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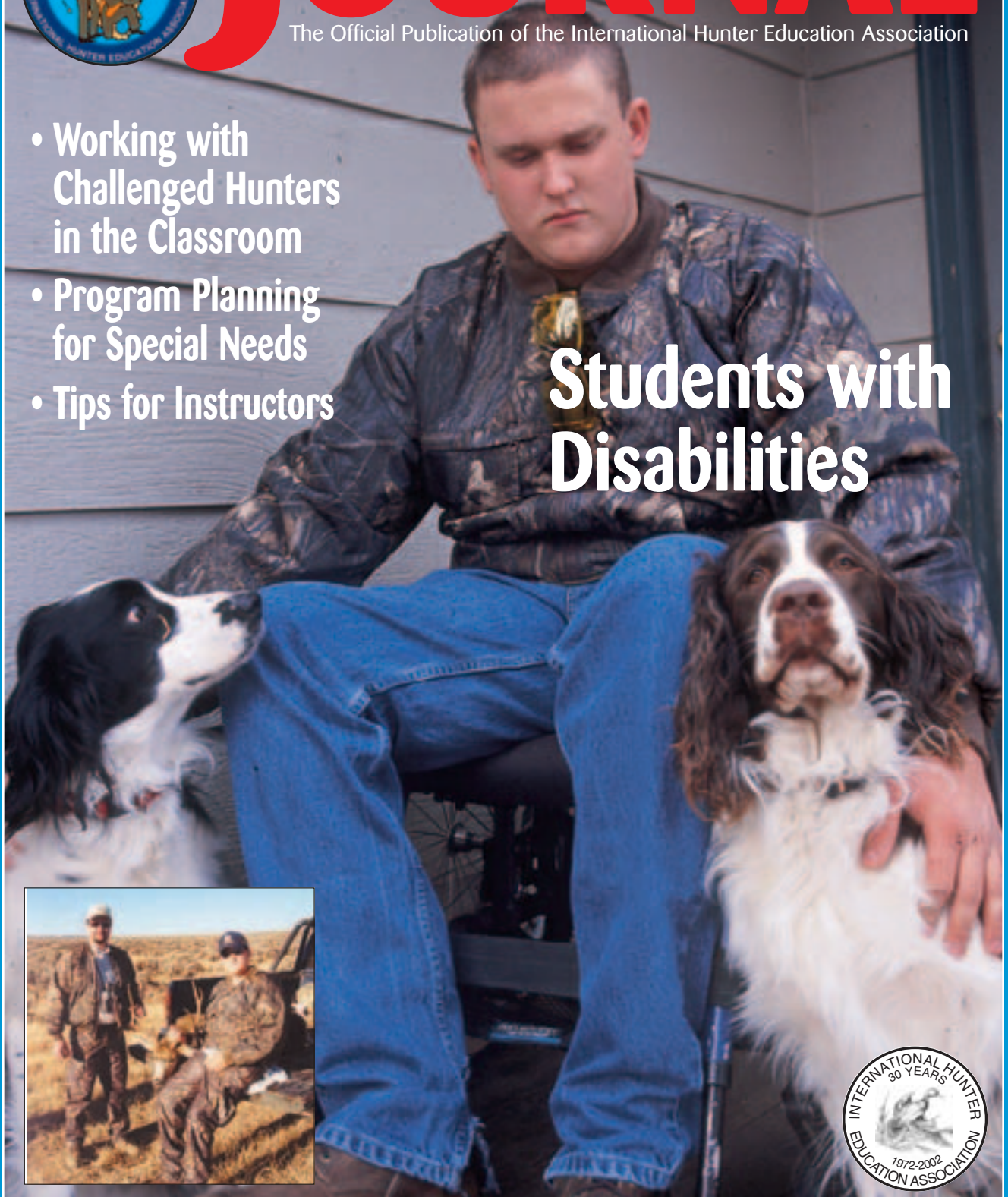
HUNTER & SHOOTING SPORTS EDUCATION

# JOURNAL

The Official Publication of the International Hunter Education Association

- Working with Challenged Hunters in the Classroom
- Program Planning for Special Needs
- Tips for Instructors

## Students with Disabilities



For Distribution in Canada, Mexico, and the United States of America.



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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 65,000 administrators and volunteer instructors across North America, plus cooperators in the shooting sports industry and conservation organizations in Canada, Mexico and the United States. The IHEA is affiliated with the International Association of Fish and Wildlife Agencies, and its goals are many:

- Increase participation in safe responsible hunting;
  - Further develop the quality and delivery of hunter education;
- Enhance professional skills and standing of administrators and instructors;
- Improve the image of hunters and hunting; and
- Strengthen the leadership role of the IHEA.

The *Hunter & Shooting Sports Education Journal* is the official publication of the International Hunter Education Association. It is published three times annually (June, September, February) and distributed to more than 65,000 administrators and volunteer instructors in Canada, Mexico and the United States, that are responsible for education programs that total more than three-quarters of a million new hunters annually. The purpose of the publication is to increase the skill and effectiveness of hunter education in administrators and instructors so they can improve the enthusiasm, safety, ethics and proficiency of their students as they embark on lifetime enjoyment of hunting and the shooting sports.

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*Cover Photo: Sean Graves was 16 years old when, on April 20, 1999, he was shot four times by one of the gunmen at Columbine High School in Littleton, Colorado. One of the bullets struck his spine, leaving him paralyzed from the waist down. Sean worked hard during his rehabilitation with the hope of normalizing his life as much as possible and of someday "having fun" again. Part of that 'fun' has been hunting. Patt Dorsey, Hunter Education Administrator for Colorado has helped Sean, who was a hunter before the shooting, return to hunting. "Hunting did help me recover," Sean explained to Dorsey. "I was able to get outdoors and get around as if I wasn't in a wheelchair at all. I was able to use a gun and not even think about the past."*



## EVP Comments

Dr. David Knotts, Executive Vice President,  
International Hunter Education Association

Thirty years ago, in 1972, the IHEA (then known as the North American Association of Hunter Safety Administrators) was created from a committee of the International Association of Fish & Wildlife Agencies to enhance support of Canadian and U.S. administrators and volunteer instructors. Over the last thirty years, the IHEA has grown beyond the Canadian and US continental borders to include Mexico and Puerto Rico. The IHEA and USFWS Federal Aid are currently working with the US Virgin Islands to design and implement a hunter education program. Most Virgin Island hunters come to the continental US to hunt. The IHEA has also had serious inquiries for program development assistance from Costa Rica, Brazil and, more recently, Guatemala.

The events of September 11, 2001, have left folks wondering what impact, if any, it had on hunter education and hunting. While gun sales were up, there were no significant changes in hunter education course participation. Some increase in student enrollment did occur in states such as Hawaii, where hunter education can be used to meet the training requirements for a concealed gun carry permit. A couple of states (Maine being one) indicated a slight decrease in out-of-state hunters due to travel reduction. Colorado was affected by an increase in out-of-state license fees; however, according to Colorado Administrator Patt Dorsey, these numbers were well within the predicted range when the fee increase was planned.

For obvious reasons, some classes in the New York City area were canceled. According to Wayne Jones, Administrator for New York, Walt Weaver, a NYPD officer and volunteer instructor, was killed attempting to rescue people trapped in elevators when the World Trade Center collapsed. It is not surprising that other hunter education instructors in and around New York City pitched in with helping local fire departments and rescuers get needed food and supplies to the workers at Ground Zero and other support activities. These men and women have a lot in common with most volunteer instructors—a devotion to helping others. Like all hunter education instructors, they shared their lives to help others enjoy and appreciate life. In their chosen profession, they shared their expertise and their energy to save lives, and they gave their lives in service to others. Unselfish acts are normal for our volunteers—that's just the kind of people we are.

The IHEA received a number of calls asking about policies for transport of hunting arms given the increase in airport security. Jason Morrow, a cameraman for the NWTf who probably logs as many air miles traveling with a firearm as anyone, provides travel tips in the *Ask The Experts Column*, page 11.

The theme of this issue is working with students with disabilities. We hope you will benefit from the information provided by experts in the feature articles starting on page 18.

One of the goals for the IHEA in 2002 is to increase the availability of teaching resources for the instructor. Some of these resources may be downloaded for free on the IHEA web site (see page 9 for access instructions). Other resources are being offered at a significantly reduced rate thanks to funding support from the IHEA Foundation, the National Shooting Sports Foundation and others.

May the year 2002 bring you health and prosperity. Keep up the good work and don't forget to take time to do some hunting and fishing yourself!



**The articles in this issue made possible by Woolrich®, makers of OC<sup>2</sup> shirts, the next generation of function and performance.**



## President's Remarks

Tim Lawhern, President IHEA

### *Of Dinosaurs, Scaly Patches, and Change*

Back this summer I was invited to meet with several retired folks from the hunter education field. The group was small but represented a good cross-section of some of our "founding fathers" of hunter education. This was, in my mind, a golden opportunity to follow up on a proposal to officially include the retired administrators and program staff in our organization. Those present at that meeting were Homer Moe, Jim Dabb, Ed Kozicky, Dick Turpin, Larry Keith, their spouses, and me. This group wanted to renew old acquaintances, establish a roster, get updated on the IHEA, and map out a course to become officially aligned with the IHEA. At the conclusion of the meeting the group had asked me to follow up with the IHEA board to flesh out the possibilities. It is with great pride that I share with you the unanimous vote of the IHEA board to officially include this group of people in the IHEA. They will be invited to our functions and serve in a committee capacity. They will be a tremendous resource for the IHEA. One of the first tasks we will ask of them will be related to historical data. Since they were there, how better to recruit for the job?

Now, for those that might misinterpret what's written in this column, the next subject has absolutely nothing to do with what's already been mentioned. You'll see what I mean....

There was an article read by a Montana game warden that appeared a few years ago in the *International Game Warden* magazine. A comparison was made between wardens that seem to fight change and how things have changed over time, like the legacy of the dinosaurs. As we all know the dinosaurs ended up in the tar pits or died of starvation due to the earth being hit by a great meteor. The article prompted him to review his role as a warden in Montana. He decided it was time to move on because as he put it, "I looked in the mirror and saw a few scaly patches."

It occurred to me while returning from a Colorado elk hunt this past October that one of the hardest things about aging is change. We become comfortable with who we are, how we act, and what we believe in...sometimes to a fault. Sometimes we're like a dinosaur headed for the tar pits or we get hit by a large meteor. I'm no exception. For about six years I've fought against adding a segment in the basic hunter education course dealing with GPS (Global Positioning System) technology. Hey, a compass and map always worked for me so why even mention this new-fangled device. Well, having seen a few scaly patches on myself, I felt it was time to avoid the tar pit and meteor and take the plunge. I purchased a GPS unit. The one thing we have to remember about technology is that, so long as it is not abused, it's probably okay to use for hunting and hunter education. So, here's one administrator that's finally catching up to what the volunteer instructor corps has been doing for some time now. Luckily, you guys saved me before it was too late! Keep up the good work and... Good Hunting!

## International Hunter Education Association

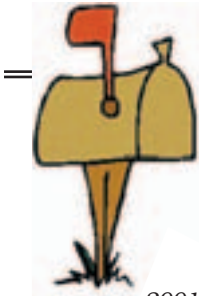
### Mission Statement

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## Letters to the Editor

### CHALLENGE TESTING

In the Vol. 3 Winter 2001 issue I found the article on "Challenge Testing: Pro and Con" by Dave Wilson and Bob Staton very interesting and I would like to submit my thoughts on this issue.

I live in Maine, I'm 55 years old, and I've been hunting since I was old enough to walk beside my dad in the woods. My dad taught me hunter ethics; I felt he was probably the best teacher a boy could have.

But things have changed, and times have changed. Up to a year ago I had not attended the state hunter safety program, which now gets me into paragraph one of Mr. Wilson's statement about sending people who have hunted their lifetime to hunter safety classes.

I felt like that myself until a year ago when I decided to go to the class to see what it was like. And I am glad I did, for I learned new and better ideas on hunting safety. I was so pleased with the course I even attended the archery safety course, and now I'm a certified instructor in the state of Maine for both firearms and archery.

Mr. Wilson, times have changed; people's attitudes have changed towards hunters and, for the most part, it isn't good. And no matter how long we have hunted, we will never know it all. But with that special card in hand, I feel there are more open doors to hunting now.

The accident rate in Maine is dropping, and I credit the courses we offer for that. One course is 12-14 hours long or longer depending on the students; but we also spend a good deal of time outdoors teaching distance judging, blood trailing, and how to work together tracking a wounded animal. We do not make it easy for the students; they work at it. We also teach them to have respect, not only for each other, but for the animal they are hunting.

Our club has just purchased high powered air rifles for hands-on training

with a firearm; and I am trying to get a mock setup of a brook and fence crossing, so students can practice safety methods both with and without a hunting partner.

I want to end Mr. Wilson's paragraph one by saying, any hunter today that enters the woods alone and thinks he/she knows it all, has just adopted a fool for a hunting partner. We are never too old to learn, and with every class I learn a little something different and can't wait to teach it to the next class.

Mr. Staton, I feel you are right on target with your thoughts. Hunter safety courses do not deter people from hunting. I can proudly say that our courses include dads, older brothers, even grandparents coming with their grandchildren. And when the course is completed, they shake the hands of the instructors and say thank you. For me, it makes going to those classes worthwhile.

I'd like to say in closing, that I have young grandchildren who I hope will want to hunt; and if they do, I will not only take part in teaching them, but will attend the hunter education class with them as well. Who knows, I might even learn something new.

-- Dennis Sprowl

Machias Valley Sportsmen Club  
Machias, Maine  
Instructor, Archery and Firearms

### SAFETY STANDARDS NEEDED

I read the piece entitled "Safety Standards Needed?" by John Woller in the Fall 2001, issue of the Journal. I think we all can agree the number of incidents involving hunting from elevated positions is an issue that needs to be addressed. However, I cannot, in all good faith, support the notion that the best way to reduce these incidents and the resulting injuries is through additional regulation. In fact, the very idea, quite frankly, makes me mad.

I, for one, am an American who is tired of governmental agencies enacting laws and regulations designed to

protect me from myself! I have never agreed this was the inherent purpose of our founding fathers when this government was first set up. I have never believed in or supported such laws as the seatbelt or the mandatory helmet laws.

I should make it clear I do wear a fall restraint device whenever I choose to hunt from an elevated position. But the key phrase here is that "I choose." I believe this decision is mine and mine alone to make. I can understand Mr. Woller's position considering his responsibilities to the [Treestand Manufacturers] Association which he represents. I'm sure the additional amount of product liability insurance these manufacturers are required to carry is substantial. However, I do know these additional costs are being passed on and paid for by hunters who buy these products. If we are willing to pay these additional costs to retain the freedom to choose for ourselves, what is the point?

Mr. Woller points out regulations already in place, such as mandatory hunter orange, as an argument for additional regulation. I'm sure hunter orange has been a major contributing factor in reducing hunting related accidents. But I also am sure educating the public as to the measure's value is the major reason so many hunters have complied. They've chosen to comply. In Florida, where I hunt, hunter orange is only required when hunting on public land. If hunters were not choosing to wear hunter orange while hunting on private land, there could not have been the overall reduction of incidents that has been seen.

Let's continue to make public education through our hunter education courses our course of action. This has been a tried-and-proven method of making hunting the safe pastime that it is. And let's continue to encourage hunters to make good, ethical decisions; let's not limit freedom of choice.

-- Gary L Ruhl

Volunteer Hunter Education  
Instructor  
Clearwater, Florida



## + 2002 Hunter Ed Instructor Rendezvous

Kansas will play host to the 2002 IHEA Instructor Rendezvous April 12-14, 2002. The Rendezvous will be at Rock Springs 4H Camp south of Junction City, Kansas, in the beautiful Flint Hills.

This will be a great opportunity for Hunter Education Instructors to meet with Instructors from other states and share ideas. Seminars and classes will be designed for hands-on learning and sharing when possible. Topics include: Techniques of Instruction; Simulators in

Hunter Ed classes; Teaching ethics; Wounding-loss causes & cures; Informal range setup and use; Techniques for shooter success; and Hunter Skill Trail development and use. A highlight will be the opportunity for Instructors to show off training aids they have developed during a Show-and-Tell session.

The IHEA and Winchester are picking up some of the tab for the event. Your cost will be \$50. This will help cover two nights lodging, six meals, ammunition, targets, handouts and assorted goodies. You will need to provide bed linen/sleeping bag and towels.

Contact the IHEA office or check the IHEA web site at [www.ihea.com](http://www.ihea.com) to obtain a registration form. Space is limited—reservations confirmed on a first-come, first-serve basis.

education instructors on its web site that will allow free downloading of select IHEA-developed resource materials. To access, go to [www.ihea.com](http://www.ihea.com), and click on INSTRUCTOR RESOURCE; user name is instructor-bonus, password is iheasupport. This is a restricted site available to registered hunter education instructors.

The US Virgin Islands are in the process of working with the IHEA and USFWS Federal Aid to develop a hunter education program. (Most of their hunters travel to the mainland to hunt.) They will soon become the 65th jurisdiction to join the IHEA.

## + IAFWA Trapping Kit – Outreach and Education Resource Kit: Materials for effective communication about regulated trapping

This kit is a product of a three-year pilot project to find effective ways to communicate to the public the benefits of regulated trapping, using a variety of strategies, projects, and approaches. It consists of two videos, a brochure, various public relations materials, a key messages wallet card, and a CD-ROM containing all printed items in the kit, plus a poster, video descriptions, and a Powerpoint presentation. Kits may be ordered through the IHEA supply services ([suppliesvcihea@frii.com](mailto:suppliesvcihea@frii.com)) for \$4.00 each plus S&H.

## + 2002 Conference Training Aid Contest

The Missouri Hunter Education Instructor's Association invites all instructors who will be attending the 2002 International Hunter Education Conference to participate in the Missouri Hunter Education Association (M.H.E.I.A) Annual Training Aid Contest.

We are looking for original ideas that you have made, designed, or developed for use in your hunter education classes to assist learning or demonstrate a technique.

Training Aid entries will be scored on originality, workmanship, subject matter, cost to reproduce, and plans

## + Modern Muzzleloading continues its support

The year 2002 will mark the seventh year Modern Muzzleloading, Inc. has supported the IHEA by donating Knight In-line muzzleloaders to member agencies. The rifles may then be used by those agencies to support local hunter education programs. To date, the company has donated some 400 rifles at a value of over \$223,600.

## + ETHIC

The IHEA and Treadlightly! has joined forces with the Specialty Vehicle Institute of America and Silvertip Productions LTD to produce the *Educational Tools for Hunters Improving Choices (ETHIC)* video and instructor manual, a teaching aid for hunter education instructors. The video consists of a collection of trigger videos illustrating various hunter behaviors in realistic situations. These situations can be used to increase student awareness of problem behaviors commonly exhibited in hunters, in an environment in which they can safely practice making decisions. The video plus instructor manual sells for \$13.50 (plus S&H); video

and manual when sold separately cost \$8.50 each (plus S&H). Contact the IHEA for order information.

## + Plano Molding Company

The IHEA would like to thank Plano Molding Company for its continued support of hunting and hunter education. For the past year, the Outdoor Products Division has inserted promotional flyers in their tackle boxes to encourage individual support and donations for the IHEA Endowment. This support will continue for the year 2002.



Plano promotional flyer.

## + IHEA Web Site & Teaching Resources

The IHEA has created a password-protected section for hunter

## + IHEA goes to the White House

(Nov. 2001)-- The IHEA, represented by Executive Vice President Dr. David Knotts, was part of a delegation invited to meet with senior White House staff to discuss wildlife and conservation issues. The delegation, Wildlife Conservation Partners (WCP), consisted of representatives from the Isaac Walton League, International Association of Fish and Wildlife Agencies, Foundation for North American Wild Sheep, Theodore Roosevelt Conservation Alliance, Pope and Young, Ducks Unlimited, National Wild Turkey Foundation, Rocky Mountain Elk Foundation, Boone & Crockett and others.

Earlier this year the WCP presented to President George W. Bush Wildlife for the 21st Century, a consensus of four visions and 11 recommendations which were decided upon in an August 2000 meeting of 35 wildlife organizations. The WCP considers these necessary for the success of future wildlife management in the US

*The four visions for the future are:*

- + A future in which all wildlife and private and public habitats are abundant, maintained, and enhanced;
- + A future in which hunting, trapping, and other outdoor interests are supported by the public to maintain America's great wildlife conservation heritage and cultural traditions;
- + A future in which natural resource policies encourage, empower, and reward stewardship and responsible use;
- + A future in which all people are committed to principles of scientific wildlife management, where wildlife is held in public trust, and where the use of resources is shared equitably and sustained for present and future generations.

*The WCP has made eleven recommendations to the Bush administrations as follows:*

1. Establish Federal Budget Priorities that will restore wildlife funding to the 1980 level.
2. Maintain and restore forest and rangeland habitats in the West through proactive public land management.
3. Maintain and restore forest habitats in the East through proactive national forest management.
4. Emphasize cooperative national forest decision making.
5. Ensure effective federal natural resource leadership.
6. Support wildlife conservation provisions in the 2002 Farm Bill.
7. Reaffirm state authority and responsibility for wildlife management-legal issues.
8. Reinforce state authority and responsibility for wildlife management-funding issues.
9. Increase funding to provide for hunter retention, recruitment and education.
10. Remove disincentives for private land wildlife conservation.
11. Initiate an assessment of federal land laws to identify legal and regulatory problems contributing to federal land management "gridlock."

The WCP will have occasional meetings with White House staffers to serve as a resource to wildlife conservation efforts under the Bush administration. It is important to note that we have a president and vice president that are dedicated hunters and place a high value on our wildlife and outdoor heritage. The IHEA is honored to be a part of the WCP and we look forward to a national direction that will keep our hunting heritage in perspective.

to reproduce. Ideas involving construction of the aid should include simple plans for reproduction.

Cash prizes up to \$100 will be awarded to the top entries. Judging will take place on Saturday, June 1.

All entries are eligible for posting on the IHEA web site Make it / Teach It section. Authors whose material is selected for the IHEA web site will receive a commemorative knife.

For more information, contact the Missouri Hunter Education Instructor's Association at P.O. Box 195, Imperial, MO 63052 or email: mohuntered@hotmail.com

## + Retiring

Florida Hunter Education Administrator Ed Tyer retired November 29, 2001, after 31 years and 4 months service to the Florida Game and Fish Commission. Tyer spent his first six years as a warden then moved into the hunter education section where he spent the last 25 years. Ed recently served as President of the IHEA and, as a past president, promises to stay involved in hunter education, shooting sports and range development. Cardinal Collins will assume the duties as Hunter Education Coordinator for Florida.

## Special Offer

### + Dummy Rounds

Manufacturing Services, Inc. (MSI) is making dummy rounds (inert plastic training rounds) available to hunter education instructors at a special price. Training packs, which contain two 12 ga., two 20 ga., and five 22 caliber rounds, will cost \$1.55 per pack (plus S&H); and .38 cal., 12 ga.,



and 20 ga., training ammo will sell for \$0.35 each with a minimum purchase of 500 pieces. The .22 caliber training ammo is priced at \$0.05 each with a minimum purchase of 1,000 pieces.

These training rounds are durable, may be used as snap-caps, extract from any action, and are safe.

Contact the IHEA to order (tel: 970-568-7954; fax: 970-568-7955; e-mail: [suppliesvcihea@frii.com](mailto:suppliesvcihea@frii.com); PO Box 490, Wellington CO 80549.

## Safety/Recall Notices

### + Daisy Says Airguns are Safe

Contrary to rumors, Daisy's PowerLine models 856 and 880 have not been recalled and Daisy has refuted claims made in a lawsuit against them of the guns being unsafe. According to Daisy, these two airgun models are completely safe when used properly under adult supervision. In the incident that prompted the lawsuit, two critical gun safety rules were ignored: "Treat every gun as if it were loaded" and "Always keep the muzzle pointed in a safe direction." The airguns have numerous safety features. In order to fire the gun, one must pump it, pull back the bolt, push the bolt forward, disengage the manual safety, and pull the trigger. One cannot fire this gun without methodically completing all of these steps. The keys to the safe use of any airgun are education and adult supervision.

### + Treestand Recall

In cooperation with the US Consumer Product Safety Commission (CPSC), Hunter's View Ltd., of Peoria, IL, is voluntarily recalling about 30,000 treestands. The cables on these stands can break, causing the treestand to fall to the ground, posing an injury hazard to consumers. There have been no reported accidents to date.

The models involved in the recall are the HVTS-100 Wildcat, HVTS-101 Wildcat with camo seat, HVTS-102 Wildcat Comfort Zone, HTVS-104 Wildcat Swivel Seat, HVTS-300 Big Daddy, HTVS-302 Big Daddy Comfort Zone, HVTS-400 Big Horn Ram, HVTS-402 Hoot Owl, HVTS-500 Timber Ghost, HVTS-3000 Big Daddy Lite, and HVTS-4020 Comfort Zone Swivel Seat. A yellow label on the treestand reads, "Hunter's View Ltd., 1-888-878-0440." These were sold from March through August 2001.

Consumers should immediately stop using the treestands and contact Hunter's View for a free repair at 888-878-0440 between 8:30 a.m. and 5:00 p.m. CT Monday - Friday.

### + Free Exchange Program for Ruger Padlocks and Cable Locks

For over 10 years, Sturm, Ruger has shipped lockable boxes and padlocks with its pistols and revolvers and, more recently, cable locks with its shotguns and rifles. Although no injuries have been reported involving any of these locks, Sturm, Ruger has recently learned that certain of these devices can be opened in unintended ways.

Sturm, Ruger will voluntarily provide, FREE OF CHARGE, an improved cable lock to any Ruger customer who owns a Ruger padlock or cable lock. Simply ship any padlock that bears the word "Ruger" or any red cable lock that bears the word "Ruger" to Sturm, Ruger & Company, Inc., 411 Sunapee Street, Newport, NH 03773 Attn: Dept. LK, and the company will send you free by return shipment one of their latest keyed cable locks (yellow colored) and instructions for its use on your Ruger firearm. Ruger strongly encourages you to take advantage of this free offer. For more information, please contact Ruger at 1-888-317-6887. +



## Ask the Expert

# Safe, secure airline travel with firearms



With increased airport security resulting from 9/11, the IHEA has received a few calls regarding hunters traveling with firearms.

**Question:** What difficulties can hunters expect to encounter when traveling with firearms? For an answer, we turn to the National Wild Turkey Federation and Jason Morrow, videographer of *Turkey Call TV*, who probably logs as much commercial travel hours with a shotgun as anyone.



Traveling by air with a firearm really hasn't changed that much. The same regulations are in place, but check with the airline for possible changes in regulations before booking a flight. Always take your gun apart before you go to the airport. This shows the airport officials that the gun is unloaded and can't be easily used. Two handy tips are: 1) Most importantly, declare your firearm as soon as you check in at the desk; and 2) Keep the firearm in a locked, certified gun case separate from the rest of your luggage.

As for ammunition, purchase it when you get to your destination. This way you won't have to worry about traveling with an explosive product. But if you do have to take ammunition with you when you fly, pack it separately from the firearm in its own locked case.

Information from the Delta web site states that when checking a firearm you must:

- Declare to the airline representative that you are checking a firearm. (If there is a security checkpoint prior to the Delta ticket counter, you must declare the existence of a firearm to security personnel.)
- Present firearms unloaded and sign a "Firearms Unloaded" declaration.
- Lock the firearm in a hard-sided, crush-proof container and retain the key or combination.
- Keep entry permits in your possession for the country or countries of destination or transit.
- Ensure small arms ammunition is kept in its original package and pack it separately from the firearm. If not in its original packaging, make sure it is securely packed in fiber, wood or metal boxes. +



# An Alternative View of Alternative Delivery in Hunter Education

“Alternative Delivery” seems to be one of those terms that immediately divides us into two camps: those who think it is the salvation of hunter education, and those who think it is the ‘ruination’ of a successful 50-year-old program! However, in our opinion, there should not be two camps.

The main argument of some folks in the ‘ruination’ camp seems to be that Web-based, CD ROM, or Home Study Hunter Education courses can’t deliver a quality course the same way a trained, walking, talking instructor might. We agree! But let’s be clear on one thing, alternative delivery as envisioned here, ALWAYS requires the expertise of a qualified instructor... but in an alternative way!

Alternative delivery simply packages knowledge-based information into a format students can learn on their own time and at their own speed while leaving those things best taught by an instructor, i.e., skills and aptitude, in the classroom.

Our experience with Alternative Delivery in Oregon over the past six years has been surprisingly positive. Upon request, a student is provided with a study packet they complete at their own pace prior to attending class (equivalent to approximately eight hours of classroom time). Instructors then spend four-six hours in the classroom concentrating on three things:

- 1) Through discussion, use of trigger films, dilemma cards, and personal example, they teach standards of behavior that are expected of a hunter.

- 2) Through demonstration, student practice and coaching, instructors help students master skills required of a hunter.

- 3) The instructor determines if course requirements have been met by a) testing the knowledge learned in “Home study” and the interactive

class; b) requiring performance of the skills previously practiced; and c) subjective observation of the student’s attitude towards firearms and hunting.

We have found that:

- Instructors like it when students come to class with all the required knowledge learned. They can then build on a solid foundation.

- Instructors like being able to spend most of their time teaching and coaching SKILLS. We all prefer the

## Alternative Delivery is simply another way to deliver knowledge to the learner.

handling of firearms and firestarters to teaching Wildlife Management.

- Instructors like being able to concentrate their efforts into one Saturday. Then, their evenings can be spent with their families

- Students and parents like avoiding after school or recreational conflicts with other interests such as baseball, basketball, football, and soccer.

- In addition, a surprising and positive result has been that students *score higher on the written test than do students who sit in a classroom over several weeks!*

In Oregon’s case, “Alternative Delivery” gives results as good as traditional methods.

We believe the objectives of a course (and hence the mission of the instructors) is to take students to a stage where they can meet the state-mandated requirements or standards to legally hunt. We must evaluate the student as we would any applicant for a “privilege” or “job vacancy,” namely in Knowledge, Skill and Attitude (KSA). Before evaluation, we have the obligation to ensure each student has had the opportunity to absorb the

required KSA in the few hours we have available.

Typically, the majority of course time is spent imparting Knowledge to students; a much lesser amount of time is spent coaching students on Skills and allowing adequate practice time; and finally, proper Attitude is being taught and demonstrated throughout the course. We suspect it is the theoretical loss of this “A” time that most concerns instructors. This should not be the case. Because the majority of class time is traditionally spent on “K,” the removal of this element from the classroom will allow instructors extra time to concentrate on “S” and “A.” It almost goes without saying, that Challenge Testing is not considered an alternative delivery scenario, as it does not contain skill or attitude components.

Some of us remember when dusty chalkboards were the only teaching aid in the classroom. Then came films, posters, overheads, videos, and more recently, laser/video interactive systems. We should not fear new technology. We should, however, be professionally skeptical of it until we determine whether or not it meets the needs of both instructors and students. When we do find something that works, it should be implemented as appropriate for everyone’s benefit.

Alternative Delivery is simply another way to deliver knowledge to the learner. There are too few in the hunter education business to allow this issue to divide us as we train students of today and tomorrow in the art and science of safe and responsible hunting.

*Tony Burt is the Hunter Education Coordinator for the Oregon Department of Fish and Wildlife; Tony Faast is a Staff Biologist with the US Fish and Wildlife Service, Federal Aid Division, Pacific Region.*



# The Incidents Report

## Incident 1 – Squirrel Hunt Leaves Son Dead

9/27/01 Michigan City News Dispatch

Squirrel hunting is in full swing and hunters who take to the woods should know for certain what they're shooting at before pulling the trigger. A man who fatally shot his son in LaPorte County, Indiana, wishes he had done just this before falling for what may have been a prank. The son, 23, was lying behind a log holding a dead squirrel up in the air while barking like a squirrel. He either was trying to lure a squirrel out of a tree hole or was using the dead animal as bait for his father to shoot, said the public information officer for the Indiana Department of Natural Resources. "I don't think we will ever know which one of those two things he was doing."

The victim's father saw the tail of the squirrel moving and called his son's name several times to make sure he wasn't in the area. His son never responded. After firing a .22-caliber rifle, the father found his son dead in the exact spot where he went to retrieve the squirrel. The bullet pierced the skull, which was the only part of the body not concealed by the log, the public information officer said.

The possibility of a prank came as no surprise to the victim's uncle. That's because the boy once before "darn near got himself shot" while pulling a hunting prank. "It wasn't the first time he did it. He had been warned about it 100 times before." When asked how his brother is coping with such a tragedy, he said, "It's devastated him. I don't know what he's going to do." The victim and his father were described as being very close and often hunted together. "[The boy] worshipped his dad. They were inseparable. He was a real good kid," the uncle said.

The public information officer said hunters need to be "100 percent sure" that what they plan to fire at is a squirrel. Last year, in a local wooded area, a hunter wearing brown boots was [in a tree] dangling his foot when he was shot by someone who mistook his boot for a squirrel. Luckily, the officer said, the bullet didn't penetrate the boot because it had a steel toe.

## Incident 2 – Hunting Incident - Darwin Award Mule Skinner Scores Big!

A 47-year-old New York hunter shot and killed two donkeys belonging to a Dundee, NY, resident. The hunter believed that the donkeys were antlerless deer, and had two Deer Management Unit permits at the time. A statement was obtained from the shooter, and the owner was consulted with regarding the value of the animals. The hunter will be charged as appropriate. An officer caught him attempting to drag the two field dressed and tagged animals out of the woods.

## Incident 3 – Colorado Hunter Electrocuted

Medicine Lodge, Kansas (AP)

A bowhunter from Colorado was electrocuted when he put a stand in what he thought was an abandoned utility pole, Barber County authorities said. The body of the 31-year-old hunter was found four days after he'd gone hunting in rural Barber County.

A friend said he and the victim hunted the ranch country together for about four years, and often debated whether a long string of power lines still carried electricity. Another hunter on the ranch said the lines appeared to be in such disrepair that he thought they were surely void of power.

The friend was surprised to learn that the victim had placed his stand high on the pole, within a few feet of the two lines. "[He] was always just such a cautious and safe guy when we hunted in the high country of Colorado for elk," the victim's friend said. "He scrutinized everything over and over again. Whatever took place that day, I'm sure he studied it and somehow came to the conclusion that those lines had to be dead. It was an error, and he didn't make many of those when I was around him."

A spokesman for Ninnescah Electric Cooperative, which owns the lines, said all power poles are private property and climbing them is considered trespassing.

The victim's father went looking for his son after not hearing from him in several days. He discovered his son's truck near a favorite hunting area and quickly found the body. The Barber County Sheriff Department ruled the death an accident.

## LESSONS LEARNED

**Incidents 1 & 2.** A principle rule of hunter safety is to "Be sure of your target before you pull the trigger." In Incident 1, an individual is killed because the shooter "thought" he saw a squirrel. Nothing short of 100 percent sure should be acceptable.

This incident was compounded by the victim playing a prank on the shooter. Playing games where loaded firearms are involved is not unlike darting onto a busy interstate highway at rush hour and playing tag with the

passing cars. Sooner or later, you'll get hit.

Incident 2 was a clear case of an individual not being able to properly identify the wildlife species he was hunting. Hunters should study the distinguishing characteristics of the respective species they are pursuing as well as be aware of what domestic stock may be in the area.

**Incident 3.** It goes without saying, utility poles should not be used to

support your elevated hunting stand regardless of the assumption that the wires are active or inactive. It has been pointed out that if you mess around with a water line and something goes wrong, you get wet. If you mess around with electricity and something goes wrong, you get dead! It should also be noted that utility poles are the property of the respective utility company and individuals who climb them may be charged with trespass violations.



# Additional Federal Aid Funds Available for Hunter Education Programs

As a result of the passage of the Wildlife and Sport Fish Restoration Programs Improvement Act of 2000 (Public Law 106-408, 11/1/2000), there are additional Federal Aid funds available to enhance State Hunter Education programs.

"Section 10" of the Act provides an additional \$7.5 million for Fiscal Year 2001, increasing the amount to \$8 million for 2002 and fiscal years thereafter. These funds are not "new" money, but are part of the amount normally apportioned to wildlife restoration projects.

According to the Act, if the states are currently using all of their regularly apportioned hunter education Federal Aid funds for hunter education, identified as Section 4c, the state has the option to spend the Section 10 funds on hunter education or wildlife restoration activities. If states used all their Section 4c funds for hunter education, then the Section 10 funds must be dedicated to the hunter education program. So, depending on how a state is spending its current Section 4c funds, it may have options on how the Section 10 funds will be used, i.e. for hunter education or wildlife restoration projects. A key point to remember is that Section 10 funds are to be spent to "enhance" the existing hunter education program and are not to be used to replace existing budget funds.

The word "enhancement" is used throughout the legislation. The main intent of Section 10 funds is to enhance existing hunter education programs. You might be wondering, "what exactly does congress mean when they use the term 'enhancement?'"

There are four categories of enhancement described in the Act as follows:

1. The enhancement of hunter education programs, hunter and sporting firearm safety programs, and hunter programs.

2. The enhancement of interstate coordination and development of hunter education and shooting range programs.

3. The enhancement of bow hunter and archery education, safety, and development programs.

4. The enhancement of construction or development of firearm shooting

events/seminars.

- Enhance/upgrade HE educational materials used by instructors and students statewide, including purchase of firearms, training videos, tree stands and other training materials.

- Conduct public hunting seminars.

- Conduct instructor in-service

A key point to remember is that Section 10 funds are to be spent to "enhance" the existing hunter education program and are not to be used to replace existing budget funds.

ranges and archery ranges, and the updating of safety features of firearm shooting ranges and archery ranges.

As you can see, there are many opportunities for the states to enhance its programs in different areas of hunter education. Each state will need to address its individual programs to determine where the money can best be used.

Many states are taking advantage of Section 10 funds and are spending them on a variety of activities. Here are some examples from across the country:

- Hire additional staff for outreach and operations.

- Develop new curriculum for schools using the Laser Shot hunter education/hunting and shooting simulator.

- Purchase hunting simulators for education and outreach purposes.

- Increase the budget for range development, operation and maintenance.

- Develop hunter education materials in languages other than English for use at culturally diverse HE

events and training classes.

- Expand and enhance the Youth Hunter Education Challenge Program, which is a youth-oriented program focused on improving hunter education skills.

- Expand the Becoming an Outdoor Woman Program into new areas of the state

- Conduct a hunter education "field day" for all interested public; this outreach effort will focus on providing the general public with an opportunity to learn about hunter education, shooting and wildlife.

- Expand shotgun and steel shot clinics.

- Purchase Laser Shot machine, computers, LCD projector, tree stands, muzzleloaders, enclosed trailer; and CD ROM duplication costs.

- Enhance, improve and standardize delivery of the traditional Alabama Hunter Education course and offer alternative delivery courses through CD ROMs and computer equipment/technology.

- Host "field day" activities affording students the opportunity to practice

skills learned through alternative delivery systems rather than standard classroom settings.

- Purchase equipment for range maintenance and operations.
- Purchase hunting simulators.
- Purchase trailer, shotguns, accessory items, ammo, and clay target trap and clay targets.
- Participate in IHEA effort to develop a standardized Internet home study course.

As you can see from the list there are many new opportunities for people to become involved and learn about hunter education as a result of the "Section 10" funds.

*Otto Jose is the Hunter Education Coordinator for the USFWS - Region 6 - Federal Aid; Dee Mazzaresse is the Hunter Education Coordinator for the USFWS - Region 5 - Federal Aid*

**Steven A. Williams,** former secretary of the Kansas Dept. of Wildlife and Parks and a



staunch friend of the hunting and shooting sports community, has been appointed by President Bush director of the US Fish and Wildlife Service. Williams has been praised by a wide range of outdoor sporting groups including the IHEA, and has earned the respect and admiration of conservationists nationwide. He has recently been active in efforts to persuade the federal government to release more conservation funding directly to state agencies. A graduate of Pennsylvania State University where he earned his Bachelor's degree in Environmental Resource Management, Williams gained a Masters degree in biology from the University of North Dakota, and later his Ph.D. in Forest Resources from Penn State. He worked for the Massachusetts Division of Fisheries and Wildlife rising to Asst. Director for Wildlife before moving on to become the Deputy Executive Director of the Pennsylvania Game Commission. He was appointed to head of the Kansas agency in May 1995. Steve, along with his wife, Beth, and their two children Matt (age 19) and Heidi (age 17), before moving to Washington D.C., resided outside Meriden, Kansas, where he enjoyed hunting, shooting and fishing.



## Political Watch



### US-EPA and Shooting Ranges

In early October, Elizabeth Cotsworth, Director of the Office of Solid Waste for the US Environmental Protection Agency (US-EPA), issued an internal memorandum to all senior policy advisors within US-EPA that conveyed a document entitled Best Management Practices for Lead at Outdoor Ranges. This document was developed by US-EPA Region 2 along with input from several shooting sports organizations and state agencies. In her memo, Ms. Cotsworth states that her office considers this document, "to be the national guidance on this subject."

The document identifies a host of voluntary actions that ranges can adopt to improve the management of spent lead at outdoor shooting ranges. These actions include, among other things, controlling soil erosion, monitoring soil pH and initiating a lead reclaiming program. While the program is voluntary, range operators are strongly urged by national shooting sports organizations to take this issue seriously and develop an environmental management plan for their range. Failure to do so not only puts their range at risk, but also may result in a more stringent, mandatory program in the future. Insiders view the development of an environmental management plan as an opportunity for the shooting sports community and range owners to once again reaffirm their commitment to conservation and responsible management of our natural resources.

US-EPA's Best Management Practices for Lead at Outdoor Ranges can be obtained online at [www.epa.gov/region2/waste/leadshot](http://www.epa.gov/region2/waste/leadshot) or by calling 212-637-4145.

### Farm Bill Update

Why is the Farm Bill important to hunter education instructors? The answer is simple. The Farm Bill has evolved into the most important private-lands habitat management/conservation program that currently exists. Without habitat, our game populations suffer. Involvement of sportsmen/conservationists will become critical as debate heats up on the size and scope of the various programs that will be included in the legislation.

Currently, the House of Representatives has passed a bill that provides about a 10-percent increase for the popular Conservation Reserve Program (CRP), nearly triples the Environmental Quality Incentives Program (EQIP) and substantially increases the direct price supports for specified crops. The Senate is considering several bills, each containing different provisions, none of which have been brought to the floor for a vote.

President Bush has his own views on what a new farm bill should contain. The controversy is primarily over two issues: price supports and EQIP. The President, along with many economists and many conservationists, believes that direct price supports are counter productive because they increase production and thereby encourage over-production, which tends to drive prices down. Potentially this can result in increased soil erosion and less wildlife habitat. However, representatives in some farm states believe direct price supports are necessary to keep farmers in business and on the land.

The size of EQIP is controversial because some believe it only benefits a small segment of farmers, particularly cattle producers, while providing only marginal wildlife benefits. The primary environmental benefits of EQIP are improved water quality. Most sportsmen/conservationists prefer that a large portion of the increase in EQIP be redirected to the Wildlife Habitat Incentive Program (WHIP), the proposed new Grassland Reserve Program and technical assistance, which will benefit more farmers and provide better wildlife habitat, while still improving water quality.

The bottom line is that the success of future hunting may be far more dependant on the outcome of this debate than previously realized. Stay tuned or, better yet, get involved! For more information on the Farm Bill and the benefits of its various conservation provisions, go to [www.wildlife.org](http://www.wildlife.org) and scroll down to the Farm Bill Conservation web site.

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# Part 1: Hunter Education and Disabled Hunters

## Working with Challenged Hunters in the Classroom: A Guide for Instructors

By Randy Chapman and  
Ann Richmond

The objectives of this article are three-fold. First and foremost, we want hunter education instructors to be comfortable when working with disabled students both in the classroom and in the field.

Second, we want instructors to understand that 'Special Needs' or better yet, 'Challenged Hunter' programs are about recognizing and dealing with each individual student's needs for learning the class material. Each student has special abilities and, as instructors, it is our mission to find and build upon those abilities.

Lastly, we want to increase awareness of individual student accommodations requirements.

Let's first look at the terms 'disabled' and 'disability.' The Merriam-Webster Collegiate Dictionary defines the adjective 'disabled' as being physically or mentally impaired. The condition of being disabled is thus a 'disability' (noun). A disability is also defined as the "inability to pursue an occupation because of physical or mental impairment; a disqualification, restriction, or disadvantage." But as is pointed out in *Teaching Shooting Sports to Persons with Disabilities* (Outdoor Empire Publishing, Inc., 1994, p3) disabilities "don't always create a handicap or impairment in every situation.... As far as students with impairments, disabilities, and handicaps are concerned, teachers must deal with the handicap or impairment the student's disability has created."



What are common disabilities or impairments hunter education instructors are likely to encounter in the classroom? There are four: physical, visual, hearing, and learning. When we think about disabilities, it is the physical types that most often come to mind. These are the ones we can see (sometimes) and include paraplegics, quadriplegics, amputees, those with muscular dystrophy, multiple sclerosis, cerebral palsy, spina bifida, and so on. Also in this group are those often not thought of as being disabled in the traditional sense, those with heart or lung diseases, stroke victims, and older individuals who lack strength or stamina. Visual disabilities can range from mild to severe (total blindness), as can hearing disabilities. Learning disabilities are probably most common; and it's likely instructors have routinely worked with these individuals in the classroom, perhaps without realizing it.

It is not uncommon to feel some discomfort when dealing with the disabled, but hunter education instructors must overcome this to ensure individuals with special needs are not excluded and are given the opportunity to successfully complete a hunter education course.

**Below are some 'dos' and 'don'ts' for instructors:**

- Don't be afraid of someone with a disability. If unsure how to approach her/him, prepare a form the student can complete with questions about disability type, special needs or equipment, etc. Meeting with the student to review the answers can provide a starting point for dialog.

- Do treat everyone as an individual.
- Do be discreet about asking students what they need.

- Do look at the class as individuals with your objective of graduating every single student.

- Do study each student's expression and listen to their questions, both when you are instructing and when another instructor is presenting to the class, looking for non-verbal clues.

- Do speak directly with the student and solicit their input and ideas (people have a tendency to talk to family members and helpers, ignoring the student).

- Do remember that instructor communication includes listening as well as speaking.

- Do adjust the presentation as needed.
- Do take advantage of breaks to speak with individual students, answer questions, and ask them how the class is going.

- Do ask if anyone needs help on a test before test time and not in front of other students. Take the special needs student to an area away from the main class on break; do not march him/her in front of everyone at test time.

In addition to the above suggestions, instructors can also ask for individual education needs during class pre-registration. If registering over the phone, ask if there are any accommodation requirements or requests and explain that you need information in advance so as to find necessary resources if they are available. If registering at the door, ask if there are any accommodation requests as they sign in. Then at the start of class ask all students if they can see and hear alright.

Set up the classroom for both visually and hearing impaired students (also physically disabled students when warranted) by:

1. Moving the students to the front;
2. Providing note takers and/or assistants to explain and clarify the

class presentation.

In addition, and this is good for all students, motivate them with humor, questions, hands-on opportunities with firearms, furs, antlers, and other classroom materials.

For hunter education instructors working with the challenged hunter, there are no magic formulas and no best method—just be open minded and flexible. The challenge is to reach each and every student, and the instructor's objective should be to impart the knowledge required so every student can graduate. The instructor's attitude is often the key to success, and students will quickly pick up on the fact he/she cares about them as individuals. Also, consider networking with businesses and

friends to help find adaptive equipment for the challenged hunter, to enable him/her to get out to hunt or fish.

So relax, be friendly, and be confident that you CAN work with anyone. The satisfaction of helping someone achieve something previously deemed unattainable is the reward.

*Randy Chapman is a volunteer hunter education instructor, vice president of the West Virginia Hunter Education Association, and volunteer director of the WVHEA's Special Needs Program which he created in 1999. Randy started working with disabled students in 1997. Ann Richmond is Communications Coordinator for the IHEA ✦*

## Part 2: Hunter Education and Disabled Hunters

# Program Planning for Special Needs: Guidelines for Instructors



14-16. It was written for those who plan and participate in organized hunts for the disabled, but has application for hunter education instructors in the classroom and field as well. It appears here by permission of the NWTF.

### **Working with People with Disabilities**

The first step in planning a Wheelin' Sportsmen program for people with disabilities is to understand their needs. Each disability provides different challenges for participation. Participating in the activity with a blindfold, wheelchair or an immobilized arm or leg will help you relate to how a person with a disabil-

The National Wild Turkey Federation and Wheelin' Sportsmen has published a manual (*Wheelin' Sportsmen NWTF Manual*) for providing events and hunts for disabled sportsmen. The following article is Chapter 5 of that manual, Instructors and Volunteers, pages

ity might experience the activity. Planning within that point of view will help you understand the elements to designing events for varied participants. Also include a "target rep" (a physically challenged individual) on your planning committee if possible.

Planners should remember that there is nothing that can't be overcome. Using your imagination and the input of participants, you can overcome all challenges so everyone has fun.

### General Guidelines for all Participants with Disabilities

- Relax. You are merely meeting a new person.
- Communicating with the individual is important. You can use the same communication skills you would use with all visitors (see specifics for hearing impaired).
- Make initial contact with each participant as participants arrive.
- Ask them if they would like assistance and to suggest specific ways for you to assist. Some may need assistance throughout the day, and others may have special (including personal) needs at different times of the day. Allow the person to instruct you on the best way to provide assistance.
- Talk directly to the person with the disability, not to a third party. Even when you have an interpreter for a hearing-impaired individual be sure to speak to the person, not the interpreter.

- If you feel you need to find out more about a person's disability to assist, say, "Can you explain your disability so I can be of further assistance to you?"
- Do not underestimate a person's abilities. Individuals make their own

## Disabilities Legislation

### Disabled Sportsmen's Access Act of 1998

- A law that established a mechanism by which outdoor recreation programs on military installations will be accessible to all people with disabilities. These opportunities will allow access to nearly 30-million acres of military lands for fishing, hunting, trapping, wildlife viewing, boating, and camping.

### H.R. 2760, the Disabled Sportsmen's Access Act

- Directs the Department of Defense (DOD) to develop outdoor opportunities for people with disabilities on the 30-million acres of wildlands it manages.
- The legislation very clearly and definitively authorizes without funding. It endorses a concept and directs DOD to make it happen, empowering the department to accept voluntary donations.
- Does not provide solutions; its authors never intended to dictate methods or appropriate money. But the act officially opened the ball game.

### The Americans with Disabilities Act of 1990

- Makes it illegal to discriminate against anyone who has a mental or physical disability in areas of employment, public service, transportation, public accommodations, and telecommunications.

### Canadian Charter of Rights

- Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, color, religion, sex, age, mental or physical disability.

decisions about what they can or cannot do.

- Even for members of the general public, the spoken word may be difficult to hear or understand. Speak

should be offered an alternative activity for that section of the day. Some people may just want to watch. Let it be their choice.

- If a participant comes with a

**Remember that there is nothing that can't be overcome. Using your imagination and the input of participants, you can overcome all challenges so everyone has fun.**

clearly. You may want to ask the group if everyone can hear you as you address them.

- The decision to participate in your program is left up to each individual. If a participant is uncomfortable doing a certain part of the program, he/she

device that assists them to better participate in an activity, allow that person to demonstrate and explain it to others.

- Have plenty of drinking water and sunscreen on hand.

### Guidelines for Participants who are Blind or Visually Impaired

- If they will accept assistance for getting around the facilities, offer your arm. Most people who are blind will grip your arm at the elbow. Keep your arm relaxed and close to your side. They will depend on you to let them know of changing conditions, such as obstacles in the path, steps or a slippery dock.

- If a service animal assists a participant, remember that while the ani-

## Buckmasters

**Buckmasters Solutions for Adaptive Shooting** video focuses on people with extreme disabilities and how they, with the help of friends and family, have built adaptive equipment to allow them to hunt shooting archery equipment and firearms. The ideas portrayed are very innovative and allow sportsmen with a variety of disabilities to pursue their passion for hunting. The video clearly points out that adaptive equipment must be customized to each individual according to his or her range of mobility and limitations. Most of the video footage is not studio quality, but the concepts are adequately presented.

This resource was sponsored in part by Streamlight and is available through Buckmasters for \$5.00 S&H. (Orders can be placed on-line at [www.badf.org/Features/010801Video.html](http://www.badf.org/Features/010801Video.html)) For more information call David Sullivan with Buckmasters Disabled Services @ 1-205-339-2800.

mal has its harness on, it is working and responsible for the safety of the individual it is working for. Do not pet or distract a working animal in any way. When the animal is at rest, you may ask the owner for his or her permission to pet the dog.

- A blind participant enjoys having someone describe not just safety hazards, but the surroundings, where you are in relationship to other activities, what you are seeing.

- Help participants visualize each activity in their mind. Go through each operating piece is by feel rather than by demonstration. Help them to line up to the target to shoot or cast. If shooting let them feel where their arrows or bullets penetrated the target. If casting, describe to them where their casting plug went. Discuss with them what they can do to improve their skills.

- Many people, particularly senior citizens, have some visual impairment. For this group of individuals, it is helpful to use large, clear lettering when developing handouts.

### **Guidelines for Mobility Impairments**

- Review the site. Use areas of your facility that are wheelchair-accessible first. Use your imagination to help mobility-impaired individuals to participate in all activities. Temporary adaptive devices to extend wheelchair accessibility are available. By partnering a disabled person with an able-bodied person, it is amazing what can be accomplished.

- In other words, don't keep the mobility impaired individual from a hunting setting just because it is not easily accessible by a wheelchair.

- Have restrooms available that are wheelchair-accessible. Portable handicapped-accessible restrooms are not available.

- Provide participants details about location of bathrooms, terrain conditions, and site layout.

- Plan for rest periods. This is a good time to recap and discuss new information. Remember some disabilities are invisible but can affect mobil-

ity or endurance.

- Wheelchairs and adaptive devices are extensions of an individual. Do not lean on, touch or move these items. Removing or relocating adaptive devices could leave a person in a

vulnerable and potentially dangerous position.

- Upper body strength varies considerable from one person to the next. Adjustments in handling equipment may need to be *Cont. on page 27*

## Part 3: Hunter Education and Disabled Hunters

# General Tips for Instructors



Additional tips and advice for hunter education instructors can be found in *Teaching Shooting Sports to Persons with Disabilities* (Outdoor Empire Publishing, Inc., Seattle, Washington, 1994). The following is reprinted by permission of Outdoor Empire Publishing.

### **When working with people with physical disabilities:**

- Don't assume that a person in a wheelchair needs help. If the person requests help, by all means help, but don't assume they want it. If a person with a disability falls, wait for them to say that they need help getting up before helping them to their feet.

- Be patient without being protective or overindulgent. Although a person may not be progressing as fast as the rest of the class, it may be very important to them to do it themselves.

- Crutches, canes, and wheelchairs are necessary pieces of equipment. Do not put them in the closet or roll them out of the way to "tidy up." Doing so leaves their owner stranded.

- Allow all students to do all the activities offered. Do not underestimate the capabilities or interests of the individual.

### **Personal aids and devices:**

- People with physical disabilities often depend on tools to increase their functional abilities. Typically, those tools such as a wheelchair loading device on the top of their car, or a custom made, ultra-lite racing wheelchair, become as personal to that person as clothes do to others. As a result, any handling of a person's tools should be done carefully and considerately.

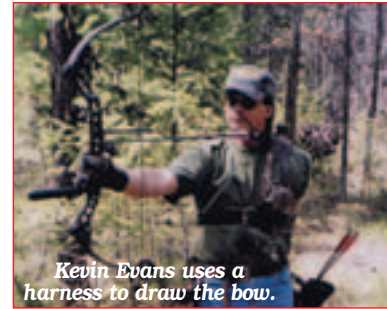
- In most situations, the person has complete mastery of their equipment and will not need help with it. If they do need help it is not only proper, but usually necessary, to ask them how to help. For children, ask a parent or guardian how to assist them.

- Some pieces of equipment have rules or restrictions regarding what the operator can do while using them. Ask the user what might cause trouble, i.e., vibration, shock, or extremes of temperature.

*Teaching Shooting Sports to Persons with Disabilities* (ISBN: 0-916682-668, published by Outdoor Empire Publishing, is an excellent resource for hunter education instructors and provides additional useful tips, information, and resources. To order this book you can call 800-645-5489 or visit their web site at [www.outdoorempire.com](http://www.outdoorempire.com). †

# Archery & Bowhunting for Hunters with Disabilities

By Tim Pool



Many people with disabilities are unable to use bows or firearms without some type of adaptation suited to their particular situation. Lt. Col. Lew Deal, Director of Outdoor Sport Development for Paralyzed Veterans of America (PVA) states, "We at PVA view adaptive equipment as the critical bridge between accessibility and participation in traditional outdoor sports for the physically challenged." There is a broad range of equipment (and ideas) available from sources ranging from individuals to organizations to corporations; many of these can be found on the Internet. For more information, contact the IHEA or visit the web site at [www.ihca.com](http://www.ihca.com).

How a disability is defined can be a matter of attitude and perception for both the affected individual and those around him/her. What is and is not possible for that individual? Notice I use the term "hunters with disabilities." These folks are hunters, just like you and me, and they want to hunt.

I used to think it impossible for a person with a paralyzed or missing arm to ever consider archery and bowhunting, but that misconception changed when I began to better understand what it is to have a disability. Earlier in my career, as the hunter education program administrator with Montana Fish, Wildlife & Parks, I was on a committee which reviewed and created administrative procedures for a new 'hunters with disabilities' program. To better understand the life of the disabled, we devised ways to temporarily experience different forms of disability such as blindness and paralysis. Knowing we would soon be "normal" again, it was entertaining to see the world through fogged goggles, get around in a wheelchair, or have our arms rendered useless by strapping them to our bodies. But it lacked reality until I was seriously injured and on crutches for a couple of months. Then I saw it much more clearly—if my injuries had been permanent, wouldn't I want to enjoy the same experiences as before? I became an advocate for the disabled.

One day a person with a paralyzed arm came into my office wanting to know how to shoot a bow. I became frazzled as I tried to figure out how to rig something. He finally stopped me and said, "Let's just brainstorm to give me some ideas. I will figure out what needs to be done to work for me." We talked

about braces and harnesses that could hold his arm straight; about building a bracket that would be strapped to his body to hold the bow. It took a year, but using a bow held by a brace, he went out and got a deer! With brainstorming and imagination, adaptive equipment can be created to enable those with a desire a way to shoot a bow. With simple adaptations, even the blind can hunt. The scope or sight can be off-set so an assistant can be the hunter's eyes. The blind shooter is still fully responsible for the bow or gun, and for taking the shot.



A blind woman, with her husband's assistance, sights in a bow. The husband sights through the scope and presses his fingers on his wife's arm to guide her to the target. She was a bowhunter prior to losing her sight. She has taken antelope, deer, and black bear since becoming blind.

There are alternative bowhunting methods as well for the disabled hunter. The crossbow is probably the preferred alternative for hunters with upper body or limb disabilities, but each hunter needs to evaluate his/her ability to use the crossbow comfortably, correctly and safely. This is a personal choice and one needing serious consideration. Some bowhunters with disabilities see the crossbow as their only alternative. It may be for some, but not for all.

Bowhunters with disabilities can, in

their desire to only use conventional archery equipment, limit their own opportunities. But there are many ways to modify a bow or use braces, harnesses, or other devices that will enable a hunter to operate a bow. Many shooters and hunters use mouth tabs or neck/shoulder harnesses with cheek-activated trigger releases. I encourage hunters and instructors to work with others who have the mechanical skills and knowledge to make adaptive equipment.

Adaptive equipment does not have to be complex or expensive. Ingenuity plus today's lightweight yet strong materials plus desire are all that is necessary. Some examples of inexpensive, simple adaptive equipment for a hunter with limited use of an arm are:

- A person who has a weak arm, elbow or wrist can create a simple brace cuff from a piece of plastic PVC pipe and Velcro straps to help lock the arm straight.
- A simple leather tab attached to the bow string allows a person without the use of a shooting arm to pull and release a bow by grasping the tab by the back teeth.
- A mechanical trigger release attached to a shoulder harness that can be triggered by a person's tongue, cheek, or air puff also works. Constructing a larger brace takes more planning, but it can be done!

A little open-minded thinking, creative construction, teamwork and a willingness to succeed will open the door to the world of shooting and hunting to people with disabilities.

Tim Pool was the Montana Fish, Wildlife & Parks hunter education administrator for 14 years. He has been the Executive Director for the National Bowhunter Education Foundation located in Townsend, MT for the past three years. †



# Different View

By Rodger W. Woods,  
Texas Hunter Education Instructor

*The world of the handicapped came to me in November 1999, seven years after a fall which broke my back at L-4. When repairs to the original injury failed, I left the hospital a paraplegic.*

*Pictured: Marcus Mann and Rodger.*

After my return to work with the Lower Colorado River Authority (LCRA), I was invited by Texas Parks & Wildlife to attend a Firearms Instructor school to see if the course was ADA (Americans with Disabilities Act) compliant. After completing the class, which involved five days of handling and learning about firearms, I realized I could teach safe gun handling to others in wheelchairs, and was given the opportunity to do so when I was invited to the Fifth Annual Kerrville Youth Hunt for the Physically Challenged in Vanderpool, Texas, hosted by Faulkner Ranch and Texas Parks & Wildlife.

The morning of the hunt, 16 disabled students completed their Hunter Education class, Live Fire and Skills Trail field activities, with each one exhibiting a desire for independence as they tried to complete assigned tasks unassisted. Only if the student was unable to complete the task would he/she ask for help. It was important for me and other instructors to understand that we needed to give these young people the opportunity to independently succeed; that assistance from us was only welcomed when they asked for it.

After lunch, students and their assigned assistants were driven by employees of the ranch to wheelchair accessible deer blinds; each had extra wide doors, no thresholds, and were four feet wide by eight feet long, which allows two wheelchairs to sit side by side. Styrofoam blocks of different thickness covered with plywood were available to raise smaller hunters to window height. I was paired with 13-year-old Marcus Mann, who has multiple sclerosis and a smile as big as Texas.

Marcus and I were taken to a blind about 20 yards off the main ranch road. While watching for deer, Marcus told me about books he had read on deer hunting, field dressing and the proper care of harvested meat.

He wanted to field dress the deer himself but, after some discussion, realized he lacked the upper body strength needed. I assured him that he would still be responsible for ensuring the meat was properly cared for.

A doe came into range about 20 minutes into the hunt. Marcus and I put the rifle into position; unable to support it himself, I held it for him. We reviewed what he had learned about proper sight alignment, being sure of your target and what is behind it, and the importance of a clean, humane kill.

Marcus sighted in on the doe, squeezed the trigger, and took his first deer.

As hunter education instructors, we need to open the doors of our classrooms to disabled students. It may not be easy to get them to the classroom and adjustments may be necessary. For example, a change in classroom location may be needed to provide handicap access. Flexibility within the classroom to accommodate special needs might mean an increase in instructor-to-student ratio, or perhaps an extra day of class. Some instructors willingly transport their disabled students to and from class.

Where there is a will, there is always a way. We need to think outside the box to ensure no one is excluded from hunting and the outdoor experience. +

## Accessibility and the Able-Bodied Friend

By Drew McCartney

Accessibility is a term that often comes to mind when thinking of people with disabilities. For someone in a wheelchair, accessibility is something that they deal with every day in every aspect of their life. When you think of hunting, especially with a bow, the challenge seems almost insurmountable, but it can and is being done. Most hunting locations are almost impossible for chair-bound people to reach unassisted, but we can't change difficult terrain to allow for a chair, nor in most instances can we afford to make paths through it.

What is the answer? In most cases it is the kind heart and willing hand of the able-bodied friend. It's amazing what can and has been done by the efforts of some wonderful able-bodied people. I have a dear friend who's a quadriplegic that shot an elk a few years ago in the mountains of Colorado. He got his elk because of an able-bodied person's efforts and ingenuity. My friend was loaded on a four-wheeler, taken up the mountain and then carried to his blind by the helper. There are thousands of success stories like this, and the one thing that they all have in common is the able-bodied helper.

The word accessibility doesn't always pertain to someone that is confined to a wheelchair. Another good friend who is completely blind recently told me that in a 60-day archery season he was only able to hunt two days. Why? Because he had to have someone willing to take him on the hunt and then spot for him. The woods are not accessible to him without an able-bodied friend. Another person who is a double-arm amputee needs someone to help him into a stand and then help maneuver his crossbow. For these folks, accessibility means able-bodied friends.

*Drew McCartney is president of Physically Challenged Bowhunters of America.*

# AVAILABLE RESOURCES FOR THE DISABLED

Various resources for disabled sports men and women can be found on the web, a selection of which are listed in this table. Many of these sites have numerous links to other sites of interest, as well as names of contacts. Some of these references, such as that for Todd Albaugh, were created, and are maintained, by individuals with disabilities so, as Todd Albaugh states on his home page, "all Physically Challenged Individuals can learn and participate in the great outdoors!"

Buckmasters, one of the first organizations to become involved with disabled outdoors people, is an outstanding source of information for anything from guidance on specialized equipment to connecting a disabled hunter to others with similar disabilities, according to David Sullivan, who heads Buckmasters Disabled Hunter programs.

The IHEA will be including these resources plus others on its web site at [www.ihea.com](http://www.ihea.com).

## ORGANIZATIONS

## WEB SITE or E-MAIL

- Paralyzed Veterans of America ----- [www.pva.org](http://www.pva.org)
- National Rifle Association ----- [www.nrahq.org/shooting/compete/disabled.asp](http://www.nrahq.org/shooting/compete/disabled.asp)
- Challenged Sportsmen of America----- [challengedsportmen.homestead.com/CSAMAIN~ns4.html](http://challengedsportmen.homestead.com/CSAMAIN~ns4.html)
- Buckmasters American Deer Foundation ----- [www.badf.org/Disabled\\_Hunters](http://www.badf.org/Disabled_Hunters)
- Physically Challenged Bowhunters of America, Inc. ----- [www.pcba-inc.org/](http://www.pcba-inc.org/)
- Disabled Hunters of North America ----- [www.dhna.org/](http://www.dhna.org/)
- United Federation for Disabled Archers----- [www.uffdaclub.com/mainpage.html](http://www.uffdaclub.com/mainpage.html)
- Wheelin' Sportsmen of the National Wild Turkey Federation----- [www.nwtf.org/wheelin\\_sportsmen/](http://www.nwtf.org/wheelin_sportsmen/)
- Disabled Hunters----- [www.disabledhunters.org/](http://www.disabledhunters.org/)
- Safari Club International Foundation ----- [www.safariclubfoundation.org/human.htm](http://www.safariclubfoundation.org/human.htm)

## RESOURCES

- United Sportsmen of America Resource Links----- [www.ismi.net/handicapinfo/links.html](http://www.ismi.net/handicapinfo/links.html)
- HuntingDigest.Com ----- [www.huntingdigest.com/specialties/index.asp?subject=Disabled%20Hunting](http://www.huntingdigest.com/specialties/index.asp?subject=Disabled%20Hunting)
- Todd Albaugh's Handicapped Hunting Resource Guide  
(Sponsored by Ted Nugent United Sportsmen of America)- ----- [www.ismi.net/handicapinfo/](http://www.ismi.net/handicapinfo/)
- Family Village Recreation & Leisure Center: Hunting ----- [www.familyvillage.wisc.edu/Leisure/hunting.html](http://www.familyvillage.wisc.edu/Leisure/hunting.html)
- Outdoor Buddies ----- [www.outdoorbuddies.com](http://www.outdoorbuddies.com)
- Adaptive equipment links ----- [www.badf.org/Disabled\\_Hunters/AdaptiveEquip.html](http://www.badf.org/Disabled_Hunters/AdaptiveEquip.html)
- Follow Me Outdoors----- [www.angelfire.com/tx/followmeoutdoors/](http://www.angelfire.com/tx/followmeoutdoors/)
- Randy Chapman, West Virginia volunteer hunter ed. Instructor (a leader  
in developing opportunities for the challenged sportsman/woman) --- [wvrchapman@hotmail.com](mailto:wvrchapman@hotmail.com)
- Buckmasters Disabled Hunter programs (excellent resource!)
- Contact: David Sullivan ([dsullivan@buckmasters.com](mailto:dsullivan@buckmasters.com)) ----- [www.badf.org/Disabled\\_Hunters.html](http://www.badf.org/Disabled_Hunters.html)

## HUNTS

- Buckmasters American Deer Foundation ----- [www.badf.org/Disabled\\_Hunters/010524HuntsGrants.html](http://www.badf.org/Disabled_Hunters/010524HuntsGrants.html)
- One Arm Dove Hunt ----- [www.amp-info.net/hunt.htm](http://www.amp-info.net/hunt.htm)
- Illinois Dept. of Natural Resources - Disabled Outdoor Opportunities --- [www.dnr.state.il.us/doo/index.htm](http://www.dnr.state.il.us/doo/index.htm)



## Youth Hunting Program on the Boone & Crockett Club's Theodore Roosevelt Memorial Ranch

**M**ule deer, whitetail deer, and Rocky Mountain elk are observed and hunted on the Boone & Crockett Club's Theodore Roosevelt Memorial Ranch (TRMR) west of Dupuyer, Montana, during general hunting season each year. It is a 6,000-acre working cattle ranch, purchased by the Boone & Crockett Club in 1987, where people of all ages can hunt the diverse foothills where the plains meet the abrupt backbone of the Rocky Mountains.

This landscape is prime wildlife habitat for wintering populations of deer and elk. The TRMR is managed through the Block Management Program administered by Montana Fish, Wildlife and Parks (MFWP). This program is a cooperative effort between private landowners, MFWP, and hunters to provide public hunting on private lands

A program has been established at the ranch to encourage youth hunting for boys and girls aged 12 to 17. Each year, about one month prior to the opening of the general hunting season (and three days before regular reservations are allowed), reservations are opened to young hunters. They

often make their own reservations, calling the ranch manager to ask for permission to hunt and to set up dates for their hunt.



*Ryan Eisenzimer, Conrad, Montana.*

Each youth hunter must have taken a hunter education course and be accompanied by an adult who practices, and is willing to teach, safe and ethical hunting. Young hunters are told by the range manager where various hunting areas are located; whether elk or deer will be hunted and where the animals have been observed; where vehicle parking areas and camping areas are located; and what to do after the hunt is over, whether game has been taken or not.

Before leaving the ranch, each hunter is required to check-in with the ranch manager to provide data for

district wildlife biologists who manage deer and elk populations. If the hunt was successful, the animal's lower jaw is collected for age determination. Width and height measurements of the main beam are taken from all buck deer harvested.

A photograph is taken of the successful hunter with their animal, and each youth hunter is asked to write a journal entry about their hunting experience. These photographs and writings are collected and shared with Boone & Crockett Club members.

The tradition of hunting will continue into the future because of hunters like these youth and their adult companions who come to hunt on the ranch each fall. They enjoy the privilege of participating in the natural processes of their environment rather than only observing it from a distance. Ethical hunters are important if hunting is going to be acceptable in a changing society.

For more information about Boone & Crockett youth hunts, contact John Rappold, ranch manager, at 406-472-3380 or [trmr@3rivers.net](mailto:trmr@3rivers.net).

*Lisa Flowers is the Conservation Education Program Director for the Boone & Crockett Club.*

## Guidelines for Instructors

Continued from page 21

made for those who do not have much strength.

### Guidelines for Hearing-impaired or Deaf Participants

- If an interpreter is needed, make arrangements early.
- A participant with a hearing impairment will be watching your lips carefully. Speak normally, without exaggerating your lip movements, and your participant will find it easier to understand you.
- Face your participants, speak clearly, make eye contact, and do not eat or chew gum while you are speaking.
- Keep your hands away from your face. This is distracting to all visitors.
- Reducing background noise will benefit all participants.
- Position yourself in a well-lit place so that all participants can see you clearly. Stand so participants do not have to face the sun and squint.
- Using multiple forms of communication will enhance your program for all participants. Visual aids, such as pictures, maps, artifacts or other props, will enhance everyone's understanding of the program.
- Remember when conducting the activity itself, participants will not be able to hear you because you will likely be beside or behind them. Ask for permission to use your hands to adjust their stance. Also, have a signal such as two taps on the shoulder if they need to cease the activity (for safety or other reasons).

### Language & Behavior

The language used by Wheelin' Sportsmen volunteers should be supportive and encouraging. It is very important that you avoid inappropriate comments. Keep in mind each of the volunteers should bear the same respect for the disabled as you do.

Physical contact with the participants should be limited to contact required during the event. If physical contact is required, you should explain the need for contact and ask permission to closely approach the participant.



## Video Review

### America's Hunting Heritage - Video tribute to hunting heritage

The National Wild Turkey Federation recently unveiled a video, commissioned by the NWTf and produced by noted outdoor filmmaker Glenn Lau, which offers non-hunters insight into the importance and tradition of hunting.

The video depicts a family of hunters through four generations that span from the Depression to modern times. The film captures the nature of hunting during an era when subsistence hunting helped families and neighbors through lean times to the present day, when family members hunt to enjoy each other's company. A common thread through the film is the powerful memory and hope of sharing the hunting tradition.

The Hunting Heritage Video is a valuable tool which can be used for NWTf chapters, hunter education classes, universities, conservation organizations and other civic organizations to share with others around them. The video can be purchased for \$20 by anyone who will be sharing it with an audience or group. Personal home use copies are available to the general public for \$30 plus \$6.95 shipping and handling.

It can be ordered by calling the NWTf at 800-THE-NWTf or by e-mailing Linda Bledsoe at [lbledsoe@nwtf.net](mailto:lbledsoe@nwtf.net). Send check or money order to:

NWTf, Attn: Hunting Heritage Video - PO Box 530 - Edgefield, SC 29824

### Learning Environment

It is easier to concentrate on a subject when physical needs are met. The physical environment of each event offered should be carefully considered. A comfortable temperature (shade for sunny locations, etc.) is important. In addition, water should be available at all events. If water is not easily accessible, have the participants bring personal containers.

Setup and presentation of the course must be preplanned. All participants must be able to see and hear the instructor as she/he demonstrates the course. Try to make participants comfortable for long periods of time, etc.

Provide enough assistant instructors to ensure participants are not "waiting" for information to be passed on to them. Keep all students at the same speed.

Tailor classes to the available time frame. Do not try to provide too much information for a short class and be sure to prepare extra information for a longer class.

### Presentation

It is imperative that instructors present the material and training in a very organized manner. Providing handouts during demonstrations might help participants understand the instructor. All presentation equipment should be tested before the activity is scheduled to ensure that it is working and is suitably sized for the participants. Suggest that instructors perform a rehearsal of their course to make sure they are prepared for all necessary details.

*The Wheelin' Sportsmen NWTf program was created by a merger between the National Wild Turkey Federation and the Alabama-based Wheelin' Sportsmen of America. Wheelin' Sportsmen NWTf is the realization of both organizations' commitment to creating a national effort to provide the disabled with opportunities to get out and enjoy the outdoors. For more information about Wheelin' Sportsmen NWTf, call (800) THE-NWTf. †*



## Collecting Hunter Education Patches

I don't know who started this collecting business; it probably goes back to the cave man. "Hey Egor, look at this pretty rock! I think I'll take it home!"

People tend to be collectors. Some collect coins, or stamps, or who knows what. Many hunter education folks are collectors too. Some collect guns, metallic cartridges, or knives; and some of us collect patches.

Some of the first hunter education patches were produced by the National Rifle Association (NRA) and given to course graduates and instructors. These were the famous round yellow patches which, for many states, were the first hunter education patches issued.

As hunter education programs became more popular in the late 1960s and 1970s, several states and provinces designed and issued their own unique hunter education patches. During the past 30 years, every state, province, and the country of Mexico have issued some type of hunter education patch for either instructors or student graduates. Many of the first designs included the words, "SAFE HUNTER." A few early state designs included the letters, "NRA."

Collectors seeking to acquire a "student" patch from every jurisdiction will find the task impossible; some states, such as California and Oklahoma, have never issued one. Some patches are difficult to acquire because they haven't been issued in recent years (e.g., Nevada, Ohio, and New Hampshire) Embroidery on shirts and hats or lapel pins have taken the place of hunter education patches in many cases.

So what's out there to collect? Some collectors want everything issued from every state or province.

Some states and provinces have issued a series of patches over the years and collectors want the entire set. New Mexico, Alberta, Pennsylvania and others have issued a changing series of designs over the past 30 or so years.

Some collectors may specialize in only student patches or perhaps instructor patches. Then there are patches



related to hunter education. Several states have patches for the Youth Hunter Education Challenge program. Pennsylvania and Virginia have dated Youth Challenge series that are highly collectible.

Several hunter education instructor organizations also have their own patches. IHEA has a new series of 10 Commandment commemorative patches, the first of which was issued in 2000. A new patch will be issued yearly through 2009, each with a different commandment. The first patch



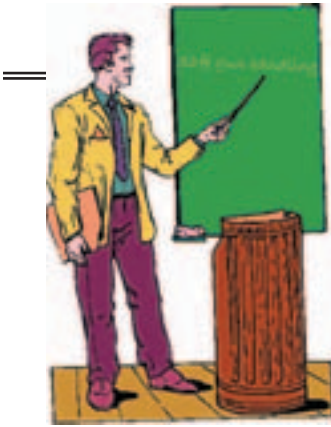
issued read, "Always point the muzzle in a safe direction"; in 2001 it was, "Treat every firearm as though it were loaded"; and 2002 will read, "Unload firearm and open action except when ready to shoot." Sale proceeds from these commemorative patches go to the IHEA Endowment Fund. They may be ordered directly from IHEA at P.O. Box 490, Wellington, CO 80549.

Michigan has "successful hunter" dated patches. The Michigan series goes back to 1972, and such early patches have known to sell for in excess of \$300 on Internet auctions. Ontario also has a series of hunter patches for moose, deer and bear.

Where do you find hunter education patches? Contacts with other instructors are the best bet. The IHEA will be hosting several Regional Rendezvous in the next few years; these provide an opportunity to meet and trade with other instructors. The annual IHEA Conference is also a good source of trading (Springfield, Missouri 2002). Yes, you can even bid on hunter education patches on the Internet auctions. For a historical record, look on the Internet at: <http://users.sisna.com/BEAU-SEANT/PATCHES/INDEX.HTM>.

State and provincial hunter education administrators receive many requests for hunter education patches. You may not receive a response for such requests as many agencies do not have the time, staff, or financial resources to answer all such inquiries.

*A collectors patch trade list is available by contacting the author, Jan Morris at [JGMorris@aol.com](mailto:JGMorris@aol.com) Jan is a Hunter Education Instructor in Missouri and is Instructor Representative Zone III on the IHEA Executive Board.*



## Hunter Dan - a Unique Teaching Resource

First there were Barbie and Ken, then G.I. Joe. Now there is Hunter Dan. This 8" action figure has tremendous possibilities as a hunter education teaching resource. There are five models—Rifle Hunter, Bow Hunter, Turkey Hunter, Duck Hunter and Goose Hunter. The figures can be manipulated at the wrist, elbows, shoulders, waist, hips, knees, thighs, and ankles to create a variety of positions great for demonstrating proper carry positions for firearms, zones of fire, crossing obstacles, and proper shooting positions.

Rifle Hunter comes with hunter orange vest and cap, tree stand, full-body harness and binoculars, and a scoped rifle with sling. Turkey Hunter comes in Mossy Oak camo with a shotgun, binoculars, box call, three turkey decoys and a decoy bag. Bow Hunter is also dressed in Mossy Oak camo but carries a compound bow with arrows, and includes a treestand, and binoculars. Duck Hunter wears Mossy Oak waders and hat, carries a shotgun and duck call, and includes 4 decoys. Last but not least, Goose Hunter

wears a white-hided jacket and pants, and carries a shot gun and a goose call. Accessories include a Labrador retriever, retriever with mallard, a 5-point (western count) buck, and a boss turkey. There is no end to teaching possibilities. Everyone we showed the figures to found something different they could do with them to illustrate hunter education principles—that is if you can quit playing with them long enough!



**Order Information:** Hunter Dan Products may be viewed on their web site [www.hunterdan.com](http://www.hunterdan.com).

Hunter Dan is offering all Hunter Dan products at wholesale price to Hunter Education Instructors and staff. Contact the company by calling 1-888-241-4868, or sending a fax to 1-765-361-2604. As with all discount purchase opportunities, to be eligible you must provide your instructor ID number or a current copy of your instructor card.

## Pre-openers

Do you ever have classes where a number of students arrive early and start peppering you with questions as you are trying to set up to the evening's lesson? Some say to keep the doors locked until class is ready to begin. You can't very well do that when it is J30 below outside, raining cats and dogs, or the neighborhood is simply not safe for students to hang around in the dark. Regardless, locking the students out does not send a very good message of welcome.

So how do you keep early arrivals occupied until you are ready? Most educators will use "pre-openers." A pre-opener consist of a variety of activities related to the lesson topic that can occupy the student's time constructively while they are waiting for class to begin. One type of pre-opener is the worksheet. The objective is to keep students occupied while you go about class preparations, and worksheets can help meet that objective. The sheets can be placed on the desks in advance or placed in a location near the entrance so students may pick them up as they enter.

Consider these examples of pre-opener worksheets:

• **Self-Evaluation Worksheet** — This activity allows a student to assess how much she/he knows about a given topic or areas of knowledge in which they are weak or strong. There are gen-

erally 'Yes/No' questions. For example, the evening topic may be on hunter ethics. The work sheet could consist of questions focusing on personal behavior such as, 'Do I pick up trash in the field even if it is not mine?', 'Do I close all gates behind me that I open?', 'Do I respect the landowners property?' and so forth.

• **Matching Worksheet** — If the upcoming lesson is on the parts of a firearm, the worksheet could consist of a traced or photocopied drawing of a rifle or shotgun with names of component parts in a column under the drawing. Students would be instructed to draw a line from the component name to the appropriate component part on the illustration. This activity is readily applicable to parts of a rifle or shotgun, long gun actions, ammunition components, and wildlife identification.

• **Fill-in-the-Blanks-Worksheet** — Simply provide sentences with some words missing and ask the students to fill in the correct words. For example, the Ten Commandments (Twelve for Canada) are written out as follows: 1. Always keep the \_\_\_\_\_ pointed in a \_\_\_\_\_ direction. 2. Treat every \_\_\_\_\_ as if it were \_\_\_\_\_. And so on.

• **Word Scramble Worksheet** — Scramble the letters in appropriate vocabulary words such as these conservation terms: 1. bathait (Habitat);

2. odfo (Food); 2. tewar (Water); 3.vceor (Cover); 3. secap (Space).

• **Computer-generated Word-Finds and Crossword Puzzles** — There are a number of inexpensive and simple computer programs that allow you to create puzzles such as word-finds and crossword. Word-finds are a series of letters running vertically, horizontally and crisscross with words hidden in them. Type in the words you want to use and the program will scramble and hide them in the mass of letters. Crossword puzzles are just like those you see in the daily paper, only you can create your own by developing a clue for each word and entering both when prompted. Just enter the data and the program does the rest.

Pre-openers do not have to tie in directly with the lesson. They can also be used to help the students get to know each other. For example, for a new course prepare a sheet of 12 or so questions which students must ask other students. Examples are: 'Find someone who has hunted squirrel'; 'Find someone who prefers to hunt waterfowl'; or even, 'Find the individual who traveled the greatest distance to attend this course.' The responding student then initials the statement.

Check out the IHEA Web Site at [www.ihea.com](http://www.ihea.com) under the instructor site to download some pre-opener activities.



# Hunter Education Shotgun Worksheet

Unscramble the words below, then use them to name the shotgun parts above.

### WORD SCRAMBLE

- 2 TOSKC \_\_\_\_\_
- 1 TBUT LAPTE \_\_\_\_\_
- 6 RTIRGEG GADUR \_\_\_\_\_
- 5 RRGGIET \_\_\_\_\_
- 13 LUMEZZ \_\_\_\_\_
- 8 TIETDVNAEL IRB \_\_\_\_\_
- 4 SFTAAY \_\_\_\_\_
- 12 BRALRE \_\_\_\_\_
- 14 THSGNIIG DEAB \_\_\_\_\_
- 7 UMPP CIANOT \_\_\_\_\_
- 11 UEBT PGLU \_\_\_\_\_
- 10 EAGIZAMN UTEB \_\_\_\_\_
- 9 AMRRFEO \_\_\_\_\_
- 3 OMCB \_\_\_\_\_

### ACROSS

- 5 Pellets made of lead, steel or alloy that are fired by a firearm
- 6 A firearm that fires, ejects the spent cartridge and chambers a new cartridge with a single pull of the trigger
- 9 A type of firearm action that opens at the breech
- 10 Density and scattering of shot pellets when fired

### DOWN

- 1 A round of ammunition for shotguns that includes primer, powder, wad, shot or slug, and shell
- 2 A type of firearm action that loads and unloads ammunition by rotating a handle to open the action
- 3 A type of firearm action that loads and unloads by sliding the action
- 4 The size of the bore of a shotgun
- 7 The part of a firearm that loads, fires, and discharges the bullet
- 8 The part of a shotgun at the muzzle that controls the spread of the shot and its pattern