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The Hunter & Shooting Sports Education Journal is the official publication of the International Hunter Education Association-United States of America. It is published four times annually (Spring, Summer, Fall, Winter) and distributed to more than 70,000 administrators and volunteer instructors in Canada, El Salvador, Mexico, New Zealand, Peru, South Africa and the United States of America, that are responsible for education programs that total 750,000 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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This issue of the Journal made possible by:
This year’s conference will once again be “international,” as the first-ever meeting of the new International Hunter Education Association (IHEA) will take place. The new IHEA is an international consortium of national organizations representing professional hunter education personnel and volunteer hunter educators. The national organizations have a common interest in promoting the development of safe, responsible and knowledgeable hunters and in the promotion of the hunting heritage worldwide. The main purpose of the organization is to provide a collaborative platform for international entities of IHEA, the hunting industry and hunting-related NGOs to communicate on issues of common interest involving hunter education and the recruitment, retention and re-activation of hunters. I would like to thank the IHEA Founding Committee, led by Chris Willard (IHEA-USA) and Chris Baldwin (IHEA-Canada), and whose members include representatives of the Council to Advance Hunting and the Shooting Sports, the IHEA Foundation, the South African Hunters and Game Conservation Association, the Federacion Mexicana De Caza A.C., the National Rifle Association, and the National Shooting Sports Association for their tremendous commitment in creating a platform for collaborative efforts amongst hunter education’s diverse array of stakeholders.

The Vermont Fish & Wildlife Department will be hosting the 2016 Annual Conference and has put together a stellar agenda for attendees. The following topics are slated to be covered:
- Keynote: Teddy Roosevelt IV
- Challenges Facing Hunters & Hunting Tomorrow
- Trapping Matters Workshop
- Digital Learning
- Managing Your Message: Effective Uses of Social Media by Hunters and Fish and Wildlife Agencies
- Treestand Falls: A Multi-State, Multi-Year Analysis
- The Future of Wildlife in North America and Beyond
- Hunter’s Motivations, Satisfactions, and Barriers to Participation
- New Hunter Topics
- Land Access Topics

On Thursday, May 26 we will be offering a track of presentations geared towards volunteer instructors. I would like to encourage as many instructors as possible to consider attending. It is a great way to meet like-minded individuals and share a variety of knowledge and resources. Topics to be discussed during the Volunteer Instructor Track will include:
- Hunter Recruitment, Retention, and Reactivation: Where You Fit In
- Stories from Mountain Song Expeditions—New Women Hunter Movement and Inclusivity
- Non-Traditional Hunters
- Field Day 4-Ways—Treestand Manufactures Association Training, Modules, Range Safety, and Shotgunning

IHEA-USA is seeking sponsors, partners and exhibitors for the annual conference and throughout the year. This is a great opportunity for interested parties to reach a focused demographic, expand your network contacts, and make connections with those who need your products and/or services. If you are interested in more information on how your business or organization can get involved with IHEA-USA, please don’t hesitate to contact us.

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Executive Director’s Comments

An Update on IHEA-USA’s Projects

By John McKay, IHEA-USA Interim Executive Director

Hunter Education Delivery Research Project

At the recent IHEA-USA Winter Board Meeting in Memphis, TN, the Board voted to move forward with the Hunter Education Delivery Research Project presented at the 2015 business meeting and contract with Matt Dunfee & Wildlife Management Institute (WMI) to design and conduct the research. The Board also voted to contribute an initial $10,000 towards the effort from the Cabela’s Outdoor Fund Grant; with the potential for additional funding if we’re successful securing another grant from Cabela’s. Simply put, we couldn’t conduct this effort and other important work without the support of Cabela’s, WMI and other valued partners.

Please stay tuned for more information regarding this project. An update will also be provided at the annual business meeting in Vermont on the progress to date.

Important Documents Revisions/Updates

The IHEA-USA Board and staff has been busy updating a number of guidance documents for the organization prior to the hiring of the new Executive Director. Below is a list of the various documents that are currently under revision. Final copies will be made available to all administrators upon their adoption.

– IHEA-USA Board Policies & Procedures
– IHEA-USA Employee Handbook
– IHEA-USA Strategic Plan
– IHEA-USA Annual Report
– IHEA-USA Business Plan
– IHEA-USA Budget Report & Forecast

Research/Standards and Evaluation Committee Updates

The Research Committee, along with the Standards and Evaluations Committee, have been hard at work setting the framework for new online course delivery standards. IHEA-USA has partnered with the National Association of State Boating Law Administrators (NASBLA) on this effort and both committees have been meeting frequently over recent months to craft new draft delivery “best practices” utilizing NASBLA’s expertise in this area.

Below is a quick snapshot of the work that has been underway. A complete draft of the Online Course Delivery Standards including the weighted question scale will be available for review by Administrators as soon as it is available.

Online Course Delivery Standards

– Delivery Standard 1 - Organization of Course Content
– Delivery Standard 2 - Minimum Initial Study Time for an Online Course
– Delivery Standard 3 - Narration
– Delivery Standard 4 - Effective Use of Available Technology (including video, animations, interactive images, charts, tables, and graphs)
– Delivery Standard 5 - Information Technology Expectations

Weighted Question Scale

I. Reasons for Hunter Education and Justification for Hunting - 12%
II. Safe Firearms Handling - 42%
III. Safe Firearm Field Practices - 24%
IV. Hunting Laws, Regulations, and Wildlife ID - 8%
V. Personal Responsibility and Next Steps - 14%
VI. State Specific Information - 10%

Executive Director Search Update

After conducting a nationwide recruitment that yielded nearly 40 applicants, the IHEA-USA board narrowed the field to three candidates during their February meeting. These three finalists participated in in-person interviews at the North American Wildlife Conference in Pittsburgh, PA in mid-March. All of the candidates were highly qualified and brought a wealth of knowledge, skills and abilities to the table. At the time of writing, deliberations were ongoing, but with any luck the new Executive Director will be at the helm when you read this and charting a new course for the organization with the Board’s guidance.

Send Us Your Stories!

One of the main goals of the Journal is to provide a platform for the exchange of ideas and teaching experience that can help improve the education process of the more than 700,000 new hunters annually. In order to fulfill that goal we need the input of instructors in the field. Please submit your stories and/or photos about teaching techniques that work for you, thoughts about the state of our hunting heritage today, anecdotal stories about “it happened to me” in class, visual training aids, etc., don’t worry about spelling or grammar.

Every submission that is chosen for print receives a gift from supporting manufacturers.

Send your submission to Susie Kiefer at susiekiefer@msn.com. No computer? You can mail your submission to: IHEA-USA Journal, PO Box 432, Wellington, CO 80549.
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- Stock: Synthetic

RUGER American Rimfire Rifle Compact
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- Stock: Synthetic

SAVAGE AXIS XP Youth Camo
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- Stock: Synthetic

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Many of us know the U.S. Fish and Wildlife Service’s Wildlife and Sport Fish Restoration Program (WSFR) has a 75-year legacy of restoring America’s wildlife populations and habitat, and provides grants to state fish and wildlife agencies specifically for hunter education. In fiscal year 2016, WSFR expects to award $122,537,840 to states for basic hunter education and $8,040,000 for enhanced hunter education.

Given our history, it may surprise you that not all WSFR employees, nor USFWS employees from other programs, are familiar with hunting and the shooting sports. While WSFR leadership has opportunities to see Wildlife Restoration funds at work during many site visits during the year, many WSFR Headquarters staff seldom have the opportunity to see how states use Wildlife Restoration Program dollars on the ground. Some employees of other USFWS program attended as well.

The excellent staff of Virginia’s Department of Game and Inland Fisheries (VA DGIF) helped us plan a training day at their Phelps Wildlife Management Area (WMA) facility. The Phelps WMA is composed of 4,539 acres that spans across southern Fauquier and Culpeper counties. Over 1,000 of these acres are open, the result of their past use for agriculture, and additional openings are found within the area’s forested land. Most of the area is rolling with low hills and shallow valleys. Wildlife Restoration Funds were used to construct the shooting facility on the property—a total of $169,085 which includes the costs of design, testing, and construction.

David Dodson, Hunter Education Program Manager for VA DGIF, taught WSFR staff about Hunter Education efforts in Virginia. VA DGIF serves about 15,000 students per year—10,000 self-study/classroom and 5,000 full online for adults. Over 600 volunteer instructors help make this possible along with four regional VA DGIF coordinators and one manager. VA DGIF also offers live-fire classes, International Bowhunter Education Program classes, and Virginia Trappers Association classes. VA DGIF is proud that 2014-15 had the lowest rate of hunting-related shooting incidents since 1968!

Participating in this field day and training helped WSFR Headquarters staff who do not work directly with the Wildlife Restoration program or Hunter Education to learn more about how states use these dollars on the ground, and how the Hunter Education program makes hunting a safe activity. If you work for an agency with other staff who do not work directly with the Wildlife Restoration Program or Hunter Education efforts, consider a field trip as a way to open the door to learning more about the program, and to introduce hunting and shooting sports to potential new participants.

Christina Milloy is a Fish and Wildlife biologist with the USFWS’s Wildlife and Sport Fish Restoration Program. She is the national lead for The Wildlife Restoration Program and Hunter Education, in addition to other responsibilities. She can be reached at: Christina_milloy@fws.gov.
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To shoot or not to shoot—that was the question. I was hunting pheasant at the Kiowa Creek shooting club east of Denver, using a new Zoli 28 gauge over/under shotgun. My dog charged a thicket of corn husks. A pheasant flew out like a missile. I shouldered the gun and established the lead, but as the bird gained distance, I concluded an ethical shot was not possible. Consequently, I returned the gun to a safe position.

Ethical behavior is the foundation for safe, responsible hunting—indeed, for participating in any shooting sport. We want our students to be ethical participants in hunting and shooting sports; to be safe, not to hurt others and to present themselves in a positive way. Here is the first in a series of tips on how to effectively instruct students on hunting ethics.

“Good company and good conversation are the very sinews of virtue.”
—Izaak Walton, The Compleat Angler, 1653

1. Have a Dialogue

Every reader knows dozens of rules that promote ethical hunting: “Don’t shoot after dusk.” “Make sure the gun is unloaded when you cross a fence.” “Be sure of the backstop before you press the trigger.” “Always point the gun in a safe direction.” The rules are valuable and necessary, but stating a checklist of them is not the most effective way to teach. Students learn best when they are engaged and challenged.

Teaching ethics effectively, whether for hunting or another discipline, requires explaining why something is ethical or unethical rather than providing a list of rules to obey. Ask students why something is good and noses will wrinkle and brains will churn as if kneading dough as they craft an answer. When I asked that question, my young students often replied, “I’ve never thought of that before!”

Having a dialogue is the most effective way to impart information, activate the mind, stir the soul and have students remember your words. A dialogue is a shared journey of analyzing issues and identifying values through creative questions to achieve understanding. A dialogue is the most effective way to teach ethics and ethical reasoning—and it leads to questions. Questions guide a conversation and indicate what is important. Questions bring out the values and knowledge of the listener, of course, but they do more: they indicate respect.

It is through dialogue and questioning that the instructor explores a subject in-depth, and evokes an analysis deeper than what would develop by merely stating rules. For example: hunters and target shooters are told to pick up their empty hulls. The rule is based on an obvious reality: not picking them up litters and despoils the land. Therefore, the action is wrong.

A dialogue, however, will likely identify other reasons for picking up the hulls that stating the rule would not address, such as that the litter creates angry landowners who are then likely to prohibit hunting on their property. Through dialogue, as opposed to being given a rule, the student develops a
In this essay I address the ethical challenge to reduce the pain to the animal.

Ethical hunting, we come to understand, requires many skills such as excellence in marksman-ship, knowledge of anatomy, awareness of wind and judging distances.

These skills or fact-finding are important because they lead to the truth, but truth is not an end in itself. Thus, the facts should be collected and interpreted within a moral framework, conclusions should be made based on those facts and actions should be taken based on those conclusions. Moral reasoning will dictate, for example, that a shot should not be taken if a deer is two hundred yards away, the wind substantial, the visibility low and the shooter’s skills beyond a hundred yards minimal.

Let’s face it: truth without moral behavior is morally worthless.

2. Focus on the Facts

As the facts change, morality changes. An ethical shot at a pheasant with a 12-gauge gun may be unethical with a 28-gauge gun. A 300-yard shot at an elk may be ethical in the mid-day sun but unethical at dusk. Handing a shotgun with the action open is more ethical than handing a shotgun with a closed action. You can think of many other examples.

Instructors want to teach information and reasoning. All judgments, particularly moral judgments, are fact-specific. Moral reasoning is the process of identifying and then weighing facts in a moral context. Should a jury find the defendant guilty or not guilty? It depends on the facts. Thus, the key to instructing on ethical hunting is focusing on facts within an ethical framework.

Hunting, by its nature, involves killing an animal. There’s no avoiding that reality. Many variables can determine whether hunting is ethical, such as baiting animals, shooting from aircraft, driving animals into corners of penned fences and so forth.

Watch for Part II from Michael in the upcoming Summer IHEA-USA Journal.

Michael Sabbeth is a lawyer in Denver, Colorado. He lectures on ethics and rhetoric to law associations and civic and business groups. He is the author of the newly published book, The Good, The Bad & The Difference: How to Talk with Children About Values. Please visit his website at www.kidsethicsbook.com

Photo Courtesy of NWTF

www.IHEA-USA.org 11
The excitement was building for 15-year-old Dominic and 17-year-old Shawn, as they steered their motorized wheelchairs into the Colorado Parks and Wildlife’s hunter education classroom. Their friend Nathan, who is 18 years old, could hardly contain himself as he entered the room holding his mother’s hand when he saw the mounted turkey, fish, and big game animals displayed on the walls. After nearly a year of preparation, accompanied by parents and mentors, the time had arrived for these three special-needs guests, and their three non-impaired friends to complete their hunter education Internet conclusion class.

About a year ago, Chet Herzog, Board Member with SYC (Special Youth Challenge) of Colorado, Inc., contacted Kris Eng, Hunter Education Assistant with the Colorado Division of Parks and Wildlife’s (CPW) hunter education office seeking a master level hunter education instructor willing to teach youth with special needs. Herzog explained to Kris that SYC of Colorado is a non-profit faith-based ministry whose mission is to teach youth with special challenges how to participate in and enjoy hunting by providing training and outdoor experiences, including turkey and elk hunts, for the youth and their families. Herzog said that he and his organization hoped to take a number of mobility-impaired and mentally-challenged youth, some with Duchenne Muscular Dystrophy and confined to motorized wheelchairs, on a 2016 spring turkey hunt.

Kris sent me an email explaining the needs of SYC Colorado and asked whether I would be willing to provide hunter education training for the group. The email piqued my interest, as I have a nephew with muscular dystrophy, so I placed a call to Chet to learn more about his organization and the needs of the mentally and physically challenged future hunters.

Chet reported that he is concerned that youth with special challenges are left behind because of their disability, only to hear second-hand about the exciting times their friends experience while hunting. According to Herzog, SYC helps diminish their handicap by empowering the challenged youth to succeed. Volunteers with SYC Colorado instruct the youth and their families about firearms and hunting, and then arrange fully-guided hunts where they hunt from a blind with two experienced guides as well as family members and use firearms tailored to their special needs. Herzog advised that the impaired students will never hunt alone and will always be accompanied and assisted during any hunting adventure.

According to Herzog, the firearms used are equipped with an enlarged screen attached to a rifle scope, allowing hunters who are unable to position the scope near their eye to properly aim. These firearms are equipped with a double push-button electronic trigger system that allows the firearm to fire only when both electronic switches are depressed simultaneously by the hunter and by the guide/mentor. Firing the shotgun or rifle can only occur after the hunter has the crosshairs positioned properly on the game animal and the guide/mentor confirms the aiming position and the backstop.

After conferring with Chet about his organization, their mission, and their
desire to take special challenged youth spring turkey hunting in 2016, I agreed to teach the hunter education conclusion course, free of charge, for members and guests of SYC Colorado. I suggested that for the best retention of the training material, each student should enroll in and complete the HunterEdCourse.com (HEC) online conclusion course, as this course was the least expensive of the options available in Colorado and the students could complete the course at their own pace, assisted by a parent and review the material repeatedly. Herzog assured me that all students could read at the 2nd or 3rd grade level, so taking the online course assisted by a parent or mentor would not be a problem.

I also made it perfectly clear to Chet that my presenting a Colorado hunter education card to a student upon completion of the class was not guaranteed. I explained that each student had to demonstrate safe gun handling skills and successfully complete the final exam either in the written form or through my oral questioning. Herzog said he understood the requirements and promised to share the information with the parents and mentors of those enrolled.

An hour before the six students, along with their parents and SYC mentors arrived for class, Chet and two members of SYC showed up at the range to assemble and test-fire the mobility-impaired shooting apparatus. An hour later, the six students made their way into the classroom, proudly presented their HEC completion certificates as proof of course completion, and took their places in the front row.

I had a captive audience and now it was my turn to convert the online learning into realistic hands-on training for these six future hunters, and present it in
After my usual course introduction and having everyone in the room introduce themselves, I asked each student to take a turn reading and explaining the ten commandments of shooting safety. Upon completion of this first exercise, I was able to confirm that all students could competently read and comprehend the material at a minimum of the mid-elementary school grade level. Knowing the students’ baseline comprehension level helped me tailor my delivery of the extended Internet conclusion class using a combination of interactive discussion, video and hands-on training. After many hours of classroom discussion and frequent breaks, it was time to cross the atrium and enter the range for the live-fire exercise. A basic range safety introduction and demonstration of the proper handling, loading and unloading techniques for the single shot bolt action rifles was provided to the group and everyone was fitted with eye and ear protection. I explained that when I turned on the exhaust fan, it would be hard for anyone other than the two shooters on the shooting line to hear my commands; therefore everyone must remain behind the orange safety line and give me the “thumbs up” to acknowledge my command. I then blew a whistle and instructed that if anyone hears the sound of the whistle, they must immediately make all firearms safe, with the action open, place them on the shooting bench and move behind the safety line. I asked for a thumbs up, which I received from everyone.

With one non-impaired student on the firing line in the shooting lane beside one challenged individual using the shooting apparatus in the adjacent lane, the live fire exercise began. Each student fired the required ten rounds, collected their target and after finishing all of the “high fives,” the next pair was given permission to cross the safety line and approach the bench. After all six shooters finished in the range and the adrenalin rush subsided, the entire group moved back into the classroom for the final written exam review. Dominic, who had been extremely nervous and reluctant to speak at the onset of class, was now bubbling with energy and chattering non-stop, spewing answers to the review questions, even when it wasn’t his turn. Shawn, older and much more composed and confident, knew he had the “test in the bag,” while Nathan gladly repeated the answers of his five companions, proud of himself that he too knew the answers to the questions. The other three students were equally anxious to complete the test and earn their orange hunter education card.

At one point, it was Nathan’s turn to answer a question, and when asked where he would shoot a big game animal to ensure a one shot clean kill, Nathan nervously started thinking aloud, mentioning many animal body parts, hoping to settle his mind on the best one. His mother, sitting directly beside him gave Nathan a hint by tapping her chest. Nathan seeing his mother’s non-verbal hint yelled out in a confident voice “Gary, I’d shoot it in the nipple!” Everyone in the room, myself included, along with Nathan’s parents and the other mentors and students roared with laughter. I congratulated Nathan for knowing the answer, but suggested he rephrase his response by...
referring to the kill spot as “in the chest cavity where the vital organs are found.” Nathan proudly repeated the answer the way in which I phrased it and glowed with pride.

With an SYC mentor helping Dominic and Nathan with the difficult words contained in the 50-question multiple choice exam, one-by-one the students, with their parent alongside, presented their completed test for me to grade. Standing (or sitting in the motorized wheel chair) before me one at a time, the future hunters fidgeted while I graded their tests. Shawn completed his test first, with the three non-impaired kids following right behind, then Dominic and Nathan.

Marking incorrect answers using a yellow highlighter, Dominic would gasp with each stroke of the pen. When I finished grading each student’s exam (and they all legitimately passed) with a score exceeding 75%, each student, along with their parent and mentor, took their answer sheet and test and reviewed each question missed in order that they knew the correct answer.

Finally, the time had come and each student was congratulated and awarded their orange Colorado hunter education card. With the smiles on their faces, the congratulations being shared all around and posing for photos, you would have thought we were celebrating Christmas in February. I guess in a way we were.

A couple of weeks have passed since the SYC class concluded, and I have received phone calls, e-mails and letters of thanks from all of the parents and mentors of the six students. Quite frankly, it should be me writing letters of thanks to SYC and the parents/mentors for allowing me to teach this class.

Shawn’s father noted that it was great that all six students, whether challenged or not, were treated equally. He explained to me that treating all students the same allows the challenged students to interact as equals to the non-impaired students. Diane, Nathan’s mother, sent me a photo of Nathan posing with his card in-hand in front of the DPW banner and wrote a note saying “it is amazing what we can learn with and from our special needs community” and ended the letter with “P.S. Don’t forget the best place to shoot an elk…that would be in the nipple Gary!!”

I won’t soon forget the fun I had and the knowledge I gained teaching these six kids hunter education. I’ve already volunteered for their next class in 2017.

Should you as a hunter education instructor ever be offered the opportunity to step outside your comfort zone and teach a similar class, take the chance. I guarantee you’ll have as much fun as the students you teach, and at the end of the day, you’ll probably learn more than the students in the class.

About the author—Gary Berlin served in many capacities with the Colorado Division of Wildlife for 25 years and has taught hunter education for more than 35 years. Since retiring from the State of Colorado, Gary worked for a police psychologist evaluating police officer applicants and writing reports, served as Executive Director of the IHEA, President and Legislative Liaison of the American Fly Fishing Trade Association, and until December 31, 2015, Gary served as Agency Director and Equity Partner in Outdoor Roadmap LLC., DBA Hunter Ed Course. Today Gary is a “professional volunteer,” hunter education instructor and new piano student who has the skill to play a wicked rendition of Mary Had a Little Lamb. This article is copyrighted by the author.
Outdoor Therapy for the Soul

By Bill Donnellan, Lead Ranger
Jennings Randolph Lake

U.S. Army Corps of Engineers project Jennings Randolph Lake is located in Mineral County, West Virginia and Garrett County, Maryland and has a large population of whitetail deer in the area. The lake staff needed to reduce the size of the deer herd. After considering several options, the staff decided a controlled hunt would provide the desired solution. This led to the lake hosting a hunt for physically challenged persons. The lake staff established a Project Delivery Team to recruit sponsors and outside expertise in setting up the hunt. Combining their efforts for the joint venture were the U.S. Army Corps of Engineers, WV Hunter Education Association, WV Department of Natural Resources Police and the Elk District Volunteer Fire Company (EDVFC).

This past November the project hosted the 10th annual Bill Nesbit Memorial Physically Challenged Hunt on November 16th and 17th. The annual hunt gave eleven handicapped hunters and disabled veterans the opportunity to harvest a deer with the help of Hunter Safety instructors and dozens of volunteers.

The Elk District Fire Hall was temporarily turned into a “deer camp” as the hunters, family members, volunteers, firemen and park rangers of Jennings Randolph Lake met there in the morning for a safety briefing, and assignment of hunters with a volunteer hunter safety instructor. The group proceeded to the Robert W. Craig Campground to begin the hunt. Participants were accompanied by a volunteer hunter education instructor in the blinds to ensure safety during the hunt. The rest of the group used the campground water treatment room as a base station. The water treatment room was converted into a warming station in the event anyone needed to take a break to get out of the cold weather or get some food.

The staff recruited a group of volunteers to assist the hunters getting in and out of the woods, processing the game harvested and feeding all the hunters and volunteers. The event gives hunters a comfortable environment to get back...
out into the woods and accommodates for their disabilities.

“Hunting is an activity that a lot of us take for granted, but for these gentlemen, the opportunity to get out there means so much,” said Bill Donnellan, USACE Jennings Randolph Lake park ranger. “Many of the participants experienced traumatic events that prevent them from participating in routine activities.”

“A lot of people that we have here have hunted in the past and when something traumatic happens to them they think it’s over and they can’t do anything anymore,” said Rexrode, retired sergeant with the West Virginia Department of Natural Resources Police. “When people go hunting, it’s really something they look forward to and when they think it’s over—it’s disheartening to think they can never do that again, and we’ve given them another opportunity.”

“This year we had five Wounded Warriors participate,” said Rexrode, “As a Vietnam veteran, I’m really glad we were able to provide this opportunity, and personally it’s very special to me,” he said.

One of our veterans is retired United States Army Sergeant Luis Rosa who wanted to get into hunting but didn’t have a place to go. Luis attended a hunter safety course in Fredrick, MD and told the instructors he was looking for a place to hunt. Ira Click, State Central Regional Coordinator for MD contacted Donnie Simmons, Western Regional Coordinator for hunter education for advice. Donnie was familiar with the hunt at Jennings Randolph Lake and is friends with hunter education instructor Jim Tichnell who has volunteered for the past nine years at the event. Jim gave Luis Ranger Donnellan’s contact information. Ranger Donnellan spoke with Luis on October 30th and invited Mr. Rosa to the hunt.

Rosa is a Wounded Warrior who was on his second deployment when he was left a triple amputee with hearing and vision loss after an IED explosion in Iraq in April 2008. Luis contacted Ranger Donnellan and was invited to attend the hunt. Luis was paired with hunter safety instructor Harold Bennett on day two of the hunt. As we were approaching the end of the second day, we waited for them to be the last one to be picked in order to give Luis the opportunity to harvest a deer. On the previous day Harold sat with veteran Matthew Kauffman and they were successful in harvesting a 150 class buck. As daylight was waning, Harold jokingly told Luis he has a 100-percent success rate with the hunters he sat with over the years. Not long after that, a button buck appeared and Luis placed a perfect shot. As we approached the blind, Luis was outside with a grin from ear to ear. We took some photos and as we listened to Luis tell us all he wanted was to feel normal again, we were reminded why we do this each year.

This special event has become an important part of the lake’s wildlife management plan. Not only does it help manage the deer population, it is also therapeutic to all involved. As this event evolves and grows every year there will be new participants who are still adjusting to their handicaps, and some returning hunters to show them life goes on.■

Photo Courtesy of Bill Donnellan
Preparing for the Hunt: Are You Truly Prepared?

As instructors, we teach our students many of the aspects of preparing for a hunt. We talk about items and skills which a hunter might need in order to be ready for the hunt, including how to purchase licenses and tags, what to include when establishing a hunting plan, and the need for first aid skills, including how to survive the elements.

Having hunted in numerous states throughout the United States in the last few years, I thought I, as well as the rest of the hunters in my party, were prepared to hunt wherever we went. We were ready for everything, until the unthinkable happened.

On a recent whitetail deer hunting trip to the Texas Panhandle, I was accompanied by two other Hunter Education Instructors and my great friends, Steve Balbo and Fletcher Diehl, as well as Fletcher’s son, Mark Wickens. As the sun was breaking light in the east, we headed out from San Diego, CA on our way to Quail, TX. We had planned our Texas trip for eight months. We planned to drive two trucks for people, gear and coolers, and we even had handheld radios so we could talk back and forth along our journey. We drove to Albuquerque, NM where we stopped for the night. On the morning of the second day, Steve and I learned that Fletcher had experienced a tough night and wasn’t feeling well.

Like most hunters I know, we do not let a little “feeling bad” get to us during a hunting trip so Fletcher decided that we should continue on to Texas. Later that day, we pulled into the Amarillo, TX airport and picked up my brother, Chris Brennan, a Maryland Hunter Education Instructor. We headed to the hotel for the night. After a good Texas steak dinner, we hit the pillows in anticipation of completing our journey to Quail, TX and starting our deer hunt the following afternoon.

On the morning of the third day, Fletcher’s son, Mark, called to tell me that Fletcher had another bad night and woke up feeling worse than he did the day before. Mark took Fletcher to an urgent care facility in Amarillo, TX. The local urgent care conducted a physical evaluation and took some x-rays, and after further evaluation, told Fletcher to go directly to the hospital because he had congestive heart failure.

Fletcher was admitted to the intensive care unit for treatment. He was 1,050 miles from home, in a hospital with unfamiliar doctors, talking about heart bypass surgery. The good news was that Fletcher was lucky his son Mark was with him, and he also had very good insurance. The bad news was that due to Fletcher’s medical emergency, they both were going to miss the hunt. Our plans had changed for the worse, but Fletcher was being taken care of which was a priority. Steve Balbo, Chris, and I continued on to Quail, TX, while Fletcher’s vitals were being stabilized, so he could return to San Diego, CA for his surgery. We talked to Fletcher and Mark every day to get information on
the patient, and keep them up-to-date on the day’s hunting experiences. I had asked Fletcher if he had any emergency assistance insurance, and he said his medical insurance would pay for the costs associated with getting his flight home. Fletcher’s daughter would fly into Amarillo, TX to escort him home, while his son Mark drove Fletcher’s truck back to San Diego, CA.

Years ago when I started hunting out of state, I purchased a supplemental insurance plan which would ensure I got home in the event I could not get there on my own. These assistance plans are affordable and offer assistance with finding doctors, getting second opinions while you are hospitalized, providing interpreters if you are in a non-English speaking country, transporting you back home, and they will even hire a professional driver to return your vehicle to your home no matter where you are in the world. Assistance plans can be purchased for single individuals or, for a few more dollars, they can cover your entire family.

If Fletcher had not been stabilized and allowed to return with the help of his daughter, he would have required an air ambulance medivac flight. I contacted several companies which provide air ambulance services. The average price for a three hour and thirty-six minute flight would cost $22,000. The cost of the medivac flights can include the following services: an aircraft set up for intensive care transportation, a critical care flight nurse and flight paramedic, all medical intervention and supplies, bed-to-bed continuum of clinical care, and ground transportation on both ends. Passenger and luggage accompaniment is no additional charge if there is room on the aircraft.

Emergency assistance programs like this one will cover all of the costs of returning you to your hometown, and assist in making arrangements for your family, if they are with you, while you are being cared for. Different companies offer different levels of coverage, but most are very reasonable and will not break the bank. Family coverage will provide you peace of mind when you and the family are on vacation or out hunting.

As instructors, we should inform our students or their parents about insurance which would cover the return to your hometown in case of an emergency. We should also make our students aware that assistance plans exist, and encourage them to look into the various emergency assistance plans available. Oh, by the way, Fletcher returned to San Diego, CA after staying in Amarillo, TX until after we had returned from the hunt. He went directly into a San Diego, CA hospital and underwent his heart surgery. He is currently recovering at home surrounded by his family. Our Texas outfitter agreed he would honor Fletcher and Mark’s deposit for a 2016 hunt, and they can’t wait to get back into the woods.
There are important basic fundamentals of safety to know and understand as a new or seasoned turkey hunter. Based on thorough investigations by trained investigators and utilizing the “lessons learned,” we’ve been able to greatly reduce the number of turkey hunting incidents. When we analyze the elements of each incident as a research project, we can see what is SAFE and what is not. The repeated causes we find as we investigate turkey hunting incidents confirm what are unsafe acts. Thus, we utilize this data to create acceptable SAFE standards, or fundamental rules, of safety. One lesson we have learned is that when the toms are gobbling and the adrenaline is flowing, it can be all too easy to shoot as soon as you see the turkey, or anything that looks like it might be the turkey!

No matter if you hunt on private land or public, it’s your responsibility to be a SAFE hunter. Your setup or blind just inside the woods lends concealment. It’s very important where you place your decoys; visibility is also an important factor to hunting defensively. There is always a chance someone could be stalking your calls or your decoy no matter if they have permission to be on the same land or not. Remember, as a camouflaged turkey hunter, your mission is to be concealed from the game you are hunting. Keep in mind; there is always a chance you are not alone in the area you’re hunting in. Never wear or expose patriotic colors as a turkey hunter. Red, white, blue and also black are the colors a turkey may display, which could make you a target.

Your decoys should be facing you at a safe distance of 15 to 20 yards away, in clear view from where you are set up. The decoy will help draw a bird in and cause it to focus away from your position. The true ethical and SAFE turkey hunter will call a bird into range, observing the strutting and display until he or she totally identifies the legal bird, that it has a beard, spurs and that a clear shot can be made, and also what’s beyond the target. Never shoot at just the fan of a turkey; make sure you process all the confirming characteristics of a wild turkey before you shoot. It only takes a moment to stop, breathe, and check one last time before you squeeze the trigger.

Once you’ve harvested your bird, it will help if you conceal your bird and keep yourself safe when you are on the way out of the woods headed home. Hunters have been injured while carrying or setting their turkey down to rest, so being

(Continued on page 22)
Volunteering as a hunter education instructor is a personal commitment and sometimes challenging. Obtaining quality hunter safety and educational materials shouldn’t be. The National Shooting Sports Foundation® has been supporting hunter education instructors for more than 50 years.

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SAFE is always rule number one.

The National Wild Turkey Federation has a history of being an advocate of turkey hunting safety. The NWTF’s advice below comes from their website and outlines additional safety suggestions: www.nwtf.org/hunt/article/decoy-safety-strategies.

Fields and planted wildlife openings figure prominently into any turkey hunter’s strategy. Birds will often head to fields to feed, and toms prefer to strut in open areas where it’s easier to be seen.

Set up just inside the woods where you can remain concealed, but have a good field of view to spot approaching birds. If using decoys, establish a clear line of vision for at least 100 yards and then place them at a set distance—about 20 yards from your position—so that you can tell when the bird is in shotgun range.

**Decoy Safety Strategies**

Never transport decoys uncovered. Many of the new decoys fold up for easy storage in turkey vests. Make sure the decoy head is not sticking out of your vest.

Always set up against a tree that is taller than your head and wider than your shoulders.

Establish a clear line of vision for at least 100 yards and then set up the decoys 20 yards from your position on the line.

If you see another hunter, call out in a loud, clear voice to alert them to your position. Never wave or make turkey sounds to alert another hunter.

Always check carefully that no one is stalking your decoys before leaving your position.

“Lesson’s Learned” is a regular feature from the retired wildlife officer supervisors at Hunting and Shooting Related Consultants LLC. They are also authors of BLOOD on the LEAVES Real Hunting Accidents And Lessons In Hunter Safety.
The American Wilderness Leadership School, located near Jackson, Wyoming, is recruiting high school students ages 16-18 to its June 29-July 5, 2016 seven-day workshop. The workshop focus is in learning the North American Model of Conservation and wildlife management and about being an advocate for hunters and shooting sports.

The program is held at the AWLS facility in the Granite Creek recreation area south of Jackson. Students learn about being leaders and working together. They learn about sage grouse and wolves—how populations are managed in Wyoming and the legal processes that directly affect wildlife management policies.

The workshop includes field trips to gas fields and sage grouse leks and meeting with wildlife biologists. Hiking in the surrounding mountains and an overnight camping experience provides hands-on introductions to Wyoming flora and fauna, knowledge about ecosystems, as well as techniques used in survival situations.

For more information about this educational opportunity, contact Todd Roggenkamp, SCI Foundation Director of Education at the following email address: troggenkamp@safariclub.org; or call him at (520) 620-1220. Applications are available for downloading at www.safariclubfoundation.org.
At the 2016 Safari Club International (SCI) convention in Las Vegas, Nevada, IHEA-Mexico discussed hunter education as an anti-poaching strategy for Latin American countries that lack resources to staff robust wildlife law enforcement programs. Edgar Wenzel, IHEA-Mexico president, reported that in addition to teaching how to hunt safely, ethically and legally, hunter education is the basis to form rural “brigadas de vigilancia” or community patrols so that rural communities themselves can get organized and prevent poaching. A usual comment by the students is that they had not thought about the life cycle of game animals and had viewed hunting seasons as totally arbitrary government actions. After the hunter education course, there is no excuse for “I didn’t know.”

It is particularly encouraging how receptive rural communities are to the course. Mr. Wenzel related the efforts that people make to attend the course but one case stood out. A woman in her 80s walked about an hour to a bus stop on the highway, and then had a two hour bus ride to the community where the course was held. She said that she liked to hunt rabbits with her revolver and that it would be better to take the course and be legal.

In urban areas, an interesting development is that civic organizations are inviting the hunter education instructors to discuss hunting as a current issue that the membership should be informed about. A couple of hunter education instructors presented talks to university students in biology classes where wildlife conservation and sustainable use are seldom taught. Another instructor is a wildlife biologist and uses the hunter education courses to get to know communities and help them develop their wildlife management plans so that they can sell hunting opportunities and diversify the economy in their area.

Hunting clubs are doing a tremendous job to promote the courses. Club Deportivo Cazadores Monterrey requires all its members to take the hunter education course irrespective of whether or not they hunt. An instructor attributes to hunter education the improvement in safety at sport shooting clubs.

Today, IHEA-Mexico has 50 instructors and has certified 25,000 hunters. Hunter Education is optional in Mexico. The Mexican government encourages the course by issuing a hunting license for an “undefined” number of years, which is not the same as a lifetime hunting license. Hunting tags are all that certified resident hunters have to buy.

In 2007, Texas invited Mexico’s Hunting Federation (FEMECA) to consider joining IHEA, and the training of Mexican instructors became an IHEA project assisted by the Wildlife Table of the U.S./Mexico Border Governors. Since then, Texas and Mexico hold joint advanced workshops for instructors on wildlife management, teaching methods, hunter ethics, comparative firearm regulations and other topics. IHEA Mexico has also made great contributions to translate hunter education materials to Spanish and help Texas reach its Spanish-speaking population. Texas even has a Hunter Education Area Chief in Mexico.

This is a great bi-national partnership with potential to grow to the rest of Latin America. At the SCI convention in February, Mr. Wenzel offered to help Latin American countries develop their own programs by providing them a set of materials for their perusal, inviting them to attend the courses in Mexico and training a group of instructors in their own countries. In response, Argentina requested IHEA training.

A major challenge surfaced for IHEA-Mexico right after the SCI Convention when a Mexican senator introduced legislation to ban hunting and “turn Mexico into the next Costa Rica” where only non-consumptive ecotourism is allowed. Mexico’s Hunting Federation (FEMECA) and IHEA-Mexico are leading the opposition to the bill and have formed a coalition of stakeholders.
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Getting To Know The Administrators

Beginning in April 2015, Jennifer Pittman assumed the role of Hunter Education Coordinator for the Georgia DNR, Wildlife Resources Division. She has been with the department for over ten years as the Hunting and Shooting Education Supervisor.

As Hunter Education Coordinator, duties include directing the planning, development and promotion of mandatory hunter education training; monitoring the annual budget; developing work plans, completing grant applications and reports; approving procurement for training supplies, materials and equipment; overseeing the compilation of statistical reports and charts; and administering the statewide volunteer instructor program, among other duties.

Jennifer has a B.A. in History and a Masters in Public Administration from George Mason University. A Virginia native, she grew up hunting with her father and now, along with her husband, is raising two sons as avid outdoorsmen.

Jennifer is an Endowment Member of the National Rifle Association and holds several instructor certifications in archery, shotgun, rifle and pistol. As a competitive 3-D archer, she counts a state championship among her past accolades. Her passion for shooting and hunting helps fuel her dedication to her career in educating the public about these activities.

Joe Huggins has held the position of Arkansas Hunter Education Coordinator since October 1992 (23 years). He has worked for the Arkansas Game and Fish Commission in the Education Division for 30 years. He is married with three children. One is an emergency room nurse, one is a wildlife officer for AGFC, and one is a college student pursuing a career as a wildlife officer. Joe enjoys being outside, hunting, fishing and spending time with his kids.

Patrick Klotzbach has been the South Dakota GFP HuntSAFE Program Coordinator since January 2016. In 1955, the South Dakota Legislature made hunter safety education a requirement in state law and the first courses taught in 1956. In 2012, the South Dakota Hunter Safety and Firearms Education course certified its 250,000th student. In 2015, 3,331 students were certified with a total of 164 classes. Patrick loves hunting and fishing with friends and family. He plays hockey in an adult hockey league and he also enjoys cooking and coffee.
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Deer season means time with family and friends. I live in Iowa, however I still hunt in my home state of Minnesota. The only plans that I make for the first three weekends in November is to be in the woods hunting the greatest game, with the most important people in my life. It would be nice if things could be so simple.

On the morning of November 11th, 1998, my world was turned upside down. I was on my stand when I heard a shot coming from my brother’s stand. I knew that he didn’t like to field dress his own deer, so I climbed down from my stand and wandered over to give him a hand. I found him lying on the ground close to death with a bullet wound to the head. We did all we could to save his life, but he went to be with the Lord that day. He was 26 years old and awaiting the birth of his first child.

It took me ten years before I ventured out to sit on another stand. In that time I got married and had three wonderful boys. Some of my fondest memories were in the woods with my dad, uncle and friends. I needed to share this experience with my boys. I have to tell you that the first few years with my oldest boy were extremely hard. After he was allowed to hunt in a stand by himself, I remember how hard it was for me to sit there and not worry about him. It was all I could do to sit in my stand after hearing a shot in the woods without going to check to see if he was ok. I would have to say that getting back into the woods and hunting with my boys was a wonderful decision, we have shared some incredible experiences with my dad, uncle and friends. I wish my brother was here to share these memories with us.

With the death of my brother I made a decision to find a positive way to keep his memory alive. About six years after his death I was fortunate to work with a fantastic middle school science teacher. As part of her science class she taught Hunter Education. Her love for her...
students and her excitement for the outdoors was contagious. After taking the required instructor classes, I was able to assist her in teaching the Hunter Education portion of her Earth Science class. A few years later a decision was made to drop the class from the science curriculum. I made the decision to teach a few Hunter Education classes in our small Iowa community outside of the school setting. A few years later I was approached by my high school principal about possibly bringing Hunter Education back into the school as an exploratory class. I jumped at the chance to be able to teach all of the 6th grade students firearm safety. I have been a Hunter Education instructor for the past 15 years, the last six as part of our school curriculum. The past three years I have been able to take the entire 6th grade class live shooting at a local trap range.

We break the students into three groups and teach proper gun handling, archery, and trap shooting. It has been a great experience that the kids absolutely love. Our school is able to do this because of the cooperation of our local DNR officers and the generosity of the Ventura Gun Club. I feel like I am able to give back to the sport that has given so much to me. I am also able to remember my brother’s life by helping to ensure that another family does not have to go through such a horrible experience. If I can help prevent one hunting accident, all of the volunteer hours will be well worth it. I have had the opportunity to work with some great DNR officers in District 5. I have had the joy of having all three of my boys in my Hunter Education class, and I get to share the sport I love with every 6th grade student in our school. Our community is lucky to have a school district that feels that Hunter Education belongs in our schools. Hunter Education is not just about teaching students about hunting, it is also about instructing students about safe gun handling, respect-
This activity was developed as an alternative to a lecture about the fundamentals of wildlife biology. It seems to appeal to all learning styles, can be easily adapted to each classroom environment, and provides an interactive activity for a hunter education program. I have utilized this activity in the hunter education classes I have conducted in Idaho, Nevada, and Alaska over the past twenty-five plus years. It always brings smiles to observers and participants alike.

**Harding “Habitat” Carrying Capacity**

**PURPOSE:** To understand the wildlife management concepts of carrying capacity, seasonal changes in animal populations, habitat components, and limiting factor through an interactive classroom activity.

**MATERIALS:** A board, chart, or screen on which the class can record seasonal observations of animal numbers and 5-12 each of three types of objects (e.g. packaged rolls of toilet paper, packaged rolls of paper towels, water bottles, and empty coffee cans all work well).

**INTRODUCTION:** Carrying capacity is the number of each kind of plant or animal a given habitat area can support. The carrying capacity of the habitat may change with the different seasons, and from year to year due to fluctuations in a variety of factors such as precipitation, human influences, temperature, invasive species, etc. When there are more animals of a given species than a certain habitat can support, the excess animals of that species must make changes or they will likely die. The component of the habitat that is in the shortest supply for a species is called the “limiting factor” (e.g. lack of water is usually the limiting factor for desert habitats).

**PROCEDURE:**
1. Discuss with the students the terms: habitat, the components of habitat, limiting factor, and carrying capacity.
2. Randomly arrange three different-sized objects. Identify each of the three groups of objects as being a different species of animal that would be found in the same habitat with similar needs (e.g. coffee cans are moose, toilet paper rolls are deer, elk, or caribou, and paper towel rolls are horses). Note: selecting a domesticated animal as one of the species, their competition with wild animals can be illustrated, especially using paper towels since they are easier to grasp.
3. Select a student to volunteer as the “habitat.”
4. Allow the student 15 seconds to see how many of the “animals” they can
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hold at one time. With the student still holding the animals, record on the board a graph labeled “<Students Name> Habitat” that has the number of each animal species on the left side of the graph. This represents the peak population for each of the three species during spring, when animal populations are at their highest level due to birthing. Animals that drop at this point are left on the ground but are counted and recorded as a drop in population going into summer.

5. Instruct the student to safely follow a circular path around the room to simulate the seasons while supporting their animals. Along the bottom of the graph, label the seasons of the year. The start represents “spring;” the first portion of the course is “summer;” along the back portion is “fall;” and the stretch back to the start is “winter.” Keep track of the number and kind of animals lost during each “season.”

6. Plot on the graph for each species their remaining number at each season of the year, from spring through winter. Discuss with the class what might be responsible for a drop in numbers, or not, at each season point on the graph. Factors like disease, wildfire, drought, human activities, migration, predation, hunting, weather, etc., can be explored. Repeat the activity with other students to demonstrate that different habitats have different carrying capacities. Often there is a student who attempts to “cheat” Mother Nature by stuffing animals inside their clothing. Not a problem, but that is when I make the statement that “Mother Nature always bats last” and move onto the next step.

7. While the student is at their carrying capacity, discuss the components that make up “habitat.” They can be demonstrated by having the students visualize that the left arm is “food,” the right arm is “water,” the left leg is “shelter,” the right leg is “space,” and their trunk is “arrangement.” As the discussion drags on, the student gets antsy and a little fatigued holding the items. That is the moment I tell the student that they cannot use their right arm because their habitat has suffered a drought. Water is the “limiting factor,” so they must now go around the room holding their animals without using their right arm.

**DISCUSSION:**

- What is carrying capacity?
- Give three examples of factors that can influence carrying capacity?
- How can the carrying capacity change with the season?
- What are some things that happen to animals if they exceed carrying capacity?
- What are the components of habitat?
- Why is the carrying capacity different for each type of animal species in the habitat?
- What is limiting factor?

…and the list of questions goes on.
Reader Response to Winter 2015 Article, “Not Everyone Gets a Trophy”

The article, “Not Everyone Gets a Trophy,” took me back a number of years to a student course I taught while employed by the Ohio Division of Wildlife as a District Education Officer. A young man didn’t pass the course and his parents took the time to discuss his situation with me. They were concerned that, because the young man had problems with authority figures, perhaps my uniform had contributed to his difficulty. I don’t recall the boy being disruptive or inattentive and explained to the parents that now that the student had gone through the course once, he should have no difficulty the second time around. I recommended another course in the area, taught by one of our volunteer instructors who was an older, grandfatherly-like gentleman and one of our top instructors. I was sure the student would do well in his class. I followed up on this student, attending the last class of the course to see how he fared. Until that time, I hadn’t realized that the instructor was also a deputy sheriff and taught in full uniform! Oh well…no worries, the student did pass and the smile on his face reflected the trophy he’d won. We all learn from our experiences and sometimes those situations where we fall short of our expectations are the ones that motivate us and make the success all the more sweet.

—Sara Jean Peters, Ohio Division of Wildlife (retired)
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6. Special early bird invitations to IHEA-USA events (www.ihea.com).
7. Exclusive “Member Only” opportunities to purchase significantly discounted merchandise and closeouts offered by hunting and firearms manufacturers and distributors (www.ihea.com).
8. Liability Insurance—Individual memberships of the IHEA-USA are provided with Volunteer Liability Insurance up to $1,000,000 per occurrence. This policy provides protection for a bodily injury or a property damage liability claim arising out of the performance of the registered volunteers’ duties. Applicable to USA Only.

In addition to the benefits listed above, each new IHEA-USA Lifetime $450 Membership will include:
• $100 Cabela’s Gift Certificate
• Recognition on the IHEA-USA website as a Lifetime member.
• Certificate signed by the Executive Director of the IHEA-USA.
• Continuing the Heritage #2 Print (16” X 20”)
• Getting Ready for the Hunt Print (16” X 20”)
• “Member Only” Lapel Pin
• Cabela’s brand Duffel Bag (29”L X 16”W X 14”H) embroidered with “Lifetime Member”

Membership rewards are subject to change.

Individual ANNUAL or LIFETIME Membership Information

Name: __________________________________________ Address: __________________________________________
City: __________________________ Province/State: __________________________ Postal Code: __________________________
Phone: ( ) __________________________ Fax: ( ) __________________________
E-mail: __________________________________________

I prefer (check one): ☐ E-Mail ☐ Paper correspondence

Method of Payment (US funds only):
☐ Check/Money Order ☐ American Express ☐ Master Card ☐ Visa

Card Number: __________________________ Expiration Date: __________________________
Name on Card: __________________________
Signature: __________________________

Mail to: IHEA-USA • 800 East 73rd Ave., Unit 2, Denver, CO 80229
Website: www.IHEA-USA.org • Phone: (303) 430-7233 • E-Mail: info@ihea.com
New Products for Instructors

HIVIZ® Improves the Visibility Game for Shotgunners

HIVIZ Shooting Systems announces that their latest LITEWAVE™ innovation is now available on their very popular COMP SIGHT® for shotguns. Designed specifically for competitive shotgun sports, the new COMP SIGHT offers a low-profile base featuring interchangeable LitePipe™ sizes in various colors, giving competitive and recreational shooters and hunters alike an edge in all lighting conditions. The design itself features a state-of-the-art exoskeleton frame allowing an unprecedented amount of light to enter the LitePipe™, offering an even brighter sight picture while maintaining extreme durability.

All COMP SIGHT® LITEWAVE™ sights fit most common shotguns with a removable front bead and are packaged with five thread sizes to fit most thread patterns. They also include seven replacement LitePipes (three each of red and green in .105, .120, and .135 diameter and one white in .135) meeting the sight-picture and light requirements of a variety of shooters.

Recommended retail: $41.95. Check them out at hivizsights.com.

The New Dueling Tree Target Stands from Birchwood Casey® Provide Fast-Paced Shooting Fun

Birchwood Casey® has introduced two great new Dueling Tree Targets for fast-paced shooting action that you can see and hear—perfect for your Hunter Education qualification day, or just backyard plinking fun.

Available in both .22 rimfire and airgun versions, the World of Targets® Dueling Tree has four steel plates that dodge from side to side when hit, providing constant shooting action. Made from heavy steel and sturdy construction, these targets will stand up well to long-term range use, and there are no springs or mechanisms required for the target to reset, making them almost maintenance free. Easy to assemble and set up without tools, each paddle also includes either orange or green replaceable Target Spots™ for increased visibility. Both targets come with a hard molded case for ease of transportation.

The Dueling Tree .22 Rimfire Target Stand sells for $186.70 and the airgun version for $168.00. Both targets are proudly made in the USA.

For more information visit online at birchwoodcasey.com.

The Blademedic™ Knife Sharpener from Lansky Makes Sharpening Anything in the Field a Snap

Lansky Sharpeners adds another landmark to their ever-expanding product line with the release of the new Blademedic™ Knife Sharpener, an all-inclusive sharpening tool for field repairs on every type of knife blade. The Blademedic™ offers four different sharpening elements in one small, portable packet incorporating diamond, ceramic and whetstone material into one tool.

Perfect for sharpening your knives in the field, Blademedic has the ability to tackle regular or serrated blades, or gut hooks as well, and it features a diamond taper rod. This tool is perfect for removing nicks and burs on machetes, axes and knives or to gently sharpen a hard-to-reach gut hook. This full sharpening system is small enough to fit in your change pocket and tough enough to handle even the most intense repairs.

Learn more about Blademedic at lansky.com.
Please Remember the IHEA-USA When Writing Your Will

As you know, the International Hunter Education Association – United States of America has a commitment to preserving and protecting our right to hunt as well as our hunting heritage. By providing for the IHEA-USA in your will or trust you will help to ensure that future generations will get to experience the same kind of outdoor experiences that you hold so dearly. Please read this testimonial:

"The mission of the International Hunter Education Association – United States of America is so pure that for those of us that hunt and believe in education first and legislation last, I personally have included in my Last Will and Testament 1/2 of my estate be awarded to the IHEA-USA. Hunting for me has been one of life’s great disciplines and made me a better person in so many ways. Having an understanding of our connection with the land, how we both collectively and individually influence our natural resources and the opportunity to actively participate in the management of those resources is key to the future of our hunting heritage."

–Tim Lawhern

You can set aside:
• A specific dollar amount
• A percentage of your estate’s value
• All or part of the remainder of your estate in your will or trust
• All or part of the proceeds of a Life Insurance policy or Retirement Plan

All donations received from this program will be deposited into our Planned Giving Endowment and will be utilized for long-term funding of the organization. The interest earned from this Endowment will be used for general operations for the IHEA-USA.

We urge you to consult your attorney in preparing your will or trust and hope that the following language will be helpful in providing a bequest to IHEA-USA:

“I give, devise and bequeath ___% of what remains of my estate (or $______) to the International Hunter Education Association – United States of America (Tax ID # 37-1145157), a charitable corporation presently having offices at 800 East 73rd Avenue, Unit 2, Denver, CO 80229"

IHEA-USA is a non-profit 501(c)3 corporation organized and existing under the laws of the State of Colorado.

Bequests of any size are gratefully accepted and sincerely appreciated. However, while IHEA-USA can accept gifts of land, we are not in a position to hold property for any reason. Any land given outright or bequeathed to IHEA-USA will be immediately sold. The proceeds of which will be used to fund our programs.
Instructor Discount Corner

Breaththrough® Clean

Discounts are now available for instructors from Breaththrough Clean on their uniquely engineered firearms care products. Clean your firearms faster and safer with their unique cleaning products that eliminate more contaminants than most leading gun cleaners, and try out their lubricants—offering ultimate protection that easily withstands extreme temperatures with minimal application. Breaththrough Clean’s products are also non-toxic, non-hazardous, non-staining, odorless, and eco-friendly, so they’re safe for you, your firearm, and your environment.

Gabriel Cabrera states “Having the opportunity to work with the IHEA has allowed us to invest our focus on this industry’s most precious resource: the instructor. We are more than excited to be able to create a program that takes care of these stewards of our industry.”

Download discount forms at IHEA-USA.com.

onXmaps

onXmaps reminds instructors of their 30% discount on “never-lost” software.
Advise your students on how to know exactly whether they are on hunting land or trespassing on private property while they get useful topographical tools, and a clear vision of where they are in the field.

onXmaps offers great “never-lost” map software for Garmin GPS, computers and mobile devices. Matt Seidel, Marketing Director, states, “onXmaps is excited to continue to partner with IHEA-USA, providing instructors and students with a new mapping resource to easily determine land ownership while out in the field. One crucial part of recruiting new hunters is finding and accessing a place to hunt. The ability to easily locate public lands, private landowner information and hunting units while in the field makes it easy for new and old hunters alike to enjoy their hunting experience.”

For more information go to: www.ihea-usa.com/instructors/special-offers-for-instructors

Instructor Access for IHEA-USA Website

Hunter Education Instructors have the opportunity to purchase many items at a discounted rate on the "Special Offers" section of the IHEA-USA website! For your exclusive access go to: www.ihea-usa.com/instructors/special-offers-for-instructors. Just click on the company hyperlink you are interested in and, when prompted, enter “gohunt” as your password. The password has no space and is all lowercase.
NOT FOR EVERYONE
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THE NEW MARK V THE NEW 6.5-300

- Hand-lapped Barrels For Consistent Accuracy
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- Reduced Overall Weight
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FASTEST 6.5MM ON THE PLANET

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Model 480 XVR™
3.5" Barrel • 5 Rounds
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Smith & Wesson Performance Center Hunting Revolvers are the best choice when you have your prey in the crosshairs. Each custom firearm is Performance Center Tuned and Inspected. Make your next choice a #Performance Center.

www.smith-wesson.com/pc

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