

*Minnesota Department of Natural Resources
Division of Law Enforcement*

Hunter Education Youth Firearms Safety Instructor Manual and Reference Guide



*Partners in Creating Safe and Ethical
Hunters - Today and Into the Future*



About Minnesota's Firearms Safety Hunter Education Course

The purpose of Minnesota's Firearms Safety Hunter Education Course is:

- to prevent firearms and hunting accidents;
- to ensure the future of hunting and shooting sports through compliance with laws, regulations, and ethics;
- to emphasize the importance of wildlife management, laws, and regulations so that students will obtain a better understanding of their obligations to the resource, landowners, other hunters, and themselves.

The Department of Natural Resources (DNR) is responsible for designing the course of study, training, and certifying volunteer instructors. These concerned volunteers give generously of their time and effort so that others will be able to enjoy hunting safely and responsibly.

How the Minnesota Firearms Safety Hunter Education Instructor's Manual was developed

The underlying concept of this manual was developed by education specialist, William R. Christy, President of Christy Enterprises, Inc. He first presented his ideas to program administrators and volunteer instructors at the 1991 International Hunter Education Association's (IHEA) annual conference. The concept presented was that a set of goals and objectives (performance standards) be developed for states and provinces to use as a guide in developing their own hunter education course. These goals and objectives would be the basic knowledge and skills that all students must know and be able to do to be safe and responsible hunters, no matter what state or province they took the course in.

In 1997, Christy was asked by the U.S. Fish and Wildlife Service to be the facilitator of a task force charged with developing the minimum goals and objectives for all hunter education programs. The original or prototype instructor manual developed by the IHEA and reviewed by a committee of state officials was then used as a model to develop the Minnesota Firearms Safety Hunter Education Instructor's Manual.

The Minnesota Firearms Safety Hunter Education Instructor's Manual was developed by the DNR Enforcement Division's Information and Education Section.

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Minnesota DNR

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International Hunter Education Association Mission Statement:

To continue the heritage of hunting worldwide by developing safe, responsible, and knowledgeable hunters.

The International Hunter Education Association (IHEA) is an organization involving some 65,000 volunteer instructors across the country, plus co-operators in the shooting sports industry and conservation organizations, and the 63 state and provincial hunter education administrators in Canada, Mexico, and the United States. IHEA is affiliated with the International Association of Fish and Wildlife Agencies, and its goals are listed below:

- to increase participation in safe and responsible hunting
- to further develop the quality and delivery of hunter education
- to enhance professional skills and standing of administrators and instructors
- to improve the image of hunters and hunting
- to strengthen the leadership of IHEA.

Minnesota Department of Natural Resources Enforcement Division Mission Statement:

The DNR Division of Enforcement is committed to serve the people of Minnesota by protecting natural resources, the environment, and public safety through quality education and law enforcement.

Vision Statement:

Our vision is to protect the environment and natural resources while serving the people of Minnesota, now, and for future generations.

Enforcement Education Goal:

Our goal for the Minnesota Hunter Education Programs is to educate students on the safety, expected behavior, and ideals associated with hunting which promotes safe and acceptable behavior while hunting.

Introduction

Welcome to the Minnesota Firearms Safety Hunter Education Instructor's Manual. Please accept a sincere and well-deserved thank you. It is because of your dedicated and determined efforts that hunting is safer today than ever before. You have made the difference. It is for you that this manual is both written and dedicated.

You will find this manual is designed to provide a structured approach to teaching a set of newly-approved voluntary goals for the hunter education program. The purpose of this manual is to make teaching the hunter education course more efficient, more effective, and more fun.

An important point to remember is that a balance must be struck between what the student wants to learn and what information is necessary to present. This curriculum has been designed to meet the needs of both. Please remember that students are consumers who choose to spend their discretionary time and disposable income on hunting. We want to keep them as active participants.

The first official contact with the hunting community for most customers is the hunter education course. The way the course is presented may very well be the determining factor as to whether students continue to participate in hunting or quit hunting for some other sport or activity. Reading this introduction will give you a much better understanding of how the course is designed and what your responsibilities will be.

How to Use this Manual

It is very important to read and study the entire manual. Write down any ideas and questions as they come to mind. The first few pages of introductory material will help you understand the course goals and techniques you can use to teach it, how the units are put together, and how to get the most out of the manual.

This instructor manual is designed to help you achieve your course curriculum goals and have students successfully learn the skills and concepts presented throughout the course. It will assist you in fulfilling your responsibility to provide instruction which will create change in your students.

What kind of change is possible? Increased knowledge, deeper understanding, sharper skills, and a commitment to responsibility are just a few of the attributes you will see your students develop after taking this course. The satisfaction you gain in being part of this process far outweighs the time spent in preparation and instruction.

Minnesota Firearms Safety Hunter Education (FAS) Course Criteria for Student Certification

Course criteria:

- 1. Instructor Responsibility.** Each instructor team is responsible for teaching the goals and objectives of the course and the required range and field activities.
- 2. Course Length.** The course consists of six, two-hour and 15 minute classroom sessions which includes a brief break about midway through the class and a Range and Field Activities session. If you do just the required portions of the Range and Field Activities with 24 students, it will take approximately 2-½ hours.
- 3. Course Uniformity.** To maintain course uniformity throughout Minnesota, the classroom portion should be completed in a recommended 14 to 15 hours.
- 4. Attendance.** Students should attend all classroom and range and field sessions. If the instructor team determines that a student has a valid reason for being

The student manuals contain a *DNR Firearms Safety and Hunter Education Course Student Survey*. This survey may provide valuable feedback to the DNR Enforcement Education section, your Regional Training Officer and the Instructors for the course. This survey will help us maintain the highest quality of standards, materials, and information for the future of Firearms Safety in Minnesota.



absent, such as illness, then the team should require the student/s to “make up” the session. This instructor manual lists the goals and objectives of the FAS course. The instructor team may choose to have the student make up the session by assigning him/her to write out the answer to the objective/s or describe the completion of the skill related to the objective/s that were presented in the session missed.

Students are required to demonstrate skills while at the Range and Field Activities session. If a student cannot attend the scheduled session and has an acceptable reason for missing, the instructor team must attempt to provide the student with a “make up” session.

5. Evaluation and Certification. For a student to receive certification for the Minnesota Firearms Safety Hunter Education Course, each student, at all times, must demonstrate responsibility, successfully complete the home work, field activities, and achieve 75 percent or better on the examination. Students must demonstrate responsibility by being organized, self-disciplined, in control of their actions, and show consideration for people and personal property. It is the responsibility of the instructor group to determine if each student exhibits those important traits of maturity and responsibility. If a student, in the judgment of the instructor group, does not demonstrate responsibility, he/she should not be certified even if the student receives a score of 75 percent or better on the examination.

The questions on the examination are taken directly from the objectives of the course. The questions focus on what the student must know. Since the course has a required examination, the instructor does not need to administer a written test at the end of each unit. However, many of the lesson plans have objectives that require the student to be able to do something. Many of the concepts can be demonstrated by each student in the classroom and/or during the Range and Field Activities session.

6. Fee Structure. A fee of \$7.50 is charged by the DNR Division of Enforcement. This money must be returned to the program office as described in the Volunteer Instructors Procedures (VIP) Manual. Each student may be required to pay an additional fee of up to \$7.50 to the instructor team to cover expenses for the course. DNR Enforcement Education Safety classes can now accept charitable gambling funds (pull tab money) to be used for expenses and purchasing instructor aids. The form (LG 555) and instructions are located in the VIP manual and are also available from the Camp Ripley office. The following are the most common reasons for charging an additional fee:

To provide:

- for refreshments for students during the course
- for mailing, copying, or other incidental class expenses
- for additional ammunition for demonstrations
- for training aids or safety equipment for program use, i.e. videos, air rifles, flip charts, etc.

To cover:

- classroom rental
- transportation costs to the Range and Field Activities

The additional fee must be accounted for on the course roster and cannot be kept by team members as payment for teaching the course.



Course Goals—The Basic Fundamentals of Hunter Education

The Minnesota Hunter Education Program has evolved over the past 50 years to become a tremendously effective program for reducing hunting accidents and instilling in students a sense of individual ethical responsibility. It continues to evolve. Recent action by the International Hunter Education Association (IHEA) for ensuring uniformity in the course content between states and provinces is the latest in a long line of evolutionary curriculum advances in the Minnesota Hunter Education Program.

At the 1999 IHEA annual conference, a set of program guidelines was unanimously adopted by the membership. These guidelines are considered the basic fundamentals of hunter education and consists of six goals outlining the curriculum's conceptual framework. The goals address explicit knowledge and skill requirements through a series of learning objectives. Each learning objective is very specific as to what students must know and be able to do.

As a member of the IHEA, the DNR Enforcement Division adopted, with modifications, the basic six goals. To better reflect Minnesota laws, hunting styles, and traditions, the Enforcement Division Education Section modified some objectives and added others. Please understand that these goals and objectives are the essential building blocks for the Minnesota Hunter Education Program.

The Instructional Approach

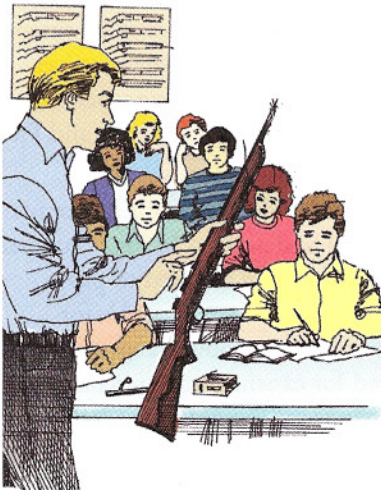
The instructional approach is straightforward and has been used by the most effective professional training organizations in the world. The formal name for it is criterion-referenced, performance-based instruction. It is used effectively with students of all ages and educational backgrounds.

Students are given the learning objectives at the beginning of the course. These learning objectives contain all the requirements for successfully completing the course. There is no mystery or hidden agenda. Students know at the very beginning of the course exactly what is expected of them. For the instructor, these learning objectives determine what must be learned. It removes any question about what material should be learned. Instructors can focus their instructional efforts for maximum effect.

Instructional emphasis is placed on doing. Watching a student perform a safe fence crossing gives the instructor much more confidence in that student's ability than if the student merely described how to do a safe fence crossing on a written test. Students learn skills by doing.

Assessment is concentrated on demonstration — what the student can actually do to demonstrate a mastery of the knowledge and skills. This method of instruction and objective assessment benefits both the student and the instructor.

This approach to licensing hunters is similar to the licensing model used by the Minnesota Department of Public Safety for motor vehicle operators. Obtaining a motor vehicle operator's license requires the applicant to take a knowledge-based test to substantiate that he/she knows what it takes to be a safe and courteous driver. Upon passing the knowledge test, the applicant is qualified to take the road test to ensure that he/she can demonstrate competency in the actual operation of the vehicle. The successful completion of these tests allows one the privilege of purchasing a motor vehicle operator's license.



TERMS

Optional: A term used when a video may not be readily available or an activity that can be done in addition to the prescribed activity.

Alternate: A term used when a video or activity can be used to replace the prescribed activity.

The same procedure should apply for obtaining a hunting license. Students should undergo testing to demonstrate that they know what it takes to be safe, courteous, responsible, and ethical hunters with the ability to safely handle and use firearms. Successful completion of the field activities and the testing procedures results in being given the privilege of purchasing a hunting license.

Organization of the Manual

Introduction—Describes what you need to understand to successfully facilitate this course.

Student Homework Assignment Sheet—Assignments that instructor teams can use to help students achieve the course goals and objectives, and a special note about the class plan.

Lesson Plans—Includes ten different lesson plans with accompanying student worksheets with answer keys, overhead masters, and suggested further readings

Range and Field Activity Guide—A guide to the instructor on how to safely set up and conduct the required outdoor live-fire and field sessions.

Appendix—Includes templates for making classroom learning aids and range set up maps.

Firearms Safety Hunter Education Home Study Course—Instructor information which provides a summary of the course and procedures to certify students after completing a home study course.

Instructional Units

Each of the ten units has two sections. The first section is the lesson guide. The second section is the lesson plan.

Lesson Guide

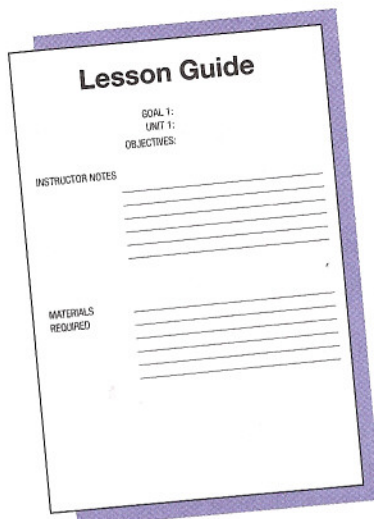
The lesson guide has four separate parts:

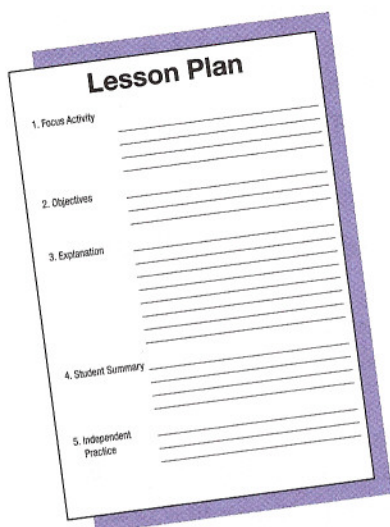
1. **Goal statement**
2. **Unit number and title**
3. **Instructor notes** (This section contains a brief description of the purpose of the unit. It also includes a reminder to state each objective and teach the unit material in sequence.)
4. **Materials Required** (The suggested materials for instructing the unit are listed here. This is a suggested listing of learning aids. By no means is it implied that these are the only materials instructors must use. Experienced instructors may choose to substitute or add learning aids that they have found to be effective. Be sure to look in the back of the instructor manual for learning aid construction ideas.)

Lesson Plan—Second section of each unit

The lesson plan has seven separate parts.

1. **Focus Activity** is designed to get the students' attention and to "tune them in" to the upcoming lesson. This helps to get the students involved in the learning as quickly as possible. Each lesson plan has a suggested focus activity.





2. Objective(s) describe(s) what the student must know or be able to do. These are designed to be measurable and most are observable. The objectives are written as outcomes and are essentially the test items. Please note: page numbers refer to where the objective is found in the student manual.

3. Introducing Objectives for each lesson is very important. The objectives should be reviewed and fully explained at the beginning of the lesson plan so that students understand what they are expected to know or be able to do. They are also sequenced, with each one building on the previous objective. Because of this sequence, they should be taught in order. Keep instructor "talk time" to a minimum and maximize "hands-on time." Give feedback as appropriate. Using effective instructional techniques will enhance both the understanding and retention of the material. Two proven techniques for enhancing learning involve the use of Multi-Sensory Instruction and Sequenced Skill Building. For more on these important instructional concepts, refer to the *Volunteer Instructor Procedure Manual*, page 2-2. (VIP 2-2)

4. Student Summary is where closure is brought to the instruction. Remembering or recalling what we have learned has a lot to do with when we hear it. Research has shown that information taught first is best remembered, material taught last is next in terms of retention, and that which is taught in the middle is least likely to be retained. Therefore, summarizing a lesson refreshes the students' memory of what has been taught.

It has also been found that the most effective lesson summary is one where the students themselves summarize what they have learned. The instructor facilitates this summary by asking students carefully constructed questions. Every instructor should be familiar with the three types of questions, some specific questioning techniques, and a few questioning strategies. Using them will make the student summaries more effective and meaningful. To learn more about types of questions and questioning techniques, refer to VIP 2-2. Suggested ideas for summarization are listed in each lesson plan.

5. Independent Practice allows the students to practice on their own or in groups, though still under the watchful eye of the instructor. Refer to cooperative learning activities and techniques in VIP 5-2.

It is important to remember that students are not being tested at this stage. They are practicing newly-acquired skills and mistakes are expected. The role of the instructor at this stage is that of a motivator to help correct mistakes and to give positive feedback to the students. The goal of this activity is for the students to become successful.

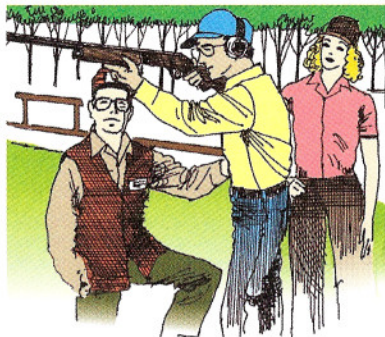
6. Student Worksheets with answers and overhead transparencies are provided for the instructor. Identical worksheets are provided in the student manual without answers.

Selected overhead masters are provided for classroom demonstrations and activities.

7. Additional Reading suggestions are provided for instructors at the end of some units.

Course Design

The learning objectives comprising each of the units of this course were taken directly from the document *Hunter Education Standards: Performance Guidelines for the Basic Hunter Education Course* adopted by the International Hunter Education Association and approved by the International Association of Fish and Wildlife Agencies. Some objectives have been added to reflect Minnesota laws, hunting styles, and traditions.



Objectives
K = Knowledge-based
S = Skills-based

A conscious attempt has been made to keep the classroom instruction straightforward and the instructional aids simple and few. Class lecture is minimal, with emphasis placed on discussion.

The flexibility to include a “favorite exercise” which demonstrates a particular learning objective is available for those instructor teams who wish to do so. A number of optional or alternate activities have been included as well.

The purpose behind these standards is to ensure that students have the necessary knowledge and skills to allow them to hunt safely without making the learning process a burden or barrier to participation. The course is designed to be a “hands-on” learning experience.

The units are arranged in a logical sequence. Although there is no required sequence for teaching the units, it is obvious that some units should be taught before others, e.g., the firearms identification and safe handling unit should be taught before the live-fire activities.

However, it is recommended that the Range and Field Activities, which includes live-fire, be conducted prior to the last class which includes the exam. This sequence schedule is important because it gives students an opportunity to practice, reinforcing the knowledge it takes to master the skills and concepts taught in the classroom. Give the students what they want. Students know they are going to shoot, and the sooner the better. It has been found that this sequencing makes it easier for students to understand subsequent lessons. It will also better prepare students for the exam.

Each of the objectives has a “K,” an “S,” or a “K&S” notation beside it. The “K” signifies a knowledge-based objective; the “S” means a skill-based objective; and a “K&S” indicates that the objective has both knowledge and skill-based components. The following is a complete list of all the course objectives.

Hunter Education Course Goals and Objectives

Instructor's note: This list of the course requirements is also in the student manual.

Goal 1: Introducing Hunter Education

Unit 1: History, Purpose, and Sponsors

Objectives:

- K 1. You must name the agency in Minnesota that is responsible for managing and protecting wildlife, regulating the taking of game animals, and sponsoring the hunter education program.
- K 2. You must state the mission (purpose) of the hunter education program.
- K 3. You must state the two major outcomes of hunter education.
- K 4. You must state at least two sources of funding for the hunter education program.

Goal 2: Firearms and Hunting Safety

Unit 1: Firearms Identification and Safe Handling

Objectives:

- K 1. You must correctly identify five types of actions from an assortment of rifles and shotguns. You must name the principal parts of each action type using the correct terms.
- S 2. You must demonstrate the procedure for safely accepting a firearm and operating its action correctly. You must state the appropriate firearm handling safety steps at the appropriate time during your demonstration.
- K&S 3. You must correctly identify the caliber or gauge of a designated firearm, select from an assortment of "dummy" cartridges the proper cartridge for which the firearm is chambered, check the barrel for obstructions, and load and unload the firearm with the "dummy" cartridges while observing the steps of firearm handling safety.

Unit 2: Transporting and Carrying Firearms

Objectives:

- K&S 1. You must identify the legal case for transporting a firearm in an auto/truck, an ATV, a snowmobile, and a boat. You must demonstrate the proper method for casing a firearm and for removing the firearm from the case.
- S 2. You must demonstrate the six carries for safely carrying a firearm in the field. You must select the appropriate carry for various field situations while walking single file or abreast with two other people.
- K 3. You must describe when and where to load and unload a firearm when in a hunting and in a target shooting situation.
- K&S 4. You must describe a safe method for putting a firearm and bow into both a field blind and a boat. You must describe or demonstrate the method for hauling a firearm and bow into a tree stand.
- S 5. You must demonstrate the procedure for crossing a fence or negotiating an obstacle with a firearm while alone or with another person.

Unit 3: Fundamentals of Shooting

Objectives:

- K&S 1. You must determine and demonstrate your dominant eye.
- K 2. You must identify and sketch the correct **sight alignment** and **sight picture** with open, rear peep, dot, and telescopic sights.
- K 3. You must state the rule for **sight adjustment**.
- S 4. You must describe and demonstrate the six fundamental steps of shooting and be able to define what a shot group is.
- K&S 5. You must practice the six fundamental steps of shooting at least 100 times using an actual rifle or a stick model at home and know the four standard shooting positions before attending the Range and Field Activities session.

Unit 4: Safe and Effective Shot Selection

Objectives:

- S 1. You must demonstrate how to determine appropriate zones of fire for each person in a two- and three-person hunting party.
- S 2. You must demonstrate that you have the judgment to know when to shoot, and when not to shoot, at a game animal and where to place your shot when you do shoot.

Goal 3: Hunter Responsibility

Unit 1: Hunting Laws and Regulations

Objectives:

- K 1. You must state four reasons for the existence of hunting laws and where these laws come from.
- K&S 2. Given the *Minnesota Hunting and Trapping Regulations* handbook and the *Waterfowl Hunting Regulations* handbook, you must be able to find answers to questions regarding: purchasing licenses, legal hunting seasons, blaze orange and personal flotation device (PFD) requirements, legal methods for taking game, game tagging and transporting requirements, and trespassing laws and penalties.

Unit 2: Hunter's Image, Ethics, and Responsibility

Objectives:

- K 1. You must list five characteristics of a responsible hunter. You must state the importance of the hunter's code and explain how it differs from a law. You must list at least four basic responsibilities of a hunter.
- K 2. You must list three actions a hunter can take to present a positive public image.
- K 3. You must identify unethical and illegal hunting activities presented by your instructor in the "dilemma case studies."
- K 4. You must list the five basic steps of impairment (loss of physical and mental abilities) caused by the consumption of alcohol and drugs.
- K 5. You must list three steps a responsible hunter takes to properly and legally care for game taken in the field.

Goal 4: Personal Preparedness

Unit 1: Physical Condition and Personal Safety

Objectives:

- K 1. You must list three conditions which affect a hunter's physical ability to perform safely and responsibly in the field.
- K 2. You must list three basic essentials which should be in every survival kit. You must describe the procedure for each of three methods of signaling for help when lost.
- K 3. You must list three situations in which hunters can find themselves where a first aid and/or CPR training course could save their lives or the life of another.
- K 4. You must define the terms hypothermia and heat exhaustion. You must list two factors that cause each condition, and you must identify the symptoms, know methods for treatment in the field, and how to prevent these conditions from occurring.

Goal 5: Wildlife Conservation

Unit 1: Hunting as a Management Tool, Wildlife Identification, and Principles

- K 1. You must define the following terms: wildlife management, conservation, habitat, carrying capacity, mortality factors, huntable surplus, renewable resource, cover, and preservation.
- K 2. You must list three ways hunting supports wildlife conservation.
- K 3. You must identify three species of native game mammals and/or upland birds and three species of migratory game birds that are hunted in Minnesota. You must distinguish the males from the females, and you must cite the daily and possession limit for each species.

Goal 6: Hunting Opportunities

Unit 1: Getting Involved: Hunting, Learning, Serving

Objectives:

- K 1. You must write a scenario or demonstrate when and how to obtain permission to hunt on private land.
- K&S 2. You must state three reasons why a hunter needs to prepare a trip plan for every hunt. You must name at least two public lands within the state of Minnesota where hunting is permitted. You must choose one of these areas, select a species you would like to hunt, and prepare a sample hunting trip plan.
- K 3. You must name three private conservation organizations that support hunting.

Firearms Safety Hunter Education Student Assignments—Instructor Copy

Your instructor team may or may not choose to use the following assignments. Near the end of each session review the assignment for the next session. You may choose to make your own assignments in combination with those provided here. There is space provided on the student assignment sheet for the students to record any changes you would like to make.

Your team may want to offer the opportunity to students, along with parents and guardians, to become familiar with shooting an air rifle. A suggested way to select for the students who have very little shooting experience is to ask class members to indicate if they have fired an air rifle or firearm between zero and 50 times. A suggested time for this optional activity would be one half hour prior to the starting of the third or fourth session. The students assignment sheet has a space to record times and dates.

To be completed by session 2: (Date: _____ Time: _____)
Read Pages _____ in your student manual.

Additions and/or changes: _____

To be completed by session 3: (Date: _____ Time: _____)
Read Pages _____ in your student manual.

Additions and/or changes: _____

To be completed by session 4: (Date: _____ Time: _____)
Read Pages _____ in your student manual.

Answer questions _____ on pages (70-72) in your student manual. You are encouraged to complete the answers with the aid of a parent or guardian.

Additions and/or changes: _____

To be completed by session 5: (Date: _____ Time: _____)
Read Pages _____ in your student manual.

Additions and/or changes: _____

Field Activities session 6. Review information and directions for your field activities session as found on page (7) of your student manual. Students are to practice 100 repetitions of the six fundamentals of good shooting found on page 56 of the student manual.

To be completed by session 7: (Date: _____ Time: _____)
Read pages (goal 6 unit 1) in your student manual.

Prepare a skit with the two partners in your group. Your skit will demonstrate how to “ask for permission to hunt” on private land that you do not own. One member of your group will be the hunter who is asking permission. Another member is the landowner. The third member is the narrator who will “set the scene” by describing the circumstances such as the time of year and the day, and where and why the hunter is asking for permission to hunt at that particular place.

Note: You may want to begin having groups of students give their skits earlier than the last class. These could be done when you are coming back from breaks or whenever you find a few minutes in your class schedule. This will give you a little more time on the last session and it will provide some ideas to the students that have not given their skits yet. Refer students to the worksheet on page 135 in their student manual.

Complete the worksheet found on page 136 of your student manual.

Additions and/or changes: _____

Study for examination. Questions will be based on the objectives of the course.

Additional Assignments: _____

Optional air gun range in classroom

Date/s and time/s: _____

Important notice: A class plan will be made available to you at training and upon request as needed. The plan provides an excellent introduction to the recently updated student and instructor manuals for the *Minnesota Hunter Education Youth Firearms Safety Course*.

The plan can be a handy resource to help you organize your class. It includes page references to student worksheets, offers suggestions for further reading on a variety of topics, and provides step-by-step directions to activity assignments at the end of each session. It also can be useful for making instructor assignments when you have a team meeting.

An outline of the course is included as well as a corresponding time line. You will also find a supplies and materials list, learning aids, templates for overhead transparencies, and other helpful information that you will need to successfully complete each classroom session.

We recommend that you keep the class plan along with your copies of the instructor and student manuals in a three-ring binder. It is an easy way to organize the materials and keep everything in one place.