE LEARNING CURRICULUM** *Or* **TRADITIONAL CLASSROOM CURRICULUM**

The purpose of this I.B.E.P. “Field Day Activities Guide” is to provide standardized ***minimum*** activity requirements and guidelines which take place during the “Field Day” activity. This “Field Day” is ***required*** prior to issuance of the I.B.E.P. Bowhunter Education Certificate after the student has successfully completed the N.B.E.F. officially recognized Distance Learning Course online. Using the following guidelines, the “Field Day” portion of the I.B.E.P. course will be approximately 4 hours in length.

FORWARD:

1. Instructors ***must*** cover all the topics discussed in these minimum requirements when instructing a Field Day Activity for distance learning students.

Note: Topics which pertain to state specific regulations will also need to be elaborated upon during the Field Day Activity.

2. The curriculum is organized so that the student may rotate to various stations of activities; eventually attending all stations. However, it is not mandatory that the stations be completed in the suggested order.
3. The Field Day is designed to be a hands-on, constructive learning experience.
4. Distance learning students will present a Field Day Qualifier Certificate (or similarly termed document) which indicates they have successfully completed the Today’s Bowhunter online/distance learning portion of the I.B.E.P. certification process. Traditional classroom students will not have this document. Traditional classroom students should be verified by their classroom instructors.
5. It is at the individual state’s discretion regarding the administration of a pre-test upon arrival for the Field Day and/or the administration of a Final Test after completing the Field Day.
6. *The primary role of the instructor will be to provide additional information not supplied in the distance learning program as well as that of support to help inspire the student to make safe, ethical decisions in a life-like hunting environment. The student will be able to put into practice what they have learned during their distance learning experience or traditional classroom experience.*
7. Treat the students courteously; ***THERE ARE NO DUMB QUESTIONS!***

“The Field Experience is our most teachable moment. Use it to its greatest advantage.”
Herb Doig, Former Assistant Commissioner, Department of Environmental Conservation, NY.

PREPARING TO TEACH:

As with the Traditional Classroom, the key to confident and effective teaching of the Field Day materials is **preparation**. Know in advance what is expected of you and your team members prior to showing up for a Field Day.

1. Be a responsible teaching team member. If you say you will be available for an activity, BE THERE! Make sure you have the contact information for all your team members (including cell phones, if available) and that they have yours.
2. Recruit qualified help. Check with your state chairman, all “helpers” might not need to be certified instructors. The number of helpers required will depend on the number of instructors on your team as well as the number of participants in the Field Day. It is suggested that you have one (1) instructor for every five (5) or six (6) students. Helpers need to know how to properly inspect the student’s bowhunting equipment and/or make necessary basic repairs if need be. Helpers need to also know the fundamentals of shooting a bow and have the ability to give *tactful* help to students to improve form or shooting ability if necessary.
3. Know your state’s record keeping requirements. For example, some states might require a parental consent form prior to taking part in a Field Day event. Be sure you have all your forms and documents in an easy to access location and organized in an orderly manner before the start of the Field Day event.
4. Review the materials list and make sure that all equipment and props are in good repair and functioning properly.
5. Notify all possible students regarding the location, starting time, necessary equipment to bring, and approximate length of time they will be involved. Also inform the student of the proper attire and any equipment you would like them to bring.
6. Double check the layout. After setting up the Field Day scenarios make sure the entire team does a walk through to eliminate any surprises or situations that might be unsafe or that do not portray the correct image to the student.

What to do if weather does not cooperate for an outdoor activity:

Do not endanger yourself, your teaching partners, or the students if weather conditions are not suitable to conducting a class outdoors. The following are suggestions regarding indoor activities that can be substituted if the Field Day Exercise cannot be rescheduled:

1. Try to find a location (such as a gymnasium or local archery pro-shop) where it is possible to shoot. Use paper animal targets instead of 3-D’s if necessary.

2. Use videos to demonstrate “shoot-don’t shoot” scenarios. Videos can also get ethics and responsibility discussions started.
3. Indoor props can simulate outdoor conditions. A blue tarp can signify a body of water. Tying ropes between chairs can simulate fences. A platform can simulate a treestand. Remember to use all the proper tree stand safety equipment.
4. Wildlife identification and habitats can be taught using animal parts (skins, sheds, molds for tracks, small bones). Local game and parks offices usually offer posters which can be utilized for wildlife I.D. as well as help decorate the room.
5. Even though the weather may be inclement to going outdoors, still ask the conservation officer to stop by and ask students to role play with different scenarios where the officer is present.

FIELD DAY ORGANIZATION:

1. LOCATION

- A. An ideal location would be a site that has indoor facilities as well as an outdoor area where students can safely shoot their bows. If no indoor facility is available, designate an area outdoors that can be used for registration and an area where students can assemble. Picnic tables can be used as desks or writing surfaces.
- B. Target archery, field archery ranges, or 3-D archery ranges are good location choices. Look for an area that allows a minimum of 30 yards of shooting with a safe background and surrounding area for setting up the Field Day shooting and other activities.

REMEMBER: SAFETY IS FIRST!

2. INTRODUCTIONS

- A. Designate a registration location. If a pretest or final test is going to be administered, make sure provisions have been arranged for this purpose; such as in a building or extra picnic tables where students can sit down and write. (Don’t forget to bring extra pencils or pens!)
 - B. Distance Learning Students should have their printed Field Day Qualifier certificates(vouchers) in hand when they arrive.
- NOTE:** Some states also require the student to bring a signed and completed parental consent form.
- C. Complete and assemble all necessary registration paperwork immediately when the students arrive. If you are requiring the student to have instructors sign- off or initial a card at each station, give the student a small clip board with pen or pencil attached that is easily transported from station to station.
 - D. The lead instructor should give introductions and a brief overview of the activities about to take place. Instructions should also be given about breaks, restroom facilities, and other activities such as any testing or shooting that will be taking place.
 - E. One instructor for every 5-6 students is a good rule of thumb. Students are then instructed to count out loud in order from 1 to 4; dividing themselves into 4 groups (if

the class size is approximately 20 students. If the group is less than or more than 20 students, use discretion regarding the number per group.

3. ACTIVITIES

A. EQUIPMENT USE & CARE

Objectives Discussed:

1. Inspect equipment for safety and understanding
 - a. Students demonstrate how to shoot; instructor suggestions where they are appropriate.
 - b. Determine accuracy range & how to “pick a spot”
2. Determine ability to judge distance & make suggestions as to where to improve

Materials Needed:

1. 3-D Targets
2. Bows and arrows for students that do not bring their own equipment
3. Safe area with appropriate backstop for shooting

Set-Up:

Because this activity has several separate activities, you will need more than one person manning this station.

Activity 1: Equipment Inspection

The instructor and assistants should demonstrate shooting their bows first. Then point out the various components of a bow and the arrow. Extra equipment showing different types of bows (longbows, recurve, single cam vs. double cams). Show different types of arrows tipped with broadheads as well as arrows tipped with practice points. Discuss when it is appropriate to shoot the different styles of points. Discuss the importance of shooting matching grain weight broadheads and practice points. Students then check their equipment for safety and proper fit with the help of the instructor and assistants.

Should students need assistance with their equipment, be ready to refer them to a local pro-shop or other knowledgeable person for assistance. Don't hold the entire class up trying to perfectly tune one individual's equipment.

REMINDER: The instructors or assistants may not endorse or show preference to any specific manufacturer's product during the demonstration or explanation of product.

Activity 2: Judging Distance

Instructors should discuss judging distance. All students should have the opportunity to ‘guess’ the distance to an unmarked target from a designated stake which they write on their check-off card. This may be one target from various locations or several targets if space allows. The students answers are then compared to the actual known distances. The instructor should discuss why the distances could be misjudged.

Activity 3: Students Shoot

The activity will consist of the students learning to “pick-a-spot”, shooting their arrows at a big game target, and then determining the students accuracy range. The instructor should begin by pointing to the vital area on a 3-D target. The instructor then leads the discussion regarding “picking-a-spot”. Discuss the importance and difficulty of “picking-a-spot” when actually hunting. Instruct the students how to draw a vertical line just behind the front legs and horizontal 1/3 up on the lower portion of the body. The instructor should explain how the size of the “spot” will change depending on body angle and elevation. (If the animal is angling away, the “spot” may be further back on the animal and if the hunter is elevated, the “spot” may be higher on the body.)

Students should shoot at a big game target at 5 unmarked distances (less than 10 yards, 10-15 yards, 15-20 yards, 20-25 yards, and 25-30 yards). The instructor observes each student’s form as they shoot. Make sure all students are in a horizontal line as a group of 3-5 students with no other audience. Never shoot more than one arrow at a target or from the same distance. Students can be given suggestions to improve their shooting form if necessary. Help the student determine their accuracy range. Ask the student what distance they are comfortable with. Note this on the check-off card the student is carrying.

Instructors should stress that regardless of a person’s range of accuracy, it is his or her responsibility to become the best hunter they can be.

B. GAME SIGN TRAIL

Objectives Discussed:

1. Hunting Ethics/Responsibilities
 - a. Shoot/Don’t Shoot Scenarios
 - b. State Specific Laws/Regulations
2. Wildlife Conservation & Management
 - a. Wildlife ID
 - b. Importance of Conservation
 - c. Discussion of “Fair Chase”

Materials & Equipment Needed:

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

Set-Up:

Make a short (25-40 yard) game sign trail with ten or more ‘signs of deer’ or other big game. Make sure all signs are visible from the trail the students are walking on yet are not obscured by the next group. Remind the students they are to stay with their group and on the trail at all times.

Begin the activity by asking the students to recall various game sign they would look for if wanting to select a good hunting area. Then as they follow the trail, students need to write down sign they observe, food source, and anything that they feel would attract big game to the area.

After the students walk the course, have a short meeting with them and discuss the sign they observed and anything they perhaps missed along the trail.

How to Make the Trail Interesting

1. Strategically place shed antlers, tanned hides, and/or turkey feathers along the trail (deer hair on a fence or bush).
2. Use actual hooves to make tracks. "Hooves" could also be carved from wood and used for this purpose.
3. Create a buck rub and/or buck scrape. Discuss age, size, and height of the scrap and rub. Note overhanging branches chewed or raked by antlers.
4. Milk Duds or Raisinettes can be used to simulate deer or elk droppings along the trail.
5. Discuss deer management, habitat, and food sources (acorns, berries).
6. Simulate a bedding area by matting down an area prior to the class (lay a filled garbage bag over a grassy area).
7. Place a life size 3-D targets (deer and/or turkey) in the distance for students to identify. In addition to estimating yardage, students need to discuss whether shot is legal, safe, and ethical. If appropriate backstop is present, students may elect to shoot at various targets.
8. Discuss food source and other necessary elements for wildlife.
9. Place no hunting or no trespassing signage along trail or on nearby fence.
10. Create fence with decoy on opposite side to discuss landowner permission (and suggest using landowner courtesy cards as handouts to students). Have a helper come upon your group as a 'landowner' and students must explain what they are doing and ask permission.
11. Have a conservation officer appear to discuss state specific game laws. Sign-off on the student's cards and send them to the next activity.

C. GAME RECOVERY & BLOOD TRAILING

Objectives Discussed:

1. Hunting Ethics/Responsibilities
2. Rule of "First Blood"
3. Equipment Knowledge & Safety
4. Big Game Anatomy & Shot Placement

Materials and Equipment Needed:

1. Fake blood
2. Drip and spray bottles
3. Deer hair or other signs when trailing
4. 3-D targets
5. "Today's 3-in-1 Responsibility Guide" (if not previously distributed)

About Fake Blood:

There are a number of methods to making it. You can combine glycerin (obtained from a pharmacy) and red food coloring. You can use a mixture of half warm water and light corn syrup with red food coloring added. Red tempera paint powder can also be added for coloring. To make a mixture that simulates a lung hit, add a teaspoon of honey and red food coloring to a half pint of whipping cream, and then shake slightly. Buttermilk also works instead of whipping cream. A drop or two of green food color to the mixture can simulate a lung hit.

A small dropper or squeeze bottle may be used to dispense the drops of “blood”. You may also use a small zip seal style bag. Using a nail clipper, clip a very small corner to dispense the “blood”.

The NBEF also offers a powder from their online store that can be rehydrated with water and honey. For approximately \$5.00 plus S/H, it will provide 32 oz. of red, artificial blood. Order at http://www.bowsite2.com/nbefstore/product1.asp?SID=3&Product_ID=157

Set-Up:

Use 1 oz. of the fake blood to produce sign you might see when following the blood trail. Use a drop of blood on a leaf, blood smear on under side of any plant material growing at typical wound height, dark blood sign, or frothy bright blood. See how long a trail (minimum 50 yards) you can make using just the 1 oz. of fake blood.

Have students take one shot from a close distance (10 yards) at a 3-D target. Or you might have several targets and the class decides which one offers the best opportunity for a good shot. After shooting but before retrieval of arrows, discuss what to do after a hit; such as mentally marking the last place on the ground where you saw your animal, how to interpret how the animal acted upon being hit, and even how to take compass bearings of the last spot where you saw your animal. Interpretation of these points could be critical to the recovery of your animal.

Upon retrieval of arrows, vital zones can be discussed and how long to wait before trailing an animal. Discuss a hunter’s responsibility to make every effort to recover a wounded animal. Discuss the rule of “First Blood”.

The blood trail will begin from the target. Instruct the students to stay to the side of the blood trail to not obliterate the trail for others and to stay together as a group. Have another 3-D target at the end of the blood trail lying under brush or in trees. When the animal is found, discuss tagging and other legalities. This is also the time to discuss field dressing and handling the meat including the three things that can cause the meat to spoil: heat, moisture, and dirt.

NOTE: These activities can be conducted indoors if necessary. In the event that you do not have typical hunting terrain to conduct the activity in, you can collect and store bags of leaves, branches and vegetation that will be present during a fall hunt. Sessions during the winter months or when the session cannot be completed outdoors can be completed in a large room and a parking lot. Secure a large plastic tarp and spread the leaves, etc. on it to complete the activities. The leaves could also be spread on a parking lot if necessary (remember to leave whatever facilities you use cleaner than you found them).

D. Tree Stands and Blinds

Objectives Discussed

1. Describe different types of tree stands and discuss their advantage and disadvantages.
2. Recognize and describe the dangers associated with all types of elevated stand hunting techniques and know how to reduce the potential risks of injury.
3. Know when most tree stand mishaps occur.
4. Recognize the value of fall arrest systems (F.A.S.) and know the advantages and disadvantages of each type.
5. Explain and demonstrate the proper use of fall arrest systems (F.A.S.).
6. Demonstrate how to install a tree stand using the double tether method.
7. Show how to safely enter and exit a tree stand.
8. Understand how to employ self-rescue techniques and seek suspension relief if necessary.
9. Demonstrate how to use a “haul up or hoist line” and explain why equipment should never be carried while attempting to climb up or down from an elevated stand.
10. Explain how to remain attached to the tree from the time you leave the ground until you return to the ground.
11. Advantages, Disadvantages, and Types of Blinds

Materials

1. Three types of tree stands: Ladder, hang on, and self climbing
2. Full Body Harness w/Lineman’s Style Belt(Fall Arrest System—F.A.S.)
3. Equipment Haul Line
4. Portable Climbing Sticks or Ladders
5. N.B.E.F. “*Today’s 3-In-1 Responsibility Guide*”
6. Portable Blinds

NOTE: If a stand is not available to practice at ground level, a platform can be created for students to practice. Use 4 eight-inch cement building blocks and a sturdy platform at least 3 feet square. Place the cement blocks at the base of a tree and place the platform on the blocks. The students can practice all the steps to safely enter and exit a stand.

The N.B.E.F. strongly recommends that every instructor watch the full length version of “Safe Treestand Hunting Strategies (2006 Version)” DVD before teaching this portion of the Field Day lesson plan. This lesson plan is designed to be used in conjunction with the video.

If you are unfamiliar with the instructional procedure for tree stand safety, call upon an expert (someone who is a Certified Tree Stand Instructor and/or make large poster notes to help both you and the student.

TIME ALLOTTED:

1. Field Exercise: 45-60 Minutes

Set-Up:

Prior to class and before conducting this lesson, instructors should install a hang-on tree stand, a climbing-style tree stand and a ladder-style stand on separate trees or stand posts in close proximity to one another.

The use of tree stands, elevated stands or platforms for hunting is becoming more popular each year. Hunting from an elevated position has many advantages. Hunters position themselves above their quarry to improve their field of view and to reduce the chance of being detected by game. Unfortunately, these advantages are overshadowed by the additional risk of falling. Several states reported tree stand falls now outnumber firearm incidents. The proper use of tree stands and fall arrest systems will help prevent injury from such falls.

Ask students: *“How many of you have hunted or will hunt from tree stands? Do you know someone who has fallen from a tree stand? Were they seriously injured or did they die?”*

PART 1:

- Briefly describe each of the three tree stand types and their similarities/differences.
- Have students discuss the advantages and disadvantages of each type.
- √ Ladder Stands: Safe, but bulky. Risks involved during installation/take-down.
- √ Hang-On Stands: Versatile and compact. Require separate climbing equipment.
- √ Self-Climbing Stands: Require no additional climbing equipment, but only practical on straight trees without limbs.

Remind students of the following:

- ⌚ *Use a fall arrest system (full body harness and lineman’s style belt) anytime your feet leave the ground. This includes during the climb up and while descending to the ground. A fall arrest system will not prevent a fall. It will prevent you from hitting the ground.*
- ⌚ *Make sure there is no slack in the tree tether when in a sitting position.*
- ⌚ *Choose a F.A.S. that will keep you upright and will not restrict your breathing.*
- ⌚ *Do not use permanent stands. They weaken with age, damage trees and are eyesores to the environment.*
- ⌚ *Never leave a stand installed for more than two weeks. Trees grow in diameter and may stress buckles, chains or straps and cause the tree stand to fail.*
- ⌚ *The preferred tree stands and F.A.S. are manufactured to TMA (Tree Stand Manufacturer Association) standards. They are commercially manufactured to high standards and have passed rigorous certification testing.*
- ⌚ *Read and follow all the manufacturer’s guidelines and instructions for the tree stands you are using. Practice with the stand before hunting.*
- ⌚ *Inspect all stands and equipment regularly for signs of stress or malfunction.*

- ⌚ *Select only suitable trees.* (NEVER use power poles or windmills.) Caution should be taken to avoid dead or dying (diseased) trees. Care should also be taken to avoid trees that are obviously leaning.
- ⌚ *Maintain three points of contact with the climbing system or ladder at all times while climbing or descending.*
- ⌚ *Use a haul line to pull up gear.* If hunting with firearms or crossbows, make sure they are unloaded and the firearm muzzle is covered. Never attach the haul line near the trigger or trigger guard/safety of a firearm or crossbow.
- ⌚ *Use three persons to set-up and take down a ladder type tree stand.*
- ⌚ *Hunt with a plan and a buddy.* In the event of a fall, be prepared to help yourself or have someone help you if you don't return at an established time.
- ⌚ *Check your harness manufactured date and discard if necessary.* Discard or return the harness to the manufacturer if the system is ever tested or if an incident occurs.

PART 2:

- Demonstrate how tree stands and climbing aids attach to a tree. Suggest to students that although screw-in and strap-on style steps are common, they do have limitations and present certain dangers. Also mention they currently do not have T.M.A. certification standards. Mention proper spacing and dangers of thick barked trees as well as never reuse an existing or old hole in the tree.
- Using students as models, demonstrate how to properly wear a fall arrest system including the full-body harness and lineman's belt. Demonstrate the importance of the height of the tree tether. Discuss the risks associated with a chest harness and a single-strap chest belt. Discuss that the only N.B.E.F. recommended form of fall arrest is the F.A.S. (Fall Arrest System).

All students should put on a F.A.S. (Fall Arrest System) that is certified according to TMA standards and become familiar with all aspects of the climbing equipment.

Instructors should follow these steps:

- When performing the following steps, always exemplify the safest methods. A *"do as I say, not what I do" approach is not acceptable!*
- Using the hang-on tree stand, place it no more than three feet off the ground in a suitable tree. Test stand for stability. Install the sectional ladder, making sure the top step is at least 12 inches above the level of the tree stand platform.
- Have students wear a full-body harness with lineman's style belt to climb up and into the stand. Using the double tether method have them install and attach to the overhead tree tether, disconnect the lineman's belt, and board the stand. Adjust the length of the tether and be seated.
- To reinforce learning have the student repeat aloud what he or she is doing for each step as they climb and enter the tree stand. Have the student adjust the tether to fit.
- The instructor should review self-rescue strategies and conduct one or more of the self-rescue techniques in the presence of the students. This live demonstration should help solidify the techniques in the minds of the students. Emphasize that the need for self-rescue is almost always a result of failure to follow printed instruction and /or too much slack in the tether which is followed by a fall.

- Have students use a hoist line to pull gear into the tree stand and then lower it back to the ground.
- Students should demonstrate the “three-point rule of contact” at all times while climbing and descending all types of stands.
- Under close supervision, students should put on the fall arrest device, attach the tether at head level, and flex their knees and ease into a suspended position to feel the effect of the device. This test should not be conducted with the student off the ground, but rather at ground level. Emphasis should be on the preferred fall arrest device (the full body harness and Fall Arrest System).

Instructors should cover the following in detail concerning self-rescue techniques:

1. Let someone know where you are hunting and when you will be returning.
2. Carry a signaling device on your person (whistle, 2-way radio, cell phone, or PLB).
3. Carry two screw-in steps on your person or use lineman’s belt to relieve suspension trauma when hanging from in full-body harness (instructor should demonstrate).
4. Demonstrate recovering and re-boarding the tree stand platform when using a self climbing type stand.
5. Discuss cutting the tether as a last resort and climbing down. Instructor should emphasize the risk in both hanging suspended and in cutting the tether and descending.

NOTE: An instructor must be in close proximity to the student and must monitor the student’s activity to insure safety at all times during these exercises!!! (Instructors must be familiar with the full length version of the NBEF’s “Safe Treestand Hunting Strategies” video for complete information regarding the proper use of tree stands before teaching this lesson.)

PART 3: Shooting From a Blind

If possible, have students take a shot from a blind. Many times a student is amazed at the amount of room necessary for comfortably drawing a bow and releasing the arrow.

PART 4: Review (5 minutes)

Conclude this lesson with a brief review of the “Tree Stand Guide” found in the NBEF *Today’s 3-in-1 Responsibility Guide* booklet.

Ask for any remaining questions or comments.

SUMMARY

Should you choose to hunt from an elevated position (tree stand), you are responsible for your own safety. The elevated position of tree stands has many advantages, but also contains risks. Falling from an elevated stand can result in serious injury or even death. Knowing, practicing and following the manufacturer's directions and safe tree stand practices can minimize these risks.

The NBEF's official position is that you recommend to your students to use only a full body harness fall arrest system that meets or exceeds industry (TMA) standards. Beginning on January 2004, the TMA will be endorsing only full body harnesses that meet the TMS06 (ASTM) standard.

HUNT FROM A TREE STAND LIKE YOUR LIFE DEPENDS UPON IT.....WEAR A FULL BODY HARNESS/FALL ARREST SYSTEM (F.A.S.).

D. Orienteering, Survival & First Aid

NOTE: This portion of the Field Day Exercise may be included with other stations as long as it is included at some point during the Field Day Exercise.

Objectives:

1. Students should be exposed to using a compass and reading a map and/or using some type or orienteering equipment
2. Discuss the importance of preparing for a hunt (include the hunt plan, preparing equipment, physical fitness, and knowing the area and quarry).
3. Know how to signal help (demonstrate and discuss several ways of signaling for help)
4. Emphasize the importance of taking a First-Aid/CPR Course

Materials Needed:

1. Compass, GPS (helpful)
2. Items needed to signal help (basics: Whistle, mirror, cell phone)

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