

Minnesota
Hunter Education Firearms Safety
Field Day
Instructor Manual
For use with Online and Classroom Students



**PARTNERS IN EDUCATING
SAFE RESPONSIBLE AND ETHICAL HUNTERS**



Welcome

Welcome to the Minnesota Firearms Safety Hunter Education (HEFAS) Field Day Instructor Manual. Please accept a sincere and well-deserved thank you. It is because of you and your fellow dedicated and determined instructor efforts that hunting is safer today than ever before. You make the difference.

You are part of a new Field Day session and exciting optional certification process that is quickly becoming the new high standard in Hunter Education Firearms Safety Training. Your challenge is to become proficient in scenario-based learning that complement and enhance what your students have already learned through *HunterCourse.com* study or in your classroom.

The scenarios in this manual are designed to present students with realistic hunting situations where they must make decisions based on safety and ethics. The situations and scenarios presented to the students are designed to challenge their thought process while being evaluated and mentored by certified instructors.

This manual, used in conjunction with the Volunteer Instructor Procedures Manual (VIP), will provide you with the information needed to complete the Field Day HEFAS Certification session successfully.

Note: the manual is written for use with the *HunterCourse.com* and classroom course Field Day. The manual includes information and instructions for the indoor (classroom) portion of the *HunterCourse.com* certification and the Hunter Trail portion for both the classroom and *HunterCourse.com* certification. Classroom course students need to complete only the outdoor Hunter's Trail segment, provided the "class plan" is completed as written, prior to the Field Day.

This manual includes information on the *HunterCourse.com* certification process and is a reference manual for both the *HunterCourse.com* and classroom Field Day. A Pocket Guide is available for instructors' use as a brief reminder of the steps/scenarios for the Field Day.

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What is the “Field Day”?

The Field Day is a one-day, hands-on, scenario-based session where the team leader evaluates what students learned from:

1. The classroom Hunter Education Firearms Safety (HEFAS) certification; session six of seven sessions. (3 ½ hours)
2. Part two of two for the *HunterCourse.com* option* for Minnesota students to receive HEFAS certification. (6 ½ hours)

The Field Day is designed for a low student (3-5) to instructor (1) ratio. Adding additional instructors to your team may be necessary. The ideal team size is 7-10 instructors for a group of 20-30 students.

*additional classroom instruction included

IMPORTANT: The *HunterCourse.com* option is not intended to replace the current classroom version. This has been developed to offer an option for students who find it difficult to attend a multi-day course. The intent of the option is to provide opportunity for everyone who wants, to become certified.

Minnesota Options for Earning a HEFAS Certificate

A person who is at least 11 years old has two options to use to earn a HEFAS certificate in Minnesota. (1) A seven-session, volunteer instructor-facilitated classroom course can be successfully completed to learn the basic requirements to become certified. The sixth session of the classroom course is the Hunter’s Trail part of the Field Day (3 ½ hours). (2) A student may choose to complete online learning and participate in a Field Day (6 ½ hours) to earn a certificate.

Each of the two methods to earn a certificate has the exact same objectives*; the difference is the means with which the student learns the objectives: (a) an instructor team facilitates the learning of the objectives in the classroom, or (b) online learning is provided by *HunterCourse.com*. *HunterCourse.com* provides a narrated, illustrated, and interactive online method for a student to learn what is taught in the classroom course. It contains short visual quizzes to help the student learn. When the student has completed the course, they take a 50-question examination. They do not pay the *HunterCourse.com* fee of \$24.95 until they have successfully completed the examination. At that time they print a voucher which allows the student to attend a Field Day to complete the HEFAS certification.



Sample Field Day Voucher

Instructor Team

Lead Instructor = person that organizes the session, i.e., calls meetings, assigns/assures team members know/carry out their responsibilities.

Principal instructor = certified instructor specifically responsible for completing and sending required forms.

Team Leaders = certified instructors responsible for facilitating 3 – 5 students (team) during the Field Day scenarios.

HunterCourse.com provides a narrated, illustrated, and interactive online method for a student to learn what is taught in the classroom course. It contains short visual quizzes to help the student learn. When the student has completed the course, they take a 50-question examination. They do not pay the *HunterCourse.com* fee of \$24.95 until they have successfully completed the examination. At that time they print a voucher which allows the student to attend a Field Day to complete the HEFAS certification.

Although the fee structure for *HunterCourse.com* student certification is greater than the classroom

course fee, the benefit to students and parents is cost (driving expense) and time savings related to travel and scheduling; these are perceived as a positive.

Ideally each instructor team should provide both formats to students. The ability to provide the *HunterCourse.com* option will not work in all situations. It may not be necessary in all communities, especially those who traditionally have a small number of students.

Instructors choosing to offer the *HunterCourse.com* option must be familiar with the content and delivery method used by *HunterCourse.com*, that is, should complete the study guide version. See <http://www2.huntercourse.com/minnesota/study> .

The following page contains an illustrated flow chart showing how knowledge and skills are learned and demonstrated in each of the two options. Volunteer instructors facilitate the learning of objectives in the classroom vs. online students learn by completing *HunterCourse.com*.

As part of the Field Day, *HunterCourse.com* students complete a “classroom” segment (2 hours). The flow chart indicates that both classroom and online students complete the same activities*; the chart illustrates where they are completed in each method of certification.

*Assumes the volunteer instructor team is following and using the classroom *Instructor Manual and Reference Guide* as printed.

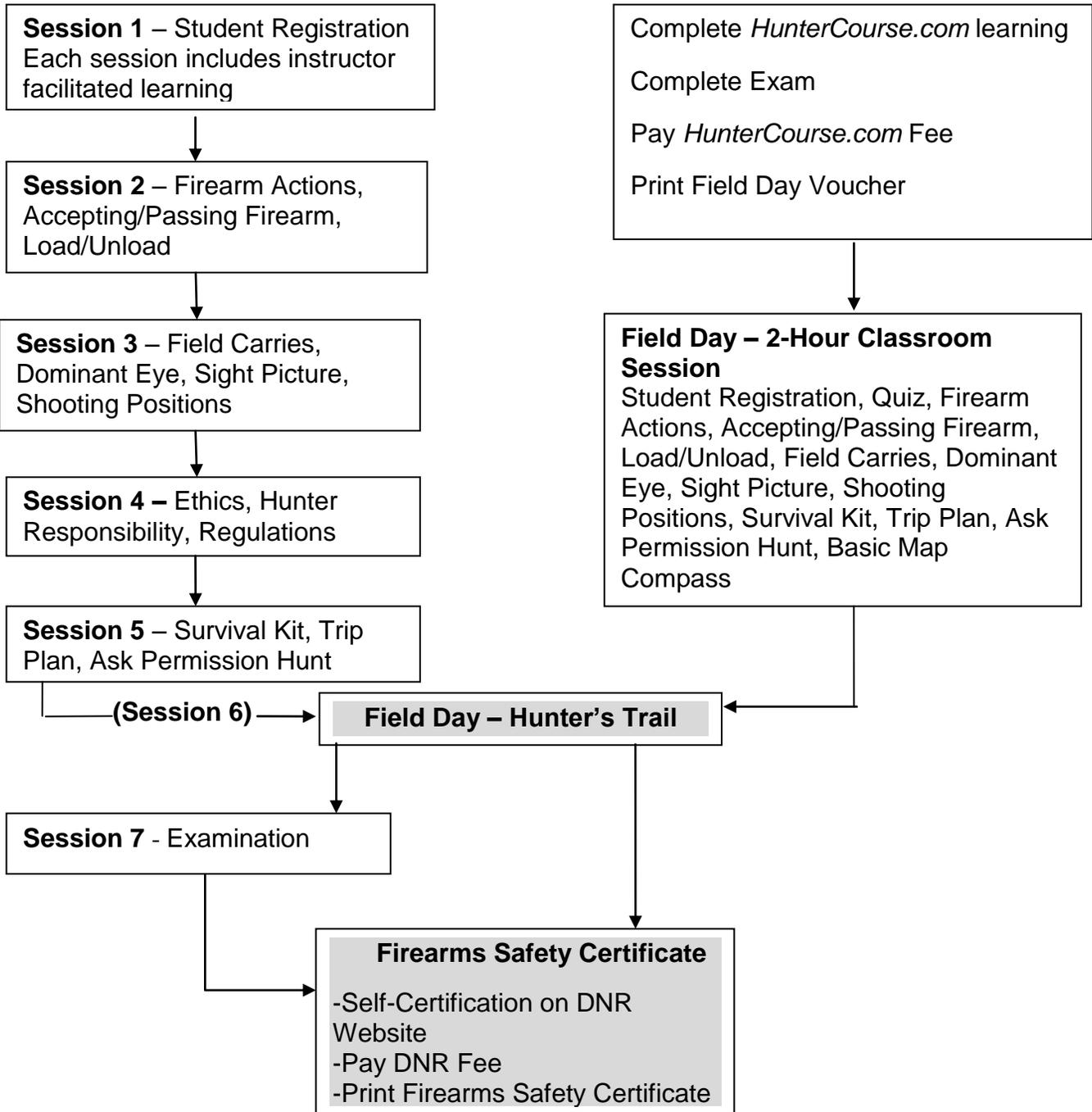
Reminder: Youth must be 11 years of age by the Start Date of your class. On-line students must be 11 years of age by the first day they are scheduled to attend the 2-hour classroom segment and field day.

**Minnesota Department of Natural Resources
Education and Safety Training**

Hunter Education Firearms Safety Certification Options Flow Chart

Classroom Learning

On-line Learning



Combining classroom and HunterCourse.com students in the same Field Day

As both classroom and *HunterCourse.com* students must successfully complete a Field Day as part of their certification requirements, students from both may be included in the same Field Day. To do so, the instructor team must have an adequate number of certified instructors (1 per 3 students) and provide the additional 2-hour classroom segment for the *HunterCourse.com* students prior to classroom students' arrival. (For example, the instructor team may allow students, who have conflicts with the dates of the classroom sessions, to complete *HunterCourse.com* and participate in the Field Day with the classroom students.)

The Hunter's Trail Field Experience

Introduction

The field scenarios segment of the certification process is the most important part for the instructor team. It is to be successfully completed by all students who have a *HunterCourse.com* Voucher and those learning in the classroom sessions. On the Hunter's Trail, all students will shoot a .22 rifle and experience "real" simulated hunting scenarios.

During these scenarios **Team Leaders** will assist each of his/her **team** members with hands-on learning of proper firearms handling techniques, how to act/react to hunting situations and determine if individual students are eligible to be certified based on their demonstration of knowledge, skills, respect and responsibility.

Objectives

The objective is to motivate students to make safe, legal, and ethical decisions in actual simulated hunting situations. The "hands-on" field activities session may be the first time a student will handle and shoot a real firearm. It may be the first "hunting experience" they will participate in. It will give the beginner a chance to practice and demonstrate knowledge and skills such as control the muzzle of their firearm, as well as loading and unloading of guns, field carries, and other basic knowledge and skills related to firearms and hunting. The session will allow students of all abilities to experience a variety of hunting situations, not just those with which they may be familiar with. **Team Leaders** will evaluate, encourage and correct student behavior instantly through effective field exercises. These scenarios will allow students to practice what they have learned in their *HunterCourse.com* and classroom studies. The scenarios will allow students to think about their own actions and the actions of others.

What is a "Team Leader"?

Team member responsible for a group of 3 to 5 students; from the time they arrive until they leave the Field Day with their parent /legal guardian.

- Must be a certified instructor.
- Will evaluate their team members and determine if they will be certified.

Parents are encouraged to attend the Field Day session with their young hunter (11 – 15 year olds). The certificate earned from this session allows young hunters to purchase hunting licenses. By attending the Field Day, parents will discover the points they need to reinforce with their young hunter. They may learn something new, and they will have a better understanding of the rules. Parents may attend the session free of charge unless they want to be certified. To become certified, they must complete the *HunterCourse.com* portion of the program, pay the optional fee (if required), and complete certification requirements.

Evaluation

A **Team Leader** is responsible for a **team** of three to five students. Each **Team Leader** will evaluate each of his/her **team** members by using the **Field Activities Evaluation Form** (Appendix D). As noted on the form a *HunterCourse.com* student must demonstrate, by a quiz, that they have actually completed the online study.

Instructors (**Team Leaders**) need to display a positive attitude and provide an opportunity for each student to succeed. Some students will arrive with some firearms handling skills while others may have never handled a firearm.

Methods

The field experience is the “Hunter’s Trail”; a sequence of scenarios set up to simulate a real hunting experience including shooting a .22 rifle (live fire) at a range. The **team**, guided by their **Team Leader**, will proceed through a “trail” where they will react to scenarios. The **Team Leader** will facilitate a discussion of each scenario to help students learn from and improve their knowledge and skills. The **Team Leader** will evaluate students’ actions/reactions to the scenarios.

Many scenarios will put students in “shoot or don’t shoot” situations. They must rely on the knowledge learned in their *HunterCourse.com* or classroom studies to answer three questions: 1) Is the situation/shot safe? 2) Is the situation/shot legal? 3) Is the situation/shot responsible or ethical? Students must respond to the scenario by “shooting” or not taking a shot. Other scenarios will involve safe and/or responsible actions while in the field. See interactive map at: <http://www.huntercourse.com/usa/minnesota/fielddayinfo.aspx>



The **Team Leader** will facilitate discussions of wildlife management and conservation topics, hunter behavior and hunting laws and regulations as the opportunity presents. Caution: Set students up to succeed, allow students to think but avoid unrealistic “trick” scenarios.

Site Procedures

Planning is essential if the live fire station is to be safe and each Hunter's Trail scenario effectively simulates a hunting situation. Remember, each student is to decide if a scenario is safe, legal and ethical. The Hunter's Trail scenarios should be planned to include several possible choices related to firearm safety, laws, and ethical decisions. Ideas for scenarios and the set-up required for each are discussed in this manual.

The instructor group must properly set up and rehearse each scenario. Walk through the site and identify possible situations for scenarios before setting up. This will ensure that the best use is made of the landscape (roads and fences, topography, natural draws, vegetation, etc.) Note: some scenarios will require helpers.

Safe firearms handling practices and understanding the three basic rules of safe firearms handling are a part of the classroom session that is completed prior to the field experience. Students are to demonstrate that they know and can follow the rules at all times when around and handling firearms.

Safety Precautions – Live ammunition is allowed only on the designated range. A trained Range Master is responsible for distribution of live ammo at the appropriate time. See *Appendix C: Live Fire Range Guidelines*. Provide approved dummy ammunition for use during the scenarios. **Team Leaders** must be alert to determine that students are using the correct live or dummy ammunition.

Safety is Everyone's Responsibility!

Risk Management Plan (Instructors/Students)

As Instructors, the whole focus is to educate students on how to prevent accidents. Instructors are specialized in the messages depending on what Safety Program they facilitate. Many times instructors get focused on their specific messages and forget the other risks that are involved with any outdoor recreational activity and field activities. Trailering and operating boats, ATVs, snowmobiles or props and equipment for a Field Day always pose a risk. Is your range as safe as it possibly can be? Where will a round go if it goes over the back stop? What hazards exist on your "Hunter's Trail"?

Proper safety planning is a 24/7 job. Instructors need to be conscious of risks all of the time in whatever they are doing. Assess your risk when involved in all activities.

Part of any risk assessment process is equipment matching and maintenance. Is your equipment maintained properly and being used properly? Are the loading ramps big or strong enough for the equipment? How steep is the angle of the ramp? How far are you stepping down? Are there any holes, rocks, snow, ice, or ratchets that could



cause a slipping, tripping or falling hazard? What is present at your training site that could pose a hazard to you or your students? Work with your fellow instructors to reduce your risk of injury before during and after your course.

Keep a first aid kit, insect repellent, sunscreen, and other helpful items on hand. Make sure water is available. If the possibility of hot weather exists, provide adequate shade for all present. Develop a plan for contacting emergency services. Determine if members of the instructor group have advanced first aid credentials and are able to assist until professional help arrives.

Take time to assess everyone's risks and develop a plan to minimize or eliminate potential problems before they happen.

Field Day Pocket Guide

A one-sheet, color-coded *Pocket Guide* is to be used by each Team Leader during the Field Day. The *Pocket Guide* is printed with brief reminders to the Team Leader of the what, when, where of the session. The information on the *Pocket Guide* is based on the detailed information presented in the following pages. The information expands the brief points required to be facilitated by each Team Leader during the Field Day session.

The color coding on the *Pocket Guide* is used to easily identify sections which apply to students depending on the method of study they completed prior to the Field Day -- *HunterCourse.com* or classroom.

The green background is applicable for all *HunterCourse.com* students and may apply to classroom students. The activities included with the green background are included in the curriculum for the classroom students. If the classroom instructor team did not complete some or all of those activities in the classroom prior to the Field Day, those activities must be completed by the team members as part of the Field Day. Scenarios with the blue background must be completed by all, *HunterCourse.com* and classroom students, during the Field Day. Note: the registration process will have been completed when students registered for the classroom course.

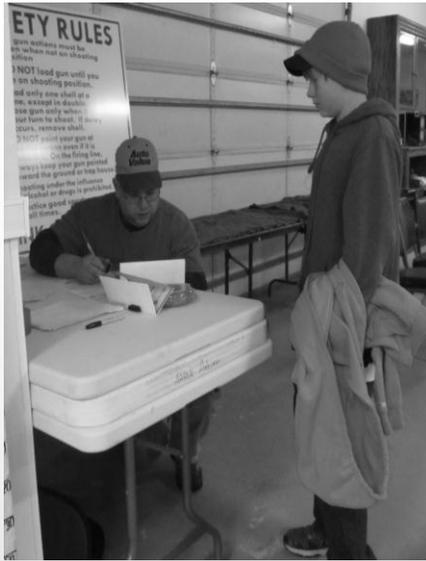
<p>Field Day Pocket Guide</p> <p><i>Note: This Guide is designed for online and classroom student field day. Online students should arrive 2.5 hours before your classroom students. Online students complete all the activities in green prior to classroom student arrival. All students must have completed the activities in blue.</i></p> <p>Check-in and Registration -30/45 minutes before the start of Class</p> <ul style="list-style-type: none"> Welcome Students/Parents Check-in and secure all firearms, make safe and insert chamber checker into students firearms. Inquire about and secure ammunition or other prohibited items. Parent/guardian completes Parental Release/Self-Certification Form "Explain the certification process" Collect HunterCourse.com "Field Day Voucher". Verify students name with birth certificate. Collect the Instructor course fee if applicable. Explain to each parent/guardian that students will "self-certify" upon successful completion of field day. Record students name on Field Day Evaluation Form. (Assign Leaders) Request that the parent stay until their student has completed the quiz activity. Provide nametags. Inquire about lunch storage needs. <p>Start 00:00 - 00:19 Quick welcome and Introductions then play; "THE LAST SHOT"</p>	<p>00:19 - 00:45 Welcome Students/Quiz</p> <ul style="list-style-type: none"> Introductions by lead instructor (Host, other instructors) Expectations and class rules adult-like behavior at all times. Muzzle Control, Participation SAFE FUN! Complete quiz: instructor read aloud to all students, when all have completed, have students check their neighbors quiz. Review All Quiz Questions. <p><i>*Parents of students who have successfully completed the quiz may leave at this time. Be sure they know when to pick their student up.</i></p> <p>00:45-00:50 Assign students to leaders. Team leader is now in charge of their team of students. Student evaluation begins.</p> <p>FULL GROUP/TEAM ACTIVITY: Instructor A explains and demonstrates proper steps to hand a firearm to Instructor B:</p> <ol style="list-style-type: none"> Safety on Action open Visually & physically determine no bullet/shell in chamber Say "empty" Hand firearm to partner making sure they safely grip with 2 hands Release firearm when partner says "I have it, Thank You." Partner visually & physically inspects firearm to determine unloaded Say "empty". 	<p>00:50 - 01:00 Firearms Familiarization Bolt, pump/slide, semi-auto, break, lever; others maybe added...</p> <p>Team Activity – MUZZLE CONTROL !!!</p> <ol style="list-style-type: none"> Students identify action, identify Safety, Determine gauge/caliber of demonstration firearm Instructor demonstrates how to operate action and safety Instructor explains/demonstrates how to load /unload – DUMMY AMMO ONLY Each student accepts each action type, locates & operates safety, operates action, Loads/Unloads and hands firearm to the next student. <ul style="list-style-type: none"> Demonstrate field carries (Laze/Ed guns) - two handed, cradle, elbow, sling, trail, shoulder Muzzle control/use - single file, three abreast Determine dominant eye Site picture—notch site/use Laze/Ed Prove unloaded using sample dummy rounds- determine their gauge/caliber (NO LIVE AMMO) As a team – complete a <i>Hunting Trip Plan</i> for a hunt that is a part of the "hunters trail" Students show their survival kit. Provide each student with survival bandana. Discuss its messages. Review map of site. Discuss basics of using compass and map— How to take a bearing— How to use a compass to travel in a straight line 	<ul style="list-style-type: none"> Help students develop their "Asking Permission to Hunt" dialog; prompt students to decide the time of year they will ask, how they will approach and what they need to ask/tell the landowner and what they need to know if they get permission. What will they do if denied? <p>02:00-2:30 Lunch</p> <ul style="list-style-type: none"> During Lunch (30 min) Show video/DVD - (Alan Madison) if projection equipment is available to students as they eat. Discuss what they see. *CO (optional) speaks to the group in place of the video. <p>Hunter's Trail <i>Scenario Based Activities</i></p> <p>02:30 - 5:30 Team/students carry their unloaded firearm, with a visible empty chamber indicator. They must demonstrate safe firearms handling skills, decision making and fully participate in activities and questions from Team Leader</p> <p>(Allow time for a restroom break before heading out)</p> <p>Safety Bearing Using compass the team establishes their safety bearing.</p> <p>Asking permission to hunt (need a "land owner" to role play).</p> <ul style="list-style-type: none"> Students will ask for permission to hunt as per the dialog they developed in their classroom assignment.
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Pocket Guide Front

<p>Tree Stand Scenario - Demo Vest</p> <ol style="list-style-type: none"> Instructor Demonstrates how to put vest on and explains what is expected during this scenario What to do with firearm? Haul line – where/how? Climb into stand THREE POINT RULE* Stepping Down onto the Stand Attach/adjust safety strap (almost tight when sitting) Safely hauling firearms/bows, Retrieving firearm. Load only when ready to hunt <p>(OPTIONAL) Before descending allow student to see what it is like to hang in safety harness. (student slide over side of stand and self-recovers)</p> <ol style="list-style-type: none"> Discuss suspension trauma How to relieve suspension trauma; exercise legs/carry suspension relief device. <p>Deer Drive-Shoot/Don't Shoot WMA</p> <ul style="list-style-type: none"> When to load/unload Safe zones of fire Shoot/don't shoot Be aware of other hunters/non-hunters Be aware of where they are; are they on public (open to hunting) land, where are property lines? Safety of deer drives. How to complete a drive - Drivers "still hunt"; stop and go, should have the possibility of getting a shot. Team member finds a safe shot and takes it. Discussion on Ground Blind Safety 	<p>Transportation, Storage, and Removal of Firearms and Ammunition From a Vehicle</p> <ul style="list-style-type: none"> Students start at a vehicle from which they retrieve the firearm; shotgun or rifle with unloaded indicator string they will use during the hunt. The vehicle should contain firearms that are legally cased and transported as well as those that are not. Include a bow and case even though it may not be included in a scenario. As students retrieve the firearms and dummy ammunition from the vehicle, the instructor facilitates a discussion to help the students learn what the safe and legal methods are to transport and remove guns and ammunition from a vehicle and when to load and unload firearms <p>Fence Crossing</p> <ul style="list-style-type: none"> Lone hunter <ol style="list-style-type: none"> Unload Place firearm on ground muzzle away <p>Protect muzzle with cap, etc. -Cross safely -Check for obstructions</p> <ul style="list-style-type: none"> With another hunter <ol style="list-style-type: none"> Unload –(back to back) One hunter accepts unloaded firearm Partner crosses safely Hand firearms to partner Cross fence Second hunter accepts their firearm from partner ("I have it, thank you") Reload when safe & appropriate to do so (back to back) <p>Live Fire - Range Master and Team Leader</p> <p>15 rounds of .22 use instructor guns</p> <ul style="list-style-type: none"> Standing 3rds Least stable Kneeling 3rds More Stable Sitting 4rds more stable Prone 5rds MOST Stable 	<p>Live Fire - Sight in .22</p> <p>One student fires 3 rounds from bench rest from .22 that sight is out of adjustment, team determines adjustment needed to zero in.</p> <p>Blood Trailing</p> <ul style="list-style-type: none"> Work as a team Stay to the side of the blood trail - Mark spots of found blood What to do when deer is found Tagging Field dressing Dragging <p>Waterfowl Hunt</p> <ul style="list-style-type: none"> When to load/unload. Hunters enter blind/boat. Safe zones of fire. Safety placing/retrieving decoys. Safety with dog present. PFD requirement and overloading boat. <p>Turkey Hunt</p> <ul style="list-style-type: none"> Know who's land you are on No "sneaking" on turkeys Identify sex of turkey Safe firearms handling Spot turkey – are they decoys? See other hunters blind <ol style="list-style-type: none"> Discuss what to do Call out "I am a hunter" Avoid location – seek alternative spot <p>Grouse or Pheasant Hunt Zones of Fire</p> <ul style="list-style-type: none"> Team members demonstrate when to load/unload Yell "bang" when they have a safe shot. (clay pigeons, tennis balls, Frisbees) will come from various directions. Include a discussion about hunting dog safety. 	<p>Survival Situation—What should lost group do?</p> <ul style="list-style-type: none"> S.T.O.P. Hunting plan – does a responsible person know where you are & when you should return? Survival kit Survival bandana two garbage bags Discuss a plan and who will do what. Building a fire <p>Range Estimation 50, 100, and 150 yds</p> <ul style="list-style-type: none"> How far (100yards – length of football field) Shoot/don't shoot – Why? What is the background? Can you make the shot with a rifle/shotgun slug? Shoot standing? Better option? <p>Camo Verses Hunter Orange</p> <ol style="list-style-type: none"> Practice looking for colors related to humans. Always be aware that others may be afield. <p>* Trail thru woods to Squirrel hunt</p> <ol style="list-style-type: none"> Demonstrate safe firearms carry. Shoot/Don't shoot? Why? <p>05:30 Classroom Review of Hunter Trail</p> <ul style="list-style-type: none"> Privately review evaluation form with student and parent. Discuss areas the student needs to practice Remain with your students until they leave <p>06:00 Graduation — Dismissal</p> <ul style="list-style-type: none"> Provide parent/guardian with Student Registration – Parental Release and Self-Certification Form (YELLOW COPY) and HUNTERCOURSE Voucher <p>Remind Parent/Guardian of "Self-Certification"</p>
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Pocket Guide Back

Online (HunterCourse.com) Student Check-In and Registration



Field Day Pocket Guide

Note: This Guide is to be used for online and classroom student field Day. Yellow background apply to online students only. Green background online, as well as, classroom students who have not completed them in the classroom sessions. Blue background scenarios for all. Those instructor teams with both online and classroom students at their field day schedule classroom students to arrive 2 ½ hrs after online students.

Check-in and Registration

-30/45 minutes before the start of Class

- Welcome Students/Parents
- Check-in and secure all firearms make safe and insert chamber checker into students' firearms.
- Inquire about and secure ammunition or other prohibited items.

Note: One certified instructor (**Team Leader**) is required for each 3 participants.

-00:45 to 00:00 Student Check-in

Pre-assign three students to a **team** with a certified instructor, e.g., their **Team Leader** for the session. The Team Leader is responsible for his/her **team** until they leave the site with their parent or approved guardian. When assigning students to **teams**, strive to create a team of students who are not related, i.e., no siblings or relatives, nor allow "friends" to be on the same **team**. **Team Leaders** will find that by doing so they will have greater attention and participation of **team** members. Each **Team Leader** will have a *Field Day Evaluation Form* (Appendix D) that they will use to evaluate their students.

If students have not been pre-assigned to teams, as students arrive, a Team Leader can take the first student that arrives and begin the registration process, another Team Leader takes the next and begins the registration process, another Team Leader the next and so on. Continue this method until all have been placed on a team.

As students arrive each **Team Leader**:

- Welcomes each Student and their Parent.
- Check-in and secure all firearms; make safe and insert chamber checker into students' firearms.
- Inquire about ammunition or other prohibited items and secure if needed.
- Determine that the students have the proper clothing to complete field activities; long pants, proper foot wear, i.e., no sandals, protection from the sun, wind, rain, ticks, etc.
- Parent/guardian completes *Parental Release/Self-Certification Form*. Instructors can learn the details for completing the form online at

http://files.dnr.state.mn.us/education_safety/safety/instructors/self-cert-instructions.pdf

- **Parent/guardian completes Parental Release/Self-Certification Form**
Explain the certification process
- Collect *HunterCourse.com* "Field Day Voucher".



- Verify students name with birth certificate.
 - Collect the Instructor course fee if applicable. Explain to each parent/guardian that students will “self-certify” upon successful completion of field day.
- Determine that each student has his or her *HunterCourse.com Field Day Voucher*. After viewing, return to student.
 - Verify the student’s name written on the form with that of their birth certificate. When parent/guardian has completed the *Parental Release/Self-Certification Form*, check the spelling of the student’s full legal name from their birth certificate with the name on the form. It is important that they are the same for the purpose of purchasing MN DNR licenses.
 - Collect the optional Instructor fee, if applicable. (An additional fee of up to \$7.50 can be collected for use by the instructor team for expenses at the Field Day.) The additional fee may be used for: training aids, safety equipment, Hunter Trail props, additional ammunition for demonstrations, mailing, copying, incidental class expenses, classroom rental, transportation costs to the site, and refreshments for students during the session. (See VIP 1 – 7)
 - On the *Checklist – What to bring to MN Range and Field Day* (Appendix A) indicates the student is to bring *Safety and Responsibility Note to Parent* letter signed by parent/student. Most students will bring as directed. For those that do not suggest that they review the points made on the page. The *Safety Note is found at* <https://www.huntercourse.com/usa/minnesota/pdf/note-to-parents.pdf>. This is optional for students 18 and older.
- Explain to each parent/guardian that their student will “self-certify” upon successful completion of field day. The instructions for self-certification will be found on the back of the yellow copy of the *Parental Release/Self-Certification Form* which the student will receive upon successful completion of the session. Instructors can also find additional information on the MN DNR web page http://files.dnr.state.mn.us/education_safety/safety/instructors/self-cert-instructions.pdf

Record students name on *Field Day Evaluation Form*. (Assign Leaders)

- Request that the parent stay until their student has completed the quiz activity.
- Provide nametags.
- Inquire about lunch storage needs.

Field Day Evaluation Form

The Team Leader will use this form to record the level of ability each student demonstrates while under his/her guidance. At the completion of the session the Team Leader will discuss the results of the students' evaluation with the student and their parent/guardian in private. Only areas that have an X will be used to not certify a student. The Team Leader will explain in detail to the student and parent/guardian why the student is not being certified. Any of the areas where the student received an N rating should be discussed with the student and parent/guardian; the student and parent/guardian will need to work on improving the area but it/they will not prevent the student from being certified.

- Record student's names on a *Field Day Evaluation Form*. (Appendix D)
- Request that the parent stay until their student has successfully completed the quiz activity. The quiz is to be used as a verifier that the student in attendance actually completed the *HunterCourse.com*.
- Provide each **team member** with a DNR nametag. The nametags will help the Team Leader learn the names of the students. Note: Parents are encouraged to accompany their child throughout the session; if they do, provide them with a nametag.
- Ask if student brought a bag lunch (if requested) and if it needs to be refrigerated?

Field Activities Evaluation Form

Note: Mark each category with one of the following:
M - meets objective(s) or **N** - needs improvement or **X** - fail

Students Name _____
 Date _____
 Classroom _____
 Test score M X (< 3 wrong) (>3 wrong)

Knowledge of:

Action type	M	N	
Matching bullet/shot shell to firearm ...	M	N	
Sight-picture/align	M	N	
<u>Skill:</u>	M	N	
Carry/Handling	M	N	X
Muzzle control	M	N	X
Student participation & conduct	M	N	X

Field Activities

SKILL:

Live fire .22	M	N	
Shooting positions	M	N	
Sight in .22	M	N	
Muzzle control	M	N	X
Field carry positions	M	N	
Loading/Unloading	M	N	
Passing/receiving firearms	M	N	
Crossing objects	M	N	
Shoot/don't shoot decisions	M	N	
Survival/First Aid	M	N	

KNOWLEDGE:

Zone-of-fire	M	N
Enter/exit Vehicle	M	N
Stand/blind	M	N
Boat	M	N
Horizon/beyond target	M	N
In line-of-fire	M	N
Swinging on game	M	N
Proper ID of target	M	N
Treestand Safety	M	N
First-Aid/Survival	M	N

ATTITUDE

Student participation & conduct	M	N	X
Landowner & CO relations	M	N	

Instructor Name _____
 Notes: _____

**Start 00:00 - 00:19 Quick
Welcome and Introductions
then play
“THE LAST SHOT”**



**00:19 - 00:45 Welcome
Students/Quiz**

- **Introductions by lead instructor (Host, other instructors)**
- **Expectations and class rules adult-like behavior at all times.**
- **Muzzle Control, Participation SAFE FUN!**



**“Display a positive
attitude—provide an
opportunity for each
student to succeed”**

00:00 – 00:14 (Green Section Pocket Guide)

- The lead instructor facilitating the beginning of the formal session should do so at the advertised time. Often students will “be late”. Late students should be registered as soon as they arrive, while the *Last Shot* DVD is being shown.
- At the exact start time show the DVD - *The Last Shot* (14 minute length). The objective for using the DVD is to set the ‘tone’ for the session; to help the students get in the right frame of mind. No formal activity is associated with the video. Team Leaders should refer to it at appropriate times, as “learning moments” during the session.

00:14 – 00:19

Introductions by lead instructor (VIP 3-4)

- Introduce self.
- Introduce volunteer instructors (Team Leaders).
- Introduce the host organization, e.g., conservation, gun club.
- Welcome your students to the class.
- Explain expectations and class rules. (VIP 3-4)
 - Explain that students are expected to demonstrate adult-like manners in the classroom and field activities.
 - When handling any firearm, student must demonstrate - at all times - muzzle control.
 - Each student is expected to participate in all activities if they are physically able.
 - Explain the consequences of violating class rules. If the Team Leader determines that a student has violated rules or does not demonstrate adult-like behavior or is careless handling a firearm, then the student will not be certified. If this student wants to be certified in the future they may attend a course and meet its requirements.
- Explain the requirements for earning a certificate.

• Complete quiz: instructor read aloud to all students. When all have completed, have students check their neighbors' quiz.



Review All Quiz Questions.

**Parents of students who have successfully completed the quiz may leave at this time. Be sure they know when to pick their student up.*

00:45-00:50 Assign students to leaders. Team Leader is now in charge of their team of students. Student evaluation begins.

FULL GROUP/TEAM ACTIVITY:

Instructor A explains and demonstrates proper steps to hand a firearm to Instructor B:

- a. Safety on
- b. Action open
- c. Visually & physically determine no bullet/shell in chamber
- d. Say "empty"
- e. Hand firearm to partner making sure they safely grip with 2 hands



- Prove completion of online study by quiz.
- Actively participate with their group and Team Leader.
- Demonstrate adult-like behavior.
- Demonstrate they can safely and responsibly handle their firearm.

00:19 – 00:45

- *HunterCourse.com* students complete quiz. (Appendix E)
 - Review VIP 3 – 8 for information on administering exams.
 - Note: quiz is to determine that the student actually completed *HunterCourse.com* and learned the material (i.e., they did not have someone do the *HunterCourse.com* for them.)
 - When all students have had adequate time to complete their quiz the lead instructor reads the correct answers to the quiz. Have students correct their neighbors' quiz.
- Parent/approved guardian of students who had three or less incorrect on the quiz may leave at this time if they are not staying for the session. If parent is not staying for the session, assure they know what time they must return to pick up their child. **Team Leader** is responsible for their students until they leave the site with parent or approved guardian.
- **FULL GROUP/TEAM ACTIVITY:** Instructor A explains and demonstrates proper steps to hand a firearm to Instructor B:
 - a. Safety on.
 - b. Action open.
 - c. Visual & physically determine no bullet/shell in chamber
 - d. Say "empty".
 - e. Hand firearm to partner making sure they safely grip with 2 hands.

f. Release firearm when partner says "I have it, Thank You." Partner visually & physically inspects firearm to determine unloaded -- Say "empty".

f. Release firearm when partner says "I have it, Thank You." Partner visually & physically inspects firearm to determine unloaded—Say "empty".

From this point on each **Team Leader** facilitates the remainder of the activities with their 3 students, i.e., team. **Team Leader** will assist his/her team with understanding and practicing the objectives as presented in the *HunterCourse.com* course. **Team Leaders** are responsible for their **team** until each of their students leave with their parent or approved guardian.

00:45 – 00:50

Each **Team Leader** assists his/her **team** with understanding the correct answers from the quiz. If a student gets 3 or more wrong on the quiz, the Team Leader should determine from the student the reason for the errors. If the Team Leader determines the student did not complete the *HunterCourse.com* they should notify the parent, and the student will not be permitted to participate in the remainder of the session.

At this point the instructor Team Leader will begin to record and evaluate each of his/her team on the *Field Day Evaluation Form*. The team leader will circle "N" after "test score" for the student that has more than three incorrect but determined the student completed *HunterCourse.com*.

Use of **Field Day Evaluation Form** - Note: Evaluate each student in each category and circle one of the following: M = meets objective or N = needs improvement or X = fail. Only selected categories have an X. If a student receives one or more X's they will not be certified during this session.

Those categories that have an X as a choice should be scored by the instructor as follows: the first time a student "miss steps", the instructor should cross out the M.

If the student does not repeat the "miss step" or improves the category during the session, the instructor should circle the N for the final evaluation and make a note at the bottom of the column.

If the student repeats or continues to fail the category the instructor will circle the X and the student will not be certified during this session. Record in the notes space the reason for the X.

00:50 to 02:00 (Classroom or Outdoors)

Hands-on activities

These activities will require Laser-Ed guns and samples of each firearms action type. With three students on a team only three Laser-Ed guns are needed. One team can complete the activities that require Laser-Ed guns while other teams are completing activities that do not require them. The activities can be completed in no specific order, with some exceptions. The activities are:

00:50 - 02:00 Firearms

Familiarization

Bolt, pump/slide, semi-auto, break, lever; others maybe added...

Team Activity – MUZZLE CONTROL!!!

a. Students Identify action, Identify Safety, Determine gauge/caliber of demonstration firearm

b. Instructor demonstrates how to operate action and safety



c. Instructor explains/demonstrates how to load /unload – DUMMY AMMO ONLY

d. Each student accepts each action type, locates & operates safety, operates action, Loads/Unloads and hands firearm to the next student.

- Handling firearms, Safeties and Action types: Break/hinge, slide/pump, semi-auto, lever, bolt.
 - Students identify (name) each action type.
 - Show students where safety is on each firearm that they will be handling and how it is operated.
 - **Team Leader** demonstrates how to PROVE each action type is unloaded.
 - Each student demonstrates that each action type of firearm is unloaded.
 - Procedure for giving/accepting a firearm from another person.
 - i. **Team Leader** demonstrates correct procedure.
 - ii. Students practice procedure.
 - iii. Correct procedure must be used each time a firearm is handed/accepted from to/from another person.
 - Students demonstrate the operation of each safety on each firearm they will be handling.
 - Students demonstrate they can operate each action type.
 - Selecting the correct ammunition.
 - Students identify the gauge/caliber of each firearm.
 - Students select the correct “dummy” round for each firearm.
 - **Team Leader** demonstrates to students how to load each type of firearm with the correct dummy round. Students load and unload each type of firearm with the correct dummy round then prove that it is unloaded.
 - **Team Leader** discusses proper technique for cleaning a shotgun and a rifle. Have students wipe down their firearm each time it is handled and at the completion of the Hunter’s Trail with gun oil and a rag.
- Muzzle control/practice field carries. Students will demonstrate and practice the carries; two handed, cradle, elbow, sling, trail, and shoulder. While they are doing so they must demonstrate muzzle control at all times. Use *Daisy Laser-Ed* guns. If

- **Demonstrate field carries (LazerEd guns) - two handed, cradle, elbow, sling, trail, shoulder - Muzzle control/use**
- **single file, three abreast**

- **Determine dominant eye**



- **Sight picture—notch sight/use LazerEd**



dominant eye will always take over in a stress situation. For example, while hunting when a shot presents itself, if not shooting with the dominant eye, safety becomes an issue. If the parent/guardian is not present, make a note to discuss this with them when they return to pick up their student.

- Sight picture with open notch sight. Have each student demonstrate that they understand what sight picture means by using a *Laser-Ed* gun. Raccoon targets are provided in the materials from Camp Ripley. Fasten a target on a wall where the student can aim at it from about 15 feet. When the student believes they have a proper site picture they squeeze the trigger of the Laser-Ed gun. Based on where the laser beam hits the target, the Team Leader can determine if the student understands the concept of sight picture. (Small Allen wrench needed to 'sight in' LaserEd gun).

inside where a laser beam can be seen, tape trigger so the laser light is on continuously. The laser beam will show where each muzzle is pointing.

- Muzzle control in a group. The team of students will demonstrate appropriate, safe firearms carries to use when:
 - a. Team single file.
 - b. Team side-by-side.
- Determine dominant eye of each student. Students will have determined their dominant eye when completing their *HunterCourse.com* study or it is a part of the classroom Class Plan. Team Leader will check each student's dominate eye by directing them to extend their hands and forming an opening between their thumbs and forefinger. With both eyes open, direct each student to focus on the Team Leaders' nose while sighting through the opening in their hands. The Team Leader will see the dominant eye of the student. Direct the students to pull their hands back to their face. With both eyes open they will pull back to their dominant eye. Ask each student which is their dominant hand. If their dominant eye and hand are not the same, have these students shoot their firearms with their dominant eye. Explain to the parent/guardian the importance of practicing shooting with their dominant eye; the

- **Prove unloaded using sample dummy rounds-determine their gauge/caliber (NO LIVE AMMO)**

As a team – complete a *Hunting Trip Plan* for a hunt that is a part of the “Hunter’s Trail”

- **Students show their survival kit. Provide each student with survival bandana. Discuss its messages.**



- **Review map of site. Discuss basics of using compass and map — How to take a bearing— How to use a compass to travel in a straight line**
- **Help students develop their “Asking Permission to Hunt” dialog; prompt students to decide the time of year they will ask, how they will approach and what they need to ask/tell the landowner and what they need to know if they get permission. What will they do if denied?**

- Team members each complete a *Hunting Trip Plan* for the hunting scenario they will be completing in the Hunter’s Trail field activities. Each student will experience climbing into an elevated tree stand as part of the Hunter’s Trail. Suggest to the team that they complete the trip plan based on a deer hunt which includes the use of a tree stand.
- Team Leader checks to determine that each student has the required Survival kit. Question to determine that each student understands the use of each item in the kit. Students will be using the survival kit in the field scenarios.
- Provide each student with a Survival bandana. Quickly study the messages on the bandana. Suggest that students include it in their survival kit or carry it on their person each time they are in the out-of-doors.
- Using a map and compass. Provide each team with a compass and a map of the field activities site. Prepare students for any activities that will require the use of the map and compass including safety bearings.

Safety Bearing: a compass bearing which, if followed, will bring a lost hunter to a road or other major, recognizable feature.

- One of the scenarios will include the team “asking permission to hunt private land”. The team is to plan the, what, when, where for the Hunter Trail scenario. The Team Leader will explain the hunt that the team will ask permission. For example, the Hunter’s Trail may include a deer hunt. The team is to plan the when, where, and questions and information they will ask the landowner when they participate in the scenario. The scenario will have a landowner (actor, volunteer).
- Students within groups of THREE approach “Landowner”
 - Introductions...Names and where from?
 - Why there?

- What they will be hunting?
- Where are property lines? Fence lines?
- Areas we should stay away from?
- Tell who in hunting party...Friends/relatives with names
- What type of firearms or equipment using?
- What vehicles are they using?
- When they arrive...Day and time.
- When they leave...Day and time
- Get permission well in Advance*...

*Teaching moment (express scouting & advantage of early prospects)

02:30 to 03:00 Lunch

Team Leader is responsible for his/her group of students. During lunch, show a video such as *Tree Stand Safety* or an appropriate title from Alan Madison. An option: Local Conservation Officer gives a short presentation; if they are not available to be a part of the Hunter's Trail scenarios.



03:00 to 06:00 (3 hours)

Hunter's Trail Required Field Scenarios

The descriptions, directions, and information that follow correspond to the brief notes on the pocket guide.

The layout of the site will dictate the order in which the scenarios are facilitated; that is, it is unlikely that most sites will have the scenarios in the order printed in this manual or the Pocket Guide. Each instructor group will need to determine the best order for completion of the required activities according to their site.



The scenarios are set up so each team of students, lead by the Team Leader, will participate in the scenarios by following a sequence, or Hunter's Trail. As the team proceeds on the trail, during and between scenarios, the team members will demonstrate knowledge of and demonstrate safe hunting skills.

The Team Leader will facilitate team member understanding of the basics of hunting in each of the scenarios. Facilitation includes asking questions of the team members. (VIP 2 - 2, 2 - 3) Include all team members in the sharing of answers. The Team Leader will limit the "telling" how to; rather, they will use "probing" questions to allow team members to realize the answers and how they should conduct the hunt.

Teams will begin with a "shotgun start" -- each team starting with a different scenario and continuing on the Hunter's Trail until they come to the scenario they started at. This will prevent groups standing, waiting to start the scenarios and all will finish at approximately the same time.

Ideally the local conservation officer will be available during the field portion of the certification process. Ideally the officer will move on the Hunter's Trail in the opposite direction as the teams are moving on the trail. The teams will meet with the officer as they move through the scenarios. The officer will interact with the team members as an officer would while working in the field during a hunting season.

Facsimile hunting licenses should be provided for each team member in the event the conservation officer asks to see a license as they might while checking hunters in the field. Sample is provided in supplies from Camp Ripley. Copy the number needed for each team member at the field day.

Minnesota Department of Natural Resources
Site Tag

Trans #: 028246930 Agent: 000018
Issued: 05/13/2010 14:47 Terminal: 52141004

MDNR#: 610-433-419

WILL E WALLEYE
123 BIG REEF
MINNESOTA LAKES, MN 12345
DOB: 06/01/1978

212 - Season: A \$27.00

RF 2010

Upon taking the animal, immediately notch the month, day, and time of harvest. You must attach the site tag to the animal per regulations. Attach string, twine, or wire through the die cuts in the tag and secure tightly to the animal.

The animal must be registered in accordance with DNR regulations.

See regulations for further instructions.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Apr May Aug Sept Oct Nov Dec | AM PM

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

/Reg Slip

MDNR#: 610-433-419
WILL E WALLEYE
123 BIG REEF
MINNESOTA LAKES, MN 12345

DOB: 06/01/1978 Height: 6'0
Drivers License: Q534666878963 Weight: 200LBS
Firearm Safety: Gender: MALE
Eyes: GREEN

212 - Season: A \$27.00

Harvest Reg. #: 738612928

Registration of your animal is mandatory. Please call 1-888-706-6367, logon to www.mndnr.gov/hunting, or visit an agent location. Be prepared with the following information.
Write your confirmation number on the line below when registration is complete.

1. Harvest Reg #: 738612928
2. Permit Area (3 digit number) 
3. Type of Deer
4. Date of kill

Confirmation #: _____

Licensee Signature: _____

I certify that I meet the citizenship requirements and have maintained a legal residence in the state for a period of 60 days immediately preceding the date of this application. My license(s) are not otherwise revoked.

RF 10 - A



Incorporate game identification into scenarios when possible.



Hunter's Trail Scenario Based

Activities

02:30 - 5:30

Team/students carry their unloaded firearm, with a visible empty chamber indicator. They must demonstrate safe firearms handling skills, decision making and fully participate in activities and questions from Team Leader.

(Allow time for a restroom break before heading out)

Safety Bearing

Using compass the team establishes their safety bearing.

Asking permission to hunt
(need a "landowner" to role play)

- Students will ask for permission to hunt as per the dialog they developed in their classroom assignment.



classroom, shed, etc.) or the role player may be working in a yard, etc. where the team approaches and asks permission to hunt.

This activity is to allow the students to realize they need permission to hunt private land and that they must ask permission. The Team Leader needs to be ready to facilitate the what, when, where and why of asking permission to hunt.

- **Tree stand scenario**

Hunter's Trail Scenarios (Blue Section Pocket Guide)

• **Muzzle Control**

Each team member will carry a firearm or facsimile while participating on the Hunter's Trail. Operational firearms must have a method to determine that they are unloaded; a chamber checker can be a weed whip line inserted down the barrel so excess extends from the chamber and the muzzle.

Students (hunters) need to demonstrate safe firearms handling procedures at all times; the 3 basic rules of firearms safety. They should be challenged to demonstrate their knowledge and skill in determining safe "zones of fire". Challenge their knowledge and ethics by incorporating into the scenarios unsafe backgrounds such as buildings, vehicles on roads and water. Include no trespassing signs and fences that may or may not indicate a property line.

NO LIVE AMUNITION (except at the live fire .22 range). Students will simulate loading and unloading at appropriate times during the scenarios.

• **Determining a Safety Bearing**

Before the team starts on the Hunter's Trail, the Team Leader will facilitate the team in determining a safety bearing to use while on the Hunter's Trail. Each team will need a map of the site and an orienteering compass. The map can be made by printing an aerial photo from a computer-based map site. The team should use the safety bearing when they complete the survival scenario.

To determine a safety bearing the students first study the map and find, on the map, a boundary; such as a road, trail, fence, waterway, power line, etc. that they will be able to identify when they come to it.

• **Asking Permission to Hunt**

In this scenario the team will ask a landowner (need an adult to role play) for permission to hunt, doing so according to the planning they completed in the classroom segment of the session. Set up a scenario where the landowner is at home (use a door to the

To complete this scenario, a properly erected TMA ladder tree stand should be

Tree Stand Scenario - Demo Vest

1. Instructor demonstrates how to put vest on and explains what is expected during this scenario
2. What to do with firearm?
3. Haul line – where/how?
4. Climb into stand
5. THREE-POINT RULE”
6. Stepping Down onto the Stand
7. Attach/adjust safety strap (almost tight when sitting)
8. Safely hauling firearms/bows, Retrieving firearm. Load only when ready to hunt

(OPTIONAL) Before descending allow student to see what it is like to hang in safety harness. (student slides over side of stand and self-recovers)

1. Discuss suspension trauma
2. How to relieve suspension trauma; exercise legs/carry suspension relief device.



used; use only the first section of the stand. (Note: experience has shown that this activity tends to be a bottle neck on the Hunter’s Trail. If possible set in place more than one appropriate tree stand and associated equipment so more than one team of students could be completing this scenario concurrently, especially if there are 4 or more teams on the Hunter’s Trail.)

A TMA treestand full body harness should be available for team members’ use. This will require the availability of various-sized harnesses. It is best that the vest harness be obtained as students will find it easier to put on. (Caution: If a full body harness of the appropriate size/weight rating is not available for some students, i.e. petite or extra-large for example, these students should not be required to climb into the stand.)

An appropriate “haul” line will be used in this scenario. It is suggested that a firearm be dedicated for this activity; one that all students will use. It is best if it is inoperable. A facsimile such as a wooden cut can also be used.

The objective of the scenario is to allow each student to experience the proper/safe use of a tree stand; student proficiency will come with later tree stand use. Each student will put on a full body harness and demonstrate the steps to safely enter a tree stand. The Team Leader will assist the students by questioning the order of the steps: unload (simulate), attach firearm to a haul line opposite the side of the tree they will climb, climb into the treestand using the three-point rule, correctly attach the full body harness tether strap to the tree, snug when sitting down, haul firearm into stand, when ready simulate loading. When the student understands and demonstrates these steps the student will then demonstrate the steps to descend from the stand. It is suggested that after the student has safely lowered their firearm and before detaching the tether strap, they carefully lower themselves to experience the feel of the harness.

While students are completing the scenario the Team Leader should facilitate questions related to: what if you fall, how you recover from a fall, what is suspension trauma, how one relieves suspension trauma, did you tell someone where you were going, when you would return, etc.

Deer Drive-Shoot/Don't Shoot WMA

- When to load/unload
- Safe zones of fire
- Shoot/don't shoot
- Be aware of other hunters/non-hunters
- Be aware of where they are; are they on public (open to hunting) land; where are property lines?



- Safety of deer drives.
- How to complete a drive - Drivers "still hunt"; stop and go, should have the possibility of getting a shot.
- Team member finds a safe shot and takes it.
- Discussion on Ground Blind Safety



Also, discuss how to safely enter a non-ladder stand, i.e., using a lineman's belt for climbing the tree, stepping down onto the platform verses up or over onto it. Testing the stand before putting your full body weight on it should be included in the discussion.

• **Deer Drive - Shoot/Don't Shoot**

Many new hunters have the opportunity to participate in deer hunting early on in their hunting career and the Deer Drive is often a method used during the hunt.

This scenario is set up where the team members will be a part of a deer drive. The deer drive scenario should be set up to include "posters" in the area. "Posters" may be dummies attired in hunter orange (a heavy duty garbage bag stuffed with material such as straw, leaves, crumpled newspapers, etc. with a hunter orange t-shirt and cap; see photo). Also, deer targets should be placed so that as the party of hunters drive or still hunt through the scenario, they will be required to make shoot/don't shoot decisions. If a team member comes upon a "shoot" situation, that is, a safe shot can be taken, the hunter will shout "bang". If a "don't shoot" target is found, the hunter should warn team members of the danger.

As all deer drives should have, the Team Leader is the "general" and will direct the team members what their responsibility is and what they are to do and where they are to go on the drive.

The Team Leader will assist the team in understanding important safety considerations and methods in a drive. The best scenario for a drive is that in which both the "posters" and "drivers" have equal chances for a safe shot.

Posters should be positioned so, when drivers move deer, they will have safe zones of fire.

The posters need to determine where they will be able to safely take a shot should a deer appear in the zone. Posters need to determine what is behind areas where they may be presented with a shot; buildings, domestic animals, roads, etc. Posters also need to know the routes the drivers will be taking; keep in mind a driver may not always follow their planned route. Also hunters from other parties may be present -- even trespassers.

Tradition has been that posters line up at the end of a woods, etc. and wait for deer to be driven out. This is less than ideal for a number of reasons. If a deer should run between two posters that are in line, it is likely that shots taken at the deer will have the other poster in the background. Unless the posters have permission to enter the land



"Dummy Poster"

A large garbage bag stuffed with material and dressed in a Hunter Orange Tee Shirt and Cap

behind them, it is likely that a deer will continue to run away from the drivers and, even if mortally hit, expire on ground where trespass becomes an issue in its recovery.

A well planned deer drive will locate posters within the woods in a staggered formation where each has a safe zone of fire -- where they have safe shots at deer that are attempting to sneak away from the drivers.

The best method for drivers to complete their task is to "still hunt", that is, start and stop. Drivers that are hunting appropriately should have opportunity to harvest a deer equal to that of a poster. Moving slowly for a short distance then stopping and observing will often cause a deer to get nervous and stand up. Many times noisy hunters moving quickly will walk past a hidden deer because the deer knows where the hunter is and stays put. When a hunter stops and is quiet, a deer often gets nervous and tries to determine what is going on thus sometimes providing the driver with a safe shot.

The driver needs to be safety conscious at all times -- thinking about and planning a safe shot. If a deer appears in an area, can a shot be made? Drivers need to know where other drivers and posters are, what's in the background, non-party hunters who may appear and may be trespassing, as well as non-hunters may be afield.

Team members will simulate loading and unloading the firearm that they are carrying at the appropriate times. Firearms safety rules and muzzle control will be demonstrated at all times.

The final deer target the team finds should be a shoot situation. One of the team members will shoot, i.e., shouts "bang". When the team arrives at the target, a blood trail will be present.



Transportation, Storage, and Removal of Firearms and Ammunition from a Vehicle

- Students start at a vehicle from which they retrieve the firearm (shotgun or rifle with unloaded indicator string they will use during the hunt).
- Vehicle should contain firearms that are legally cased and transported as well as those that are not.
- Include a bow and case even though it may not be included in a scenario.
- As students retrieve the firearms and dummy ammunition from the vehicle, the instructor facilitates a discussion to help the students learn what the safe and legal methods are to transport and remove guns and ammunition from a vehicle and when to load and unload firearms.

Fence Crossing

- Lone hunter
 1. Unload
 2. Place firearm on ground muzzle awayProtect muzzle with cap, etc.
 - Cross safely
 - Check for obstructions



The steps that a student should demonstrate when crossing alone include: unloading their firearm, laying the firearm under the fence with the muzzle pointing away (with a cap, glove, etc. protecting the muzzle) from where the hunter will cross; the hunter crossing the fence being sure not to step on the firearm, picking up the firearm, checking the muzzle for obstructions and reloading if the hunt is to continue.

Transportation, storage, and removal of firearms and ammunition from a motorized vehicle

When students arrive at the Field Day site and are asked to bring a firearm, qualified instructors will inspect each firearm to determine that it is unloaded and can be operated safely; a chamber checker should be installed. The cased firearm can then be placed in a dedicated vehicle until the time the student needs it for the Hunter's Trail scenarios.

When the team members retrieve their firearm the Team Leader should facilitate a discussion of transportation of firearms in a motor vehicle in Minnesota. Assist team members with understanding when a firearm needs to be cased. Determine that the students understand that all firearms must be unloaded while being transported in a motorized vehicle. Also help team members to understand that firearms, in certain situations, can be transported uncased but that is safer (and protects the firearm) to transport all firearms cased. If available, samples of archery equipment could be placed in the vehicle so discussion of case requirements for their transport can be facilitated.

• Fence Crossing

Each team member will be required to demonstrate the proper/safe steps to cross a fence when they are alone and with a partner. Do not cross barbed wire or another type of fence that may pose a risk of injury. If an appropriate fence is on site it may be used if convenient. A fence can be made by tying two ropes between convenient trees or temporary posts. Team members can cross alone, for example, at one location on the Hunter's Trail and with a partner at another if the site allows. Or team members can cross alone in one direction and with a partner in the other.

- With another hunter
1. Unload – (back-to-back)
 2. One hunter accepts unloaded firearm
 3. Partner crosses safely
 4. Hands firearms to partner
 5. Crosses fence
 6. Second hunter accepts their firearm from partner (“I have it, thank you”)
 7. Reload when safe & appropriate to do so (back-to-back)



Live Fire - Range Master and Team Leader

15 rounds of .22 - use instructor guns

- Standing 3rds Least Stable
- Kneeling 3rds More Stable
- Sitting 4rds More Stable
- Prone 5rds Most Stable



If a student misses a step politely ask them “what they should do different”. If they are unsure or need help, ask other team member if they have a suggestion.

Each student will complete the activity. As always, all students need to demonstrate muzzle control and safe firearms handling procedures at all times.

The steps to cross a fence with a partner are as follows: partners stand back-to-back and unload their firearms, one partner hands his/her firearm to the other (following the proper procedure; “got it, thank you”), partner crosses the fence, first partner hands the two firearms to partner (following the proper procedure; “got it, thank you”), he/she crosses the fence and receives his/her firearm from partner (following the proper procedure; “got it, thank you”). If the hunt is to continue, partners reload while standing back-to-back.

If there are an odd number of members on the team one member may have to be a partner twice.

• **Live Fire .22**

Instructor team will provide .22 rifles for the live fire scenarios. As student teams will include some who are right eye dominant and some left eye dominant, both right and left hand rifles will be needed. Also, rifles with various lengths of pull should be ready for use. Rifles should be single shot; if not, allow students to load one round at a time.

A safe gun rack or location to place the rifles when students are not using them should be provided. As students will be carrying their own firearms but not using them at the live fire, accommodations to safely set them aside need to be made.

Hearing and eye protection must be used by all while the live fire scenarios are being conducted. Soft foam ear protectors are provided with supplies. Eye protection sanitation equipment must be used as directed in Appendix C.

A Range Master will run the live fire range for all teams. The Team Leader becomes a range assistant for the live fire scenarios. Appendix C provides information and instructions for the Range Master. Team

Leaders need to be familiar with and understand the information in Appendix C.

When each team member has eye and ear protection in use, the Range Master will explain the live fire scenario. The instructor team needs to be aware that students will have varied firearms handling experience -- from owning their own to never pulling the trigger on any type of firearm.

All students will know their dominant eye from previous determination. All students should shoot using the hand that is the same as their dominant eye even though they may normally use the opposite as their dominant hand. Using the non-dominant eye to shoot with poses a safety issue when in a stress situation; for example, when a young hunter has a deer in their zone of fire. In a stress situation the dominant eye will take over which can be dangerous if the hunter is trying to shoot with the other hand.

The Team Leader should explain to the parent/guardian, during the student review, that their student is "cross-dominant" and that the student needs to practice hundreds of shots (a BB/pellet gun) with a firearm for them to make shooting with the dominate eye "natural".

The Range Master will facilitate a discussion of the fundamentals of rifle marksmanship. Team members will have discussed sight picture previously.

Under the command of the Range Master each student will shoot 15 rounds (provided in supplies) from a .22 rimfire rifle as follows: three rounds from the standing position, 4 rounds each while kneeling, sitting, and prone. Students with disabilities may shoot 15 rounds from position(s) they are able. The Team Leader may be asked by the Range Master to distribute rounds one at a time to the shooter.

Muzzle control and safe firearms handling must be used at all times. The Team Leader needs to be extra observant when live ammunition is being used.

Live Fire - Sight in .22

One student fires 3 rounds from bench rest from .22 that sight is out of adjustment, team determines adjustment needed to zero in.



- **Sight in a .22 Rifle**

The objective of this scenario is for the team of students to demonstrate the steps to sight in a .22 rifle and shows understanding of the concept. This should be conducted concurrently with the .22 live fire; that is, the Range Master is in charge.

A solid shooting bench with appropriate front rest (sandbags, etc.) is needed on the firing line. Appropriate eye and ear protection must be used by all present. An instructor team provided .22 rifle with an open (notch) rear sight and a bead front sight that has had the rear sight purposefully adjusted "out of line" is used. Raise or lower the rear sight so the rifle will be shooting high or low.

This scenario should be conducted concurrently with the previous live fire. When the Range Master declares the range is open (live) a team member shoots 3 rounds at a target. When the Range Master gives the command to retrieve targets the team

determines, from the pattern, how the sight on the rifle should be adjusted to zero it in. The Team Leader facilitates the discussion and assists the team with understanding the sight-in procedure.

Blood Trailing

- Work as a team
- Stay to the side of the blood trail - Mark spots of found blood
- What to do when deer is found
- Tagging
- Field dressing
- Dragging



• **Blood Trailing**

The objective of the blood trailing scenario is for hunters to realize it is a legal and ethical responsibility anytime an animal is hit and not found immediately.

From where the shot was taken, in the “deer hunt” scenario, the instructor team will create a practice “blood trail” leading from where the animal target was when shot. Create a realistic blood trail that inexperienced trackers will be able to experience tracking; allow for success.

Set the length of the trail just long enough so the team gets an idea of what it takes to follow a blood trail. The purpose of the scenario is not to make skilled trackers but to experience and learn some basics of blood trailing techniques.

If a number of teams are expected to be using the Hunter’s Trail, it is advisable to set distinct, separate trails so that one trail does not get overused. Team Leaders will need to know which trail their team is to follow.

The Team Leader will ask the team members what they should do to track a wounded animal. Prompt answers: stay to the side of the trail, mark when blood is found, to look ahead to visualize where an animal might want to go, look back to see the line of travel it has taken, etc.

The end of the trail is marked with a “deer”; this could be a ribbon, another deer target laying down, a deer decoy or a hide, something so the hunters know they have found their deer.

- The Team Leader will facilitate a discussion of what to do when the animal is found; tagging, field dressing, dragging to vehicle, and what to do with firearms when this is occurring.

Waterfowl Hunt

- When to load/unload.
- Hunters enter blind/boat.
- Safe zones of fire.
- Safety placing/retrieving decoys.
- Safety with dog present.
- PFD requirement and overloading boat



Turkey Hunt

- Know whose land you are on
- No “sneaking” on turkeys
- Identify sex of turkey
- Safe firearms handling
- Spot turkey – are they decoys?
- See other hunters’ blind
 1. Discuss what to do
 2. Call out “I am a hunter”

Avoid location – seek alternative spot



Waterfowl hunt

The object for this hunt is for the team to demonstrate the safe procedures to use when hunting waterfowl. The site will determine the type of hunting scenario that can be simulated; from a duck boat, shore blind, or a field hunt. Caution: for safety reasons, a duck boat cannot be placed in water for student use. A duck boat can be placed on inner tubes to simulate the unstable boat on water. A shore blind can be constructed. (A large blue plastic tarp can simulate water if necessary). Or a waterfowl field hunting scenario can be set up. The use of duck or goose decoys can make the scenario more realistic. If the hunt is simulating an over the water hunt, approved life jackets will be required.

The Team Leader will describe the simulated waterfowl hunt the team will participate in. Appropriate firearms handling and muzzle control will be demonstrated. For example, if the team is hunting from a duck boat, team members must show the safe procedures to enter the boat/blind with their firearms; unloaded and handed to a partner similar to crossing a fence with a partner. When to load the firearm needs to be understood.

Each hunter’s zone of fire needs to be demonstrated. When all team members understand the how, when, where and why of their actions, items such as Frisbees, tennis balls, clay pigeons, etc., can be thrown to cross team member’s zone of fire to simulate waterfowl. Different colors, objects can be thrown to simulate male, female, or different species. Each team member is instructed to shout “bang” if a legal bird flies into their zone of fire. The Team Leader will facilitate team members’ understanding of the safe procedure associated with waterfowl hunting.

• Turkey Hunt

The turkey hunting scenario is set up to simulate a realistic turkey hunt in Minnesota. A popup or other blind and turkey decoys can be set up as they would if the team were to hunt. No trespassing signs can be placed on the trail to the site; team members should react to the sign in an appropriate manner. Turkey decoys (to simulate real turkeys) could be placed on the trail to allow

team members to determine what they should do. Other turkey hunters (camouflage dummy) can be set on the trail to check team members’ observation skills; Team Leader can facilitate a discussion of what the team should do. Team Leader will

Grouse or Pheasant Hunt Zones of Fire

- Team members demonstrate when to load/unload
- Yell “bang” when they have a safe shot. (clay pigeons, tennis balls, Frisbees) will come from various directions. Include a discussion about hunting dog safety.



Survival Situation—What should lost group do?

- S.T.O.P.
- Hunting plan – does a responsible person know where you are & when you should return?
- Survival kit, Survival bandana, two garbage bags. Discuss a plan and who will do what.
- Building a fire



facilitate a discussion on the basics of turkey hunting in Minnesota and safety requirements.

• **Small Game Pheasant or Grouse Hunt**

A small game hunt scenario is set up to simulate a grouse or pheasant hunt; whichever better fits the terrain of the site or region of the state. Team members will hunt abreast as they would during an actual hunt. They will simulate loading and unloading of their firearms at the appropriate time. They will demonstrate “keeping in line” by communicating with one another and knowing where each hunter is. They will demonstrate their understanding of “safe zones of fire” by shooting at birds (yell bang) when a bird passes through their safe zone of fire. Clay pigeons, tennis balls, Frisbees, etc. can be thrown to simulate game birds. If a pheasant hunt is set up, different colored objects can be thrown to simulate hen or rooster -- for example, orange and white clay pigeons can be thrown by hand operated by a volunteer helper. To reduce the number of helpers needed, the team can “hunt” through an area and then return back through the area where the volunteer thrower(s) can throw targets again to offer additional opportunities.

The use of a hunting dog is a common practice while small game hunting. Hunting with a dog and safety concerns should be facilitated by the Team Leader.

• **Survival Situation**

At a predetermined location on the Hunter’s Trail, the Team Leader informs the team that they are in a “survival situation”; that is, the team is lost. Often hunters become “turned around” when they are blood trailing an animal. If the site permits, the survival situation could follow the blood trailing scenario.

The situation may include darkness, threatening weather, etc. The team should indicate the first thing they should do is S.T.O.P. -- Stop, Think, Observe, and Plan. They should realize they completed a hunting plan and the person they left it with could possibly beginning to search for them. The team should refer to their survival bandana and the tips that it suggests. The team should use their survival kit to prepare for what they might experience if they need to “spend the night in the woods”. The team should plan what they will do.

Range Estimation 50, 100, and 150 yds

- How far (100yards – length of football field)
- Shoot/don't shoot – Why?
- What is the background?
- Can you make the shot with a rifle/shotgun slug? Shoot standing? Better option?



Camo Verses Hunter Orange

1. Practice looking for colors related to humans.
2. Always be aware that others may be afield.



The use of one or two large, heavy duty garbage bags for personal shelter should be practiced.

The team could demonstrate and practice building a survival fire if the conditions are safe and time permits. Facilitate the How to and why's of a survival fire.

• **Range Estimation**

Range estimation can be a separate scenario or be built into another such as during a deer hunt. Animal silhouettes or life-size decoys such deer, fox, coyote, turkey, bear, etc., can be set so the Team Leader will ask the team to estimate the distance to the animal. Set the targets at 50 to 150 yards to simulate realistic hunting situations. Animals in the open and in the woods often appear to be different distances although they are the same.

The team should determine if the animal targets are in range and it is safe to take a shot. They should explain why/why not take the shot. Would they take the shot if using a shotgun with slugs? Would they take the shot using the different shooting positions; standing, kneeling, sitting, prone? Is there a better option? The team should realize it is important to be able to estimate distance to the target so they will be accurate in taking a shot.

Camo Verses Hunter Orange

The purpose of the camo verses hunter orange scenario is to allow team members to demonstrate and exhibit their knowledge of seeing other hunters or people in the field while they are hunting.

The scenario can be team members traveling on the Hunter's Trail looking for signs of other humans. Dummies and/or mannequins can be dressed in camo and hunter orange clothing. Camo and hunter orange clothing can be hung on hangers or branches, etc., to allow team members to practice looking for other people in the field.

*** Trail thru woods to Squirrel hunt.**

1. Demonstrate safe firearms carry.
2. Shoot/Don't shoot? Why?



Actual photos of copied targets.

The scenario can be included in other scenarios, especially in shoot/don't shoot situations.

• Squirrel Hunt*

Set up a simulated squirrel hunt using the squirrel targets found in the supplies from Camp Ripley. Copy the targets on paper as stiff as your printer will print. The targets are printed in gray scale which will be a very realistic color for a squirrel. Cut out the outline of the target leaving a "stand" below the feet so that the stand may be folded under to allow the target to be tacked to a tree or stood up on the ground as the target needs. The targets are fastened to a tree with tacks, staples, push-pins, etc. in realistic habitat to simulate a squirrel hunt. Note that in addition to squirrel targets there are woodchuck targets. Woodchuck targets can be placed or propped up on the ground.

Team members travel on the Hunter's Trail looking for squirrel targets. When the team spots a squirrel they must quickly determine if there is a safe shot and which team member(s) will take the shot. Woodchuck targets placed on the ground will give team members the opportunity to practice game identification as well as determine the ethical situation to shoot/don't shoot woodchucks while squirrel hunting.

It is likely that the team members will not be versed on the status of protection woodchucks have. This would be an instance where the team should use the *Minnesota Hunting and Trapping Regulations Handbook* to determine if a woodchuck can be hunted. Minnesota law M.S.A. 100.27, Subd. 2, states the woodchuck is an unprotected species in Minnesota and may be taken in any manner except the use of poison or artificial light.

* This is an additional scenario; it is not required to be included. However, if the site allows for a realistic set-up of a squirrel hunt scenario, the instructor team is encouraged to do so. Squirrel hunting is often an overlooked species and offers new hunters the opportunity to hunt. Team Leaders can encourage both team members and parents/guardians to consider squirrel hunting. The season is long, there are numerous areas where squirrels can be hunted and it allows the

young, inexperienced hunter an opportunity to experience hunting.

05:30 Classroom Review of Hunter's Trail

- Privately review evaluation form with student and parent. Discuss areas the student needs to practice
- Remain with your students until they leave

06:00 Graduation — Dismissal

- Provide parent/guardian with Student Registration – **Parental Release and Self-Certification Form (YELLOW COPY)** and **HUNTERCOURSE Voucher**

Remind Parent/Guardian of "Self-Certification"

5:30

Conclusion of the Hunter's Trail

When the team has completed all the scenarios of the Hunter's Trail, the Team Leader will complete the *Field Activities Evaluation Form* for each team member. Privately review the students' evaluation with parent/guardian and students. Emphasize the positive skills and knowledge the student demonstrated. Suggest review and practice for those that need improvement. Encourage the parent/guardian to offer their student opportunities to handle firearms safely; .22 rifle practice at a safe location. Suggest a pellet gun as an alternative. Encourage the student to hunt; suggest small game such as squirrel hunting.

In the event that a student does not demonstrate the necessary skills and knowledge to be certified, explain in detail (document as well) the reasons "why not". Explain to the parent/guardian and student that if they choose to "try again," student should go the *HunterCourse.com* and use the "study guide" for additional review and study. When the student is confident they can complete certification requirements they can participate in a Field Day.

Invite feedback from students and parents/guardian on the Field Day.

For students completing *HunterCourse.com* certification, the Team Leader will sign the *Parental Release and Self-Certification Form* of each student that achieves certification requirements. Provide the student and parent/guardian the students' copy of the *Parental Release and Self-Certification Form* (YELLOW COPY).

Classroom students will receive their *Parental Release and Self-Certification Form* (YELLOW COPY) at the conclusion of the final classroom session after they have successfully passed the final examination.

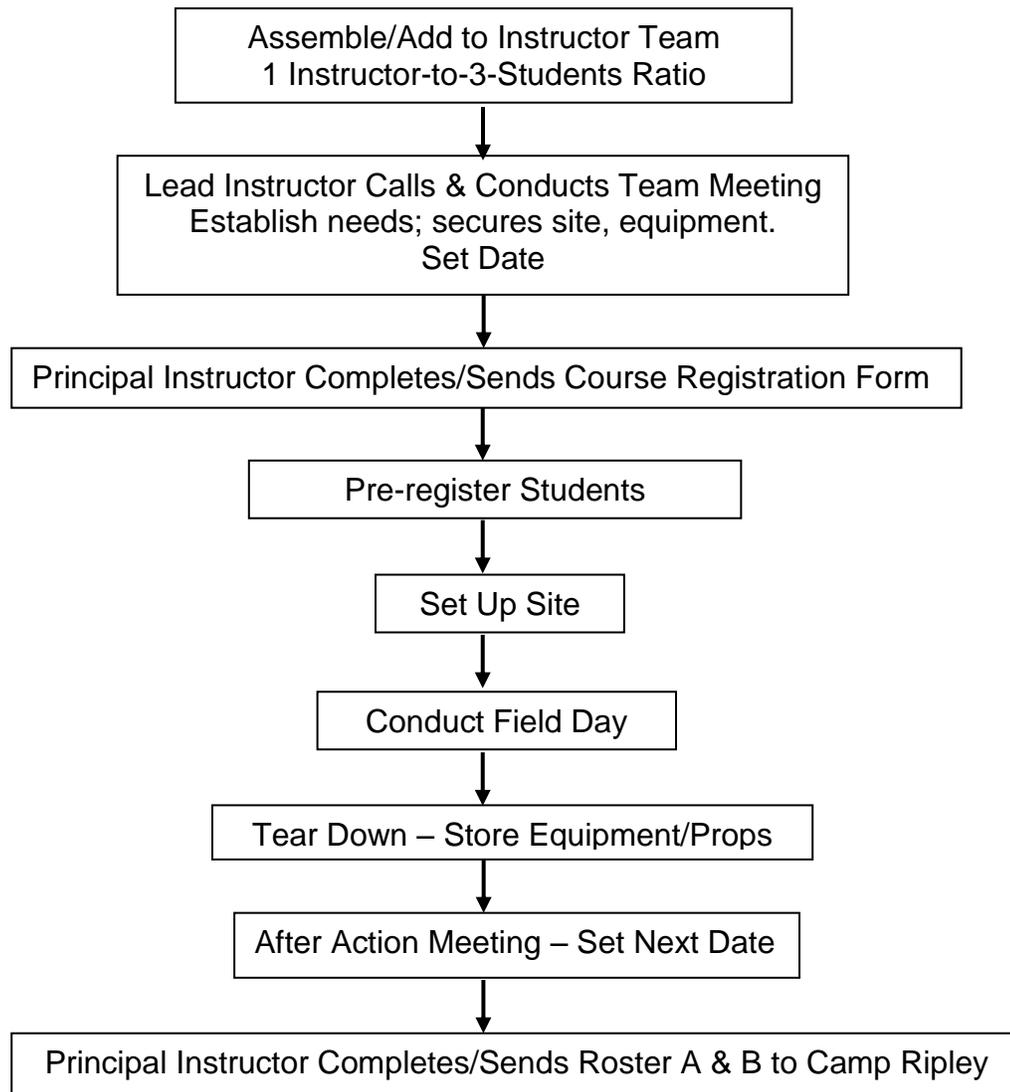
Reminder: Team Leader is to remain with their team members until parent/guardian returns to the site.

Field Day Instructor Team Process - Start to Finish

Introduction

It is important that the volunteer instructor team understands the process of setting up and facilitating a Field Day both for the classroom taught students and those who learn online. Instructor team members will discover -- once they have organized, set-up and facilitated a Field Day -- future Field Days will be easily completed. The flow chart that follows will help the team understand what it takes to organize and complete a Field Day; it is a simplified guide for the process.

First Time Organizing and Completing a Field Day – Start to Finish



Subsequent Field Days conducted by the team will be simplified as the site, equipment and props will have been secured by the team. With experience, the instructor team will fine tune their needs and will find that the setup, facilitation, and tear down for the Field Day will become a smooth routine.

Preparing for Your Field Day Session

Team meeting (VIP 6-1)

The instructor teams' lead instructor sets the date for and calls a team meeting. VIP Unit 6 provides suggestions to use in organizing your Certification sessions. Review this material before you schedule your sessions. The seven-session classroom course team will use their *Instructor Manual and Reference Guide* to plan. Also use this *Field Day Instructor Manual* for planning the sessions. For the instructor team that is facilitating classroom sessions, the meeting will also include determining who will be facilitating each classroom session.

The number of students that can be accommodated in a class and at the Field Day will be determined by the number of certified instructors available to assist at the Field Day. One certified instructor is needed for each three students. A maximum of 30 students should be permitted to participate at a Field Day. It is not recommended, however, the ratio of students to instructor may be 5 to 1 if necessary. Helpers who assist with the Hunter Trail scenarios (non-Team Leaders) are not required to be certified instructors; they must be under the supervision of a certified instructor. Based on the number of certified instructors available, set the maximum number of students for the session(s). Recruit and request the local RTO to certify additional instructors if necessary.

Set the Date(s)

The team will select dates to hold the classes/Field Days. Six hours of time are needed to facilitate the Field Day for *HunterCourse.com* students, three hours for classroom students. Saturday is the best option to select if school is in session. If evening sessions are considered, they must be completed before sunset; this will require a mid-to-late afternoon start time for *HunterCourse.com* students.

Combining Classroom and *HunterCourse.com* Students at the same Field Day

Instructor teams that facilitate the classroom sessions have the option of allowing *HunterCourse.com* students to attend their Field Day. To do so, the team must have certified instructors to serve as Team Leaders for the number of students (both classroom students and students who completed the online course) in a ratio of one Team Leader to 3-to-5 students. Also, the Field Day must include the "classroom" activities (2½ hours) for the *HunterCourse.com* students prior to the Hunter's Trail scenarios that all, including the classroom facilitated students, will participate in.

This option should be considered in smaller communities where not all students may be able to attend a once a year classroom session. Students not able to attend the scheduled classroom sessions could complete the *HunterCourse.com* learning and attend the scheduled Field Day with the classroom students.

The classroom instructor team that has a large number of certified instructors should consider this option.

The *HunterCourse.com* Field Day Certification session option is very popular with both students and parents; therefore each instructor team should consider conducting **four to six Field Days per calendar year**. If you are offering both classroom and *HunterCourse.com* options, one or two *HunterCourse.com* Field Day certification dates may be necessary to allow students who cannot attend your classroom course to become certified. Early notification and posting on the website is crucial. This allows

students proper notice of upcoming dates and allows students to complete the *HunterCourse.com* study before completing the certification process at your Field Day.

Field Day Site

Each instructor team will need to locate a suitable site for the Field Day training. The availability of a suitable site to conduct the Field Day scenarios is very important. The Hunter's Trail, presented in this manual, will allow for easy transition between both the traditional classroom Field Day session and *HunterCourse.com* student option.

The site may be either a public or private facility. Local Sportsmen's Clubs or Ranges that have a large tract of land are ideal. The site should have a classroom available to facilitate the classroom portion of the *HunterCourse.com* activities. (Not required for the traditional classroom instructor team.) If a classroom is not available on site, the instructor team may need to conduct the *HunterCourse.com* Field Day in 2 sessions; the first session in a classroom off-site and the second session at the Hunter's Trail site. Tables and chairs for up to 30 students should be available in the classroom. There must be restrooms and adequate parking at the site.

The Hunter's Trail site must have a range capable of safely shooting .22 caliber rifles as required. In addition, an ideal site includes terrain where the required Hunter's Trail scenarios can be completed in a realistic as possible hunting setting. This includes open areas and cover such as tall grass, brush and trees. Uneven terrain is desirable; small hills and/or ditches. A certain amount of creativity may be necessary at most sites to facilitate the scenarios.

The classroom site must comply with the Americans with Disabilities Act.

Once the team has a site that they believe will meet the requirements it must be viewed and approved by the local Regional Training Officer (RTO). Search http://files.dnr.state.mn.us/education_safety/safety/instructors/rtomap.pdf to find the name of the local RTO and his/her contact information.

Register Course

The principal instructor will complete an on-line *Course Registration* found on the DNR website at: http://www.dnr.state.mn.us/safety/instructors/course_registration.html. Online registration is encouraged. An email will be returned to the principal instructor to indicate the course registration was received. If no computer access is available, a paper copy of the *Training Course Registration Form* (VIP 8-1) can be completed and mailed to Camp Ripley.

Advertising Your HunterCourse.com Field Day Sessions

When the principal instructor submits the course information on the session, it will be posted on the DNR website as a *HunterCourse* Field Day. It is suggested that an instructor team member, who has an email address (or create an email address exclusively for your team's use), list their email address as a means for student registration for the session. Ask that the student email their name, address, date of birth and phone number or (youth) that of their parent or guardian. When a student's email is received with the requested information, the team will have an idea where their

TRAINING COURSE REGISTRATION FORM			
SAFETY TRAINING, 15011 HWY 115, LITTLE FALLS, MN 56345-4173 - (1-800-366-8917)			
<input type="checkbox"/> FIREARM <input type="checkbox"/> YOUTH SNOWMOBILE <input type="checkbox"/> ADULT SNOWMOBILE <input type="checkbox"/> BOW HUNTER <input type="checkbox"/> ADVANCE HUNTER <input type="checkbox"/> ATV <input type="checkbox"/> Clinic (Type): _____ <input type="checkbox"/> HOME STUDY			
Name of Instructor		Instructor Number	Telephone No. (Include Area Code)
Address (No. & Street, RFD, Box No., City, State, Zip Code) (NO P.O. BOXES)		E-mail Address	
Name of Meeting Place		County	No. of Supplies Needed _____ No. of Tests Needed _____
Address (No. & Street, RFD, Box No., City, State, Zip Code)		Advertise on DNR Web Page <input type="checkbox"/> Yes <input type="checkbox"/> No	
Classes will be held each: <input type="checkbox"/> Sun <input type="checkbox"/> Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thur <input type="checkbox"/> Fri <input type="checkbox"/> Sat			
Beginning Date (Month-Day-Year)	Time of Day <input type="checkbox"/> AM <input type="checkbox"/> PM	Ending Date (Month-Day-Year)	No. of Classes Total Hours
Contact a local Conservation Officer to schedule dates for their attendance at your class. <small>NOTE: SUPPLIES WILL BE SHIPPED DIRECTLY TO THE INSTRUCTOR. ALLOW AT LEAST 30 DAYS FOR DELIVERY. White - File Green - Warehouse Yellow - Officer Pink - Region</small>			

students are coming from and that they are of at least the minimum age (11 years old) or an adult (16+ years of age). An instructor should contact the student or parent/guardian of youth to assure that the student has/will have completed the online course and have a *Field Day Voucher* to bring to the session.

It is advised that the student and parent/guardian understand that when the student preregisters they are expected to attend. If the student is unable to attend they must contact the instructor team indicating so. Some students register for a session and later find a session closer or more convenient for them to attend; these students often do not inform the instructor team that they will not be attending, i.e., “no shows”. These students prevent other students from attending because the instructor team “thought they had a full roster”. Some instructor teams inform students that if they preregister and are a no show, they will not be allowed to attend a future session the team may conduct.

An instructor team member should contact each student/parent/guardian and provide specific information and requirements the student needs to know to attend the Field Day. *HunterCourse.com* provides its students with a checklist of the basics of what to bring to the Field Day. (Appendix A) Provide directions to the site, if necessary, what to bring/what not to bring. Provide information related to lunch if the session will continue over a mealtime. Inform the parent/guardian that they are required to remain at the site until it is determined that their student (youth) successfully completes the required quiz. Also provide the estimated time of completion.

Some instructor teams choose to list an instructor’s phone number as a means for students to register for a session. This will require the instructor to be available to take phone registrations. When taking registration via phone collect and provide information as printed in previous paragraphs.

Planning for the Field Day Scenarios

The team should review the basic concept of completing the Field Day and its scenarios, and plan how the session will be conducted. Refer to the sections of this manual that describe the scenarios and how they are facilitated. The team will determine what equipment is needed and how it will be secured. The team will determine where each scenario can be completed and how it will be facilitated according to the layout of the site.

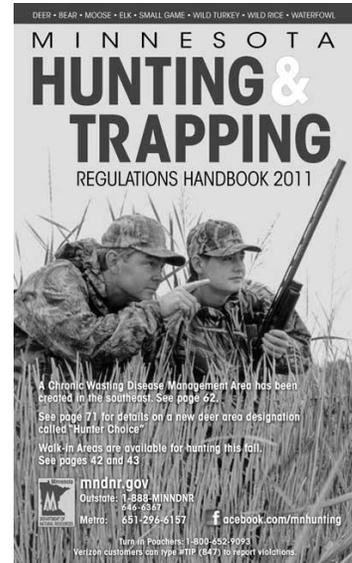
Student Supplies (Materials from Camp Ripley)

As indicated above, the principal instructor completes an on-line *Course Registration* (VIP 8 – 1) for each of the sessions they will conduct. The form must be received at least 30 days prior to the scheduled date of the session. This will allow warehouse staff to assemble and ship Field Day material to the instructor team. See Appendix B for a list of materials provided from Camp Ripley.

Instructor Team Equipment/ Materials Needed for the *HunterCourse.com* Classroom

1. Felt tip marker to write student’s name on nametag. As this is a one-day classroom and outdoor session, instructors will need to identify each student as an individual to successfully evaluate his/her knowledge and skills. Refer to VIP 3 – 3, addressing students by name.
2. DVD “*The Last Shot*”, A Projector/screen/DVD Player/TV to show the DVD.
3. Daisy Laser-Ed guns; at least 3. (Roll of tape, i.e., electrical, masking, etc.).

4. Shotguns and rifles; break/hinge, slide/pump, semi-auto, lever, and bolt actions. (See **SAFETY IS EVERYONE'S RESPONSIBILITY on Page 45**)
5. *Dummy rounds for each firearm. (See **SAFETY IS EVERYONE'S RESPONSIBILITY on Page 45**)
6. *Gun cleaning kit for rifle and shotgun.
7. *Sample targets.
8. *Legal gun case for each firearm.
9. *Topographic map or site map and compass to teach how to use; also used in the field activities.
10. *Current *Hunting and Trapping Regulations Handbook* – one for each team of students. (Handbooks are available by contacting the DNR Information Center at 888-646-6367).
11. Options for lunch if needed; brown bag, fast food, or picnic provided by a sponsoring group.



*Used during the Hunter Trail segment also.

Instructor Team Provided Materials Needed for the Hunter's Trail

Items listed below will give the instructor team an idea of what they will need to provide/acquire to successfully complete the Hunter's Trail scenarios. Some will be required and others are suggested. The scenarios will require creativity and imagination to make each as "real" as possible. Material needs will vary by site.

The team can contact the RTO for assistance in securing props, etc. The optional instructor fee and soliciting from local groups can be used.

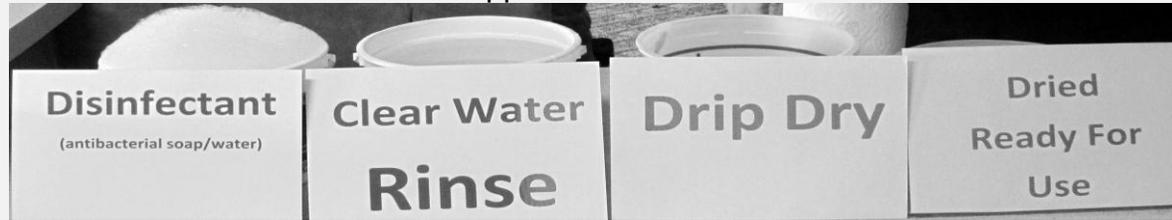
.22 Live-Fire

A safe range at which a .22 rim fire rifle can be fired; should allow for 35 to 45 feet from firing line to target and a safety zone behind the berm.

- A trained Range Master. See Appendix C
- The firing line should safely accommodate 3 to nine shooters at a time.
- Ear and eye protection for shooters, as well as for those assisting at the range. See box below for items needed to disinfect glasses.



To prevent the spread of disease, the safety glasses may be washed in a disinfectant solution between each use. Four, five-quart ice cream buckets can be used for this purpose. One bucket contains a disinfectant solution (any type of antibacterial soap will work); the second is a clear water rinse; the third is a place to let the glasses drip before drying them with a paper towel; the fourth is a bucket of clean glasses for distribution to the students. See Appendix C.



- A .22 single shot open sight rifle is needed for each shooting station (minimum 3). Should have a left hand model as well as rifles with assorted “length of pull” options to accommodate the size of students expected to shoot.
- Pieces of carpet or tarp to provide dry area for shooting from the sitting and prone positions, and other equipment to facilitate a safe shooting event.
- Table(s) to place items, equipment, targets, etc., until ready to use.
- Gun racks.
- Targets and .22-ammunition; provided when materials are ordered for the session.



.22 Sight In

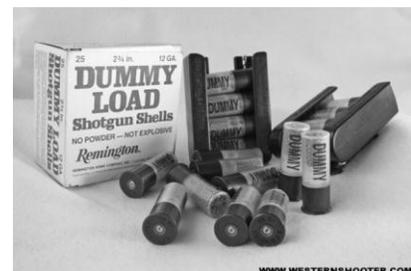
- 1 - 3 shooting benches at the range. In addition to the .22 rifles as listed above, a .22 rifle with rear ramp sight is required.
- Sandbags or other means for solid firearms support.

“The Hunter’s Trail” - Shoot/Don’t Shoot Scenarios

- **NO LIVE AMMUNITION.**
- A shotgun and/or hunting rifle made safe with chamber checker or LaserEd guns, wooden gun or other simulated firearm for each student to carry during the scenarios; not all students will be completing scenarios at the same time. (See page 45 *SAFETY IS EVERYONE’S RESPONSIBILITY*).



Samples Dummy Ammo

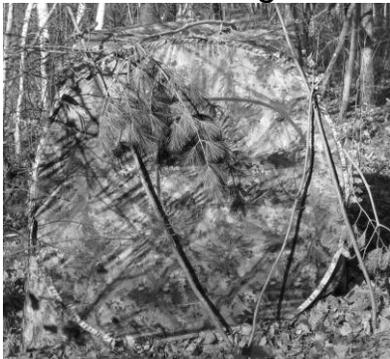




Dummy Ammunition



Animal Targets



Ground Blind



Ladder Stand

- Dummy ammunition that has the powder removed, the primer drilled out, and holes drilled through the case or shell. (See page 45, *SAFETY IS EVERYONE'S RESPONSIBILITY*)
- Legal gun case for each firearm.
- Blaze orange cap and vest/shell for each student, instructor and helper (can be included in what student needs to bring to the session).
- Simulated hunting license for each student; license should be appropriate for the hunting situations that students will be asked to simulate. Copies can be made of "license" included in supplies from Camp Ripley.
- Simulated blood for blood trailing: 4 ounces of milk mixed with half ounce of glycerin and half ounce of red food coloring. Squeeze or drip bottle to create a blood trail.
- Tennis balls, Frisbees, clay pigeons with throwers or other objects which can be thrown to simulate game/non-game birds, i.e., have different colors to simulate legal, not legal, male or female.
- 3D targets, decoys, silhouettes, cardboard cutouts to simulate game/non-game, legal/not legal animals/game.
- Ground blind and/or tools and material to make a hunting blind, etc.
- One section of a TMA ladder tree stand.
- TMA approved full body harness with lineman's belt. Small, medium, large and extra-large size if possible.
- Assorted styles of TMA approved tree stands (for demonstration only).
- Duck boat, inner tubes or a method to suspend the boat to simulate rocking boat, PFD's to fit students, oars, paddles, duck and/or goose decoys and associated waterfowl hunting tools. For safety and liability reasons do not put boat in water.
- No trespassing signs.
- Binoculars (at least one per group).
- Camo clothing with mannequin or a method to simulate a hunter in camo. Could use a real person dressed in camo.
- Fence; no barbed wire, rather a smooth wire, sturdy fence available for students to cross. Do not use fences that are on site without permission of owner and then only if it does not pose a safety issue. Can be made with rope between posts or

trees.

- Wildlife identification props; shed antlers, hides, feathers, means to make tracks of animals/birds, etc.
- Vehicle for use to transport firearms scenario. May consider having illegal gun cases to help students learn what is legal and what is not.
- Compass with map of site. Aerial photo printed from the Internet can be used.
- Hunting Regulations Handbooks; 1 per team minimum.

Additional Safety Considerations

1. Site Safety Plan
2. First Aid Kit
3. Insect/tick repellent
4. Sunscreen
5. Water for all present
6. Shade/shelter depending on expected weather conditions
7. Monitor for severe weather (Lightning equals get everyone to shelter)
8. Communications (cell phone, portable radios, land line, or other signal)



Additional team meetings and/or “set-up” dates should be established as needed to prepare for the Field Day(s).

After Action Meeting

Immediately at the conclusion of your Field Day conduct a team meeting with all instructors and helpers involved in the Field Day. Share comments from parents/guardians and students with instructor team members. Discuss what “was good” and what could be improved for the next Field Day. Schedule the next *HunterCourse.com* Field Day date(s) for your team.

Student Fees and Self Certification Process

DNR Course Fee

The DNR charges a nominal fee from the student. The student will pay this fee when they “self-certify. Once the student has successfully completed of all required components of the course, the instructor will give them the YELLOW copy of the Student Registration-Parental Release and Self-Certification Form. Instructions on the back side of the Yellow copy will inform the student/parent how to complete the process to make the DNR course fee payment, and receive their certificate.

(Note: Instructors do not collect this fee or send to Camp Ripley as they have in the past).

Optional Additional Fee

An additional fee of up to the amount of the DNR fee can be collected for use by the instructor team for expenses at the Field Day and/or in the classroom. The additional fee may be used for: training aids, safety equipment, Hunter’s Trail props,

additional ammunition for demonstrations, mailing, copying, incidental class expenses, classroom rental, transportation costs to the site, and refreshments for students during the session. (See VIP 1 – 7)

Student Self-Certification

All students, HunterCourse.com and classroom, who successfully complete all the components for certification will be issued the YELLOW copy of the Student Registration and Self-Certification Form. An Instructor will sign the form of each student who passed the course, issuing the yellow copy to the student/parent, and inform them to complete the instructions (on the back side) to pay the DNR fee, create the student's record and print a certificate. NOTE: If the student does not complete the self-certification process, there will not be a record of their completion of the course, and they will not be able to purchase a hunting license.

Rosters A and B

Submitting the Instructor and Student Rosters

The principal instructor is responsible for completing the Instructor Roster (Roster A) [VIP 8-4] and Student Roster (Roster B) [VIP 8-6] within 5 days of completion of the course. Rosters must be sent to the Camp Ripley Safety Training Office.

Paper versions of the Rosters are included in the instructor supplies, and are also available electronically as a Word document or as a PDF and can be found at: <http://www.dnr.state.mn.us/safety/instructors/index.html>. Save the Word document to your computer, complete the forms, and submit the Rosters to Camp Ripley by mail or email to enforcement.education@state.mn.us. Roster forms in PDF can be printed off, the student and instructor information can be hand-written, and mailed to the Camp Ripley Office.

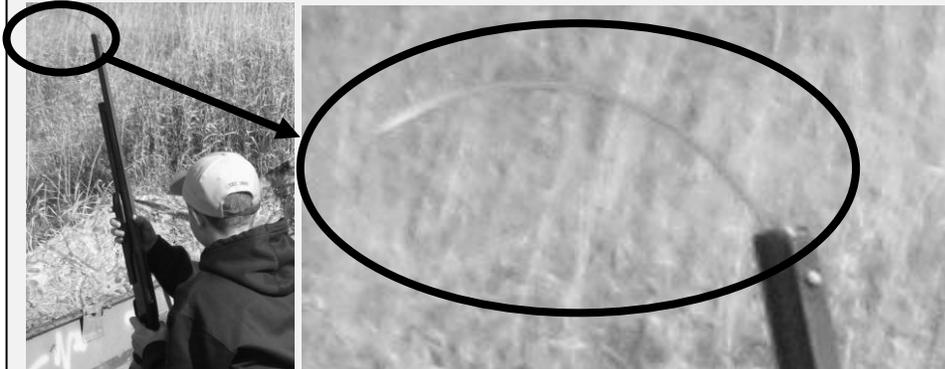
IMPORTANT

- The Student Rosters should include each student's full, legal name, date of birth, and current mailing address. If hand-written, please write clearly and legibly.
- The Instructor Rosters should include the names of ALL instructors who assist in teaching. Provide as much information on instructors as possible -- full name, address, instructor's number (if known).

SAFETY IS EVERYONE'S RESPONSIBILITY - in the classroom and in the field.

Ideally, firearms should have its firing pin removed by a gunsmith. If this is not an option, **insure that FULLY FUNCTIONAL firearms have been thoroughly INSPECTED BY TWO OR MORE INSTRUCTORS to INSURE THEY ARE SAFE. This should be done before, during and after the firearms are handled.**

Empty chamber indicators should be installed. *Weed Whip line running down the barrel and out through the action will work for this in most cases.* These same firearms can be used in the Hunter's Trail scenarios.



All Dummy Ammunition must have the primer removed/drilled and the case drilled. When students/parents arrive, insure that they have not brought any ammunition with them. If so collect/secure/mark and return at the end of the session.

Summary of Administrative Responsibilities of the Principal Instructor

1. The principal instructor will **complete a Training Course Registration Form** and send to Camp Ripley for both the *HunterCourse.com* Field Day and the classroom course. This can be completed at the DNR website: http://www.dnr.state.mn.us/safety/instructors/course_registration.html . Online registration is encouraged. An email will be returned to the principal instructor to indicate the course registration was received. A paper copy of the *Training Course Registration Form* (VIP 8-1) can be completed and mailed to Camp Ripley.
2. The Principal Instructor is responsible for **completing the Instructor Roster (Roster A) and Student Roster (Roster B) (VIP 8-4 and 8-6) and mailing them to the Camp Ripley Office within 5 days after the completion of the course.**
A Roster Envelope is provided as part of the supplies. The rosters may also be submitted via email at enforcement.education@state.mn.us .
 - The Student Roster must include each student's full, legal name, date of birth, and current mailing address. If hand-written, please write clearly and legibly.
 - Instructor Rosters should include the names of ALL instructors involved the class and field day. Provide as much information on instructors as possible (full name, address, instructor number).

Appendix A: Student Certification Process Information Sheet

(DNR website and *HunterCourse.com* current version)



Received Your Voucher...What to Do Next....?



11 and Older HunterCourse Online Students:

Attend a Range and Field Day...

Go to <http://www.dnr.state.mn.us/safety/firearms/index.html#calendar> Look for the word (HUNTERCOURSE) next to City location. Click on the information for that date and location. Contact that Instructor Team to register.



16 and older Independent Study Firearms Safety Students:

Meet with an Independent Study Firearms Safety Instructor...

Go to http://www.dnr.state.mn.us/safety/firearms_isa/procedures.html Follow the steps listed for completion. Use the Instructor contact list PDF and arrange for a review and Field Activities Meeting with an instructor.

Checklist – What to bring to MN Range and Field Day

- HunterCourse Field Day Voucher (Save and Print) Required for attendance at Field Day
- Copy of Birth Certificate or Driver’s License
- Completed Survival Kit. Instructions are in Chapter 11 (HunterCourse)
- DNR Course fee (course fee to \$15)
- Safety and Responsibility Note to Parent Letter signed by parent/student. Safety Note is found at <https://www.huntercourse.com/usa/minnesota/pdf/note-to-parents.pdf>. (Print and Sign. Optional for students 18 and older)
- Please inform your instructor if you have special needs. (Allergies, medical conditions, restrictions)
- Required additional exercises (for ages 16 and older - Independent Study List)
- Proper dress - be aware of weather conditions for the day. Consider bringing jackets, rain gear, etc. Student must be wearing footwear that is appropriate for hunting, i.e., boots that support the ankles; waterproof if needed because of weather conditions the day of the session. Sandals, flip-flops, will not be allowed. Long pants to protect the legs are required. Suggested but not required are hunter orange head gear and vest.

- Bottled water
- Sun screen
- Insect/tick repellent
- Sack Lunch if required
- Other _____
- _____

<p><u>Site Information:</u> Date/ Time / Instructor Contact</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Important: Do not bring live ammunition (required ammunition will be provided). Contact Instructor on questions about bringing Firearms. Cell phones permitted but must be turned off during the session.

Appendix B Materials Provided from Camp Ripley

Materials listed below will be sent to the instructor team from Camp Ripley (*indicates one per student, ** indicates one per student subject to availability):

1. Name tags*
2. Quiz and answer sheets* (Appendix E)
3. *Roster A Instructor Roster* (VIP 8 – 4)
4. *Roster B Student Roster* (VIP 8 – 6)
5. *Training Course Registration* (to order supplies for your next session)
6. *Field Day Evaluation Form* (1 per 3 students, sample Appendix D)
7. *Hunting Trip Plan**
8. *Shooting Exercise with Laser-Ed Guns*.
9. .22 ammunition
10. Foam Ear Plugs
11. Survival Bandana**
12. Squirrel/woodchuck targets
13. Sample "Hunting License"
14. Hypothermia Brochure**
15. *Blaze Orange Requirements***
16. *ATV Laws Card***
17. *Mentoring the Young Hunter***
18. *Prescription For Duck Hunters***
19. Others as they are available*

Appendix C: Live Fire Range

Range operation guidelines: The following guidelines covering Range Master, team members, procedures, commands, rules, and range setup are essential to the operation of safe, live-fire range and field activities. Instructors should review the instructor rules of conduct as outlined in VIP 1-4. **Remember, a range is only as safe as the manner in which it is used.** For any activity that requires live firing on a range. The following must be considered and reviewed when establishing a live fire range.

OUTDOOR RANGE SELECTION and DESIGN.

A. Site Selection.

(1) Outdoor range sites should be remote from other activities but accessible by road. SDZs should not extend across traveled roads, trails, navigable waterways, railroads, or other use areas.

(2) To protect against unauthorized access, SDZs should be controlled while firearms are being discharged. To prevent future encroachment, SDZs should be recorded on site maps.

(3) Natural barriers around the site; e.g., rivers, hills or a large drainage channel may be used to prevent encroachment and will ensure privacy. The best site is one with a natural backstop for projectiles to reduce the cost of constructing earth impact berms and to provide natural sound abatement.

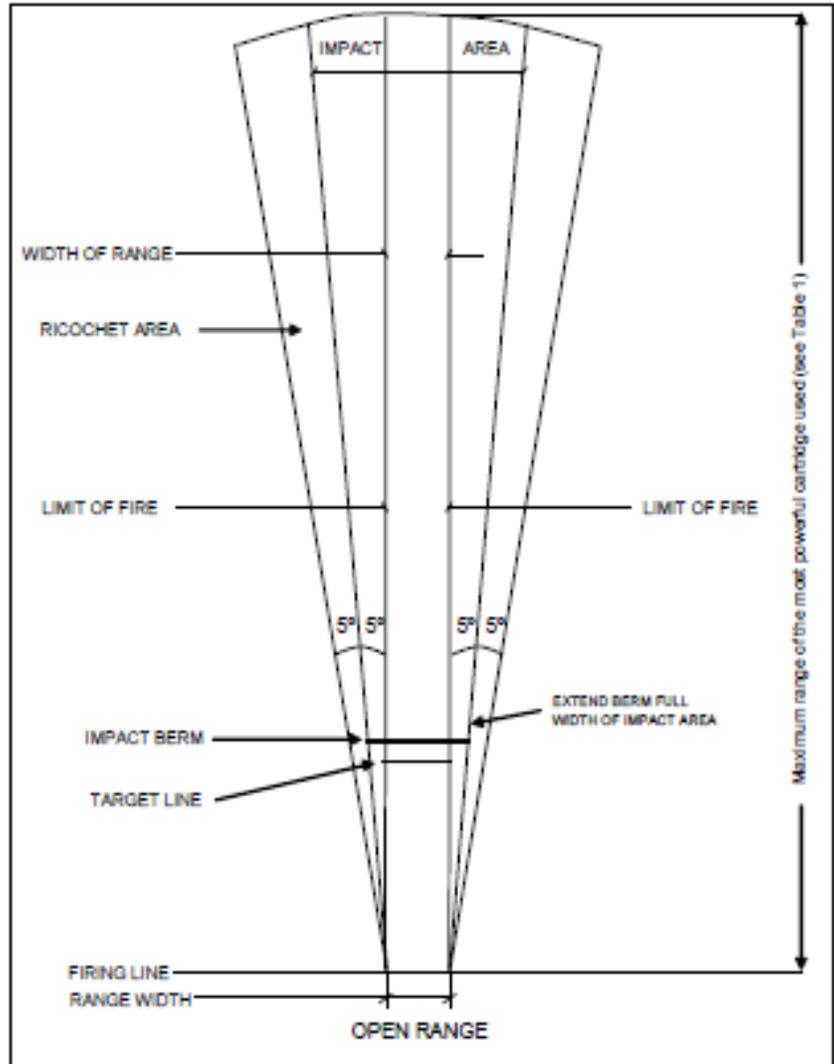
(4) Outdoor ranges should be oriented to eliminate firing into the sun. The range should be oriented to the north or slightly to the northeast. The ideal direction is between due north and 25° northeast.

B. Range Design Planning.

(1) Firing into upward sloping land and land with natural backstops of hills, bluff or steep bank is recommended.

(2) The line of fire in rough terrain should be perpendicular to high ground. The line of fire on flat terrain should be free of knolls, ridges, and trees that reduce visibility.

(3) Known distance ranges should be as flat or evenly graded as possible.



(Figure 1) Surface Danger Zone (SDZ)
 .22 Long Rifle Outdoor Range
 Maximum range of .22 Long Rifle small arms ammunition
 (distance in meters/yards)
 1400/1531

- (4) Roads used for setting and servicing targets in impact areas and for maintenance of earth berm may be graded pathways. Insure all vehicle parking areas, and roadways are behind firing lines or out of range of weapons.
- (5) The ground between the targets and firing line should be free of any hardened surface (smooth-surfaced walkways excepted) such as rocks or other ricochet-producing material.
- (6) The surface may be sodded or planted with low-growing ground cover.
- (7) The overall size will be governed by the range distance and number of firing positions.
- (8) For .22 long rifle ammunition, the distances from the firing line to the target should be no more that 15 to 17 yds.
- (9) Shooters should have secure footing and ample room for all shooting positions.

C. Surface Danger Zones (SDZ)

SDZs should be established to contain all projectiles and debris caused by firing ammunition. SDZ dimensions are dictated by the types of ammunition, types of targets, and types of firing activities allowed on the range. A basic SDZ consists of three parts: impact area, ricochet area, and secondary danger area. see (Figure 1).

- (1) The primary danger area established for the impact of all rounds extends 5° to either side of the left and right limits of fire and downrange to the maximum range of any ammunition to be used on the range.
- (2) The ricochet area is 5° to either side of the impact area and extends downrange to the maximum range of any ammunition to be used on the range.
- (3) The secondary danger area is that area paralleling, and 100 yards outside of, the outermost limits of the ricochet area and extending downrange to the maximum range of any ammunition to be used on the range.
- (4) Boundaries of SDZs should be posted with signs warning persons of the danger of the live-fire range and prohibiting trespassing. The signs must be posted in a way that will ensure a person cannot enter the SDZ without seeing at least one legible sign (i.e., usually 200 yards distant or less).
- (5) Administrative controls such as use of the low-ready position can be used to control the firearm. Natural terrain such as a mountain or a hill provides an excellent backstop for firing. The terrain should be high enough to capture rounds fired at up to a maximum 15° muzzle elevation.

D. Indoor Range Design.

- (1) Indoor ranges must be designed so projectiles cannot penetrate the walls, floor or ceiling, and ricochets or back splatter cannot harm range users. Considerations should be made for cleaning of all surfaces and handling of hazardous wastes.
- (2) Lead exposure requirements must be reviewed for applicability.

RANGE OPERATIONS

A. Range Master

- 1) This person is in charge of the range and range safety.
- 2) The Range Master is responsible for explaining the range rules to students/shooters and coaches/leader.
- 3) Explains the range commands, and making sure that all safety rules are followed.
- 4) This person must understand the unique characteristics of the range being used,
- 5) Must be knowledgeable about the type of firearms and ammunition being employed,
- 6) Must be trained to recognize and deal with firearm and ammunition malfunctions.
- 7) The Range Master must be a DNR-certified firearms safety instructor.

Basic Range Master Commands and Course of Fire

The following are required procedures to follow on the .22 long rifle range:

1. The Range Master is in charge of the range, range safety, and for ensuring that all safety rules are followed. The Range Master will explain the complete exercise, all terms and commands to be used, rules to be followed, and will make sure that all present understand the exercise.
2. Once all the students are on the **firing line**, the Range Master will give the first course of fire, that is, explain how many shots will be fired and from what shooting position.
3. All students are to make their firearms ready when instructed by the Range Master.
4. Once all the students are ready to fire, the Range Master will give the first command, "**Ready on the right?**" The Range Master will look to the right, making sure the right is ready.
5. The Range Master will give the next command "**Ready on the left?**" The Range Master will look to the left, making sure the left is ready.
6. Next, the Range Master will give the command "**Ready on the firing line?**" The Range Master will check the right and left again to make sure the line is ready. If the line is not ready, the Range Master will say, "**Standby.**" "**The firing line is not ready!**" The command to fire will not be given until the entire line is ready. The Range Master will again ask "**Is the firing line ready?**" When the Range Master determines the line is ready, the command is given "**The firing line is ready!**"
7. The Range Master then gives the command "**Fire**" or gives one short whistle blast. Then all students shoot the first course of fire.
8. Students/shooters who experience a problem with their firearm or those who do not understand what to do during an exercise will: open the action if possible, put the firearm down, step back from the firing line, and raise their hands until the Range Master or **Team Leader** has remedied the concern.
9. Anyone who observes a safety problem must call "**cease!**"
10. After all the students have finished the course of fire; the Range Master will give the command "**Cease**" or one short whistle blast. All shooters must stop shooting, open the action, lay down the firearm, and step back from the firing line.
11. The Range Master will then check all firearms on the line to ensure that the actions are open and no rounds remain in them. Then the Range Master will declare "**The line is safe.**"
12. The Range Master then instructs all the students to go down range and check their target or begin the second course of fire. The Range Master repeats steps 2 through 9.
13. Once they have completed all courses of fire, and the range is declared safe by the Range Master, all the students are to replace their targets and clean up for the next group of shooters.

B. Team Leader.

- 1). The **Team Leader** controls the ammunition and assists the students/shooters with shooting positions, sight picture, trigger pull, and muzzle control. 2). The Range Master should review the shooting process with the **Team Leaders** as part of the preparation prior to the arrival of the students.

C. General Range Rules. Be sure to review the following general range rules with your students, first in the classroom and again on the range. After reviewing them, check for understanding of the rules.

1. Consuming alcohol and smoking are not appropriate for the range and field session for instructors, students, and helpers.
2. Know and obey all range commands. The Range Master must be present before anyone is allowed to shoot.
3. The Range Master will be the only person on the range in possession of live ammunition until he/she issues ammunition to the **Team Leader**.
4. The Range Master will determine when and where students/shooters may handle firearms.
5. The Range Master will tell students/shooters when to load their firearms.
6. Students/shooters must maintain proper muzzle control, keeping the muzzle pointed down range at all times.
7. **Safety on — finger off the trigger** until the Range Master gives the command to fire.
8. Students/shooters who experience a problem with their firearm or those who do not understand what to do during an exercise will: open the action if possible, put the firearm down, step back from the firing line, and raise their hands until the Range Master or **Team Leader** has remedied the concern.
9. When students/shooters complete a given course of fire, they will open the action, put the firearm down, and step back from the firing line.
10. The Range Master will give the command to “**cease**” when everyone is done. This may be a verbal command or a short, but loud, whistle blast.
11. Everyone must stay behind the firing line until the Range Master gives the command that it is all right to go down range.
12. Everyone must wear eye and ear protection.
13. Anyone who observes a safety problem must call “**cease!**”

D. Student Course of Fire (See Page 28)

E. Specific Range Rules.

In addition to general range rules, the optional use of muzzleloaders and shotguns requires some special rules. Know the specific safety concerns of range design and firearms used on any range.

F. Eye and Ear Protection.

- 1). Eye and ear protection are required to be used by students and range staff during live fire.
- 2). Students must be provided disposable ear plugs and safety glasses.

To prevent the spread of disease, the safety glasses should be washed in a disinfectant solution between each use. Four, five-quart ice cream buckets can be used for this purpose. One bucket contains a disinfectant solution (any type of antibacterial soap will work); the second is a clear water rinse; the third is a place to let the glasses drip before drying them with a paper towel; and, the fourth is a bucket of clean glasses for distribution to the students.

G. Risk Management Plan.

Establish a risk management safety plan for range activities. Include an EMS Response Plan review prior to any Field Day Activities. (See page 9 for more details)

Appendix D Field Day Evaluation Form

Field Day Evaluation Form

Note: Mark each category with one of the following:
M - meets objective(s) or **N** - needs improvement or **X** - fail.

Students Name _____
 Date _____

Classroom

Quiz score **M** < 3 **N** >3* **X** > 3** (* completed, ** did not complete HunterCourse.com)

Knowledge of:

Action type **M N**
 Matching bullet/shot shell to firearm..... **M N**
 Sight-picture/align..... **M N**

Skill:

Carry/Handling **M N X**
 Muzzle control **M N X**
Student participation & conduct..... M N X

Field Activities

SKILL:

Live fire .22 **M N X**
 Shooting positions **M N**
 Sight in .22..... **M N**
 Muzzle control **M N X**
 Field carry positions..... **M N**
 Loading/Unloading..... **M N**
 Passing/receiving firearms..... **M N**
 Crossing objects..... **M N**
 Shoot/don't shoot decisions **M N**
 Survival/First Aid..... **M N**

KNOWLEDGE:

Zone-of-fire **M N**
 Enter/exit Vehicle..... **M N**
 Stand/blind..... **M N**
 Boat **M N**
 Horizon/beyond target **M N**
 In line-of-fire..... **M N**
 Swinging on game..... **M N**
 Proper ID of target..... **M N**
 Treestand Safety **M N**
 First-Aid/Survival..... **M N**

ATTITUDE

Student participation & conduct..... **M N X**
 Landowner & CO relations **M N**

Instructor Name _____
 Notes _____

Field Day Evaluation Form

Note: Mark each category with one of the following:
M - meets objective(s) or **N** - needs improvement or **X** - fail.

Students Name _____
 Date _____

Classroom

Quiz score **M** < 3 **N** >3* **X** > 3** (* completed, ** did not complete HunterCourse.com)

Knowledge of:

Action type **M N**
 Matching bullet/shot shell to firearm..... **M N**
 Sight-picture/align..... **M N**

Skill:

Carry/Handling **M N X**
 Muzzle control **M N X**
Student participation & conduct..... M N X

Field Activities

SKILL:

Live fire .22 **M N X**
 Shooting positions **M N X**
 Sight in .22..... **M N**
 Muzzle control **M N**
 Field carry positions..... **M N X**
 Loading/Unloading..... **M N**
 Passing/receiving firearms..... **M N**
 Crossing objects..... **M N**
 Shoot/don't shoot decisions **M N**
 Survival/First Aid..... **M N**

KNOWLEDGE:

Zone-of-fire **M N**
 Enter/exit Vehicle..... **M N**
 Stand/blind..... **M N**
 Boat **M N**
 Horizon/beyond target **M N**
 In line-of-fire..... **M N**
 Swinging on game..... **M N**
 Proper ID of target..... **M N**
 Treestand Safety **M N**
 First-Aid/Survival..... **M N**

ATTITUDE

Student participation & conduct..... **M N X**
 Landowner & CO relations **M N**

Instructor Name _____
 Notes _____

Field Day Evaluation Form

Note: Mark each category with one of the following:
M - meets objective(s) or **N** - needs improvement or **X** - fail.

Students Name _____
 Date _____

Classroom

Quiz score **M** < 3 **N** >3* **X** > 3** (* completed, ** did not complete HunterCourse.com)

Knowledge of:

Action type **M N**
 Matching bullet/shot shell to firearm..... **M N**
 Sight-picture/align..... **M N**

Skill:

Carry/Handling **M N X**
 Muzzle control **M N X**
Student participation & conduct..... M N X

Field Activities

SKILL:

Live fire .22 **M N X**
 Shooting positions **M N X**
 Sight in .22..... **M N**
 Muzzle control **M N**
 Field carry positions..... **M N X**
 Loading/Unloading..... **M N**
 Passing/receiving firearms..... **M N**
 Crossing objects..... **M N**
 Shoot/don't shoot decisions **M N**
 Survival/First Aid..... **M N**

KNOWLEDGE:

Zone-of-fire **M N**
 Enter/exit Vehicle..... **M N**
 Stand/blind..... **M N**
 Boat **M N**
 Horizon/beyond target **M N**
 In line-of-fire..... **M N**
 Swinging on game..... **M N**
 Proper ID of target..... **M N**
 Treestand Safety **M N**
 First-Aid/Survival..... **M N**

ATTITUDE

Student participation & conduct..... **M N X**
 Landowner & CO relations **M N**

Instructor Name _____
 Notes _____

Appendix E *HunterCourse.com* Quiz Correct Answers

1. Which firearm carry provides the best muzzle control?

- a. Two-hand carry
- b. Trail carry
- c. Elbow carry
- d. Sling carry

2. When hunting, the best place to load your firearm is:

- a. At your camp
- b. When the hunter is in position and knows the zone of fire
- c. When in a group, before you split up to hunt
- d. Inside a warm vehicle

3. You and two friends, each with a firearm, are walking "single file" and you are in the middle. Which gun carry should you use:

- a. Elbow
- b. Two Hand
- c. Shoulder
- d. Trail

4. Which shooting position is the most steady:

- a. Leaning
- b. Standing
- c. Sitting
- d. Kneeling
- e. Prone

5. If you were 14 years old and your friends came over to look at your firearm, you should not do so unless:

- a. You can show your friends you know how to work the action
- b. You have adult supervision
- c. Your friends have had firearm safety training
- d. Your friend has a gun like yours at home

6. Firearms stored at home should be:

- a. Unloaded and locked up in a gun locker
- b. Out of sight in a zipped gun case
- c. Stored with the ammo
- d. Loaded and out of sight

7. To learn the gauge or caliber of most firearms, check the markings on the:

- a. Barrel
- b. Stock
- c. Trigger guard
- d. Comb

8. Which of the following is “not” a reason for game laws:
- a. Safety
 - b. Fair chase
 - c. To provide easy hunting on state land
 - d. Protection of wildlife
9. “The wise use of natural resources” is a definition for:
- a. Wildlife Management
 - b. Renewable Resource
 - c. Conservation
 - d. Preservation
10. In wildlife management, carrying capacity refers to:
- a. Daily bag limits
 - b. Birth and Death rates of animals
 - c. Number of animals the habitat can support during least favorable conditions
 - d. Average number of animals per square mile
11. If lost the greatest threat to your survival during the fall hunting season is:
- a. Panic and hypothermia
 - b. Poisonous plants
 - c. Starvation and lack of water
 - d. Wild animals
12. You and a friend are hunting together and you come to a fence that you must cross. What is the first step you would take to cross the fence?
- a. Climb over the fence
 - b. Hand your firearm to your friend
 - c. Lay your firearm down under the fence, muzzle pointed away
 - d. Unload your firearm
- 13 – 15. Select the three most important rules of firearm safety:
- a. Make sure your firearm is clean
 - b. Treat every firearm like a loaded firearm
 - c. Never shoot at a hard flat surface
 - d. Never mix ammo
 - e. Always control the muzzle
 - f. Be sure of your target and what is beyond
 - g. Don’t litter

