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The International Hunter Education Association – United States of America is an organization involving some 70,000 instructors across the United States of America. The IHEA-USA is affiliated with the Association of Fish and Wildlife Agencies.

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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By Megan Wisecup, President IHEA-USA
President.IHEA@hotmail.com

First, I would like to thank my fellow administrators and the IHEA-USA Board for your support and vote of confidence for me to serve as your president. It is truly an honor, and I appreciate the opportunity to serve such a well-respected, professional organization.

M y first introduction to the IHEA family came long before I was able to attend my first conference. When I first started, I assisted my former supervisor and IHEA board member, Rod Slings, with various duties for the IHEA Hunting Incident Academy. This included developing a standard hunting incident report form that states “uniform” incident data nationwide. In 2007, a year prior to Rod retiring, he signed me up to attend the IHEA Administrator’s Academy, held in conjunction with and prior to the IHEA Annual Conference in Baton Rouge, Louisiana.

The Academy was a very humbling and somewhat overwhelming experience. The amount of knowledge and skills it takes to be a hunter education administrator was eye-opening. I truly gained a new level of respect for those currently in the position and those wanting to become a state administrator. At the conclusion of the Academy and Conference, I felt fortunate to be part of such a great organization. To be among such an upstanding group of dedicated hunter education instructors, administrators, and industry professionals is an experience I will never forget.

In 2008, Iowa hired me as Hunter Education Administrator. In 2011, at Wrightsville Beach, North Carolina, the IHEA state members selected me to serve your executive board as secretary. At that time, IHEA was reorganizing to better align with the Association of Fish & Wildlife Agencies as well as IRS rules—and became the IHEA-USA. It took much work to get through that transition. Hunter education technologies, audiences and landscape also were experiencing much change. Although there have been many challenges, it is a very exciting time to be involved with Hunter Education. With industry, NGO’s, volunteer instructors, and administrators uniting in the effort to keep hunting relevant (see Executive Director’s column), I feel confident that by working together we will be able to overcome many of the threats and issues we are facing. We have more support than ever from agency leadership, industry partners, and conservation organizations nationwide to begin “cultivating the next generation of hunters”—this year’s conference theme in Iowa—along with retaining and reactivating hunters and shooting sports enthusiasts. We certainly have our work cut out for us heading into the future!

Our board and committees will stay busy over the next year as we begin developing “Best Practices” for course delivery. We also will look at developing an online course integrity checklist (IHEA-USA accreditation process) similar to what NASBLA does for boater education. This will assist administrators greatly when faced with having to make a decision on which online course(s) to implement for their states. Lastly, we will begin setting the framework for a long-term, independent research project regarding online-only course delivery. This effort is something about which both administrators and volunteer instructors have varied opinions, but have a united interest in monitoring and evaluating programs, deliveries and efforts going forward.

I would like to thank you all, again, for the opportunity to serve you as President of IHEA-USA. It would not be possible without the love and support of my family and the Hunter Education Program staff and leadership at the Iowa Department of Natural Resources. I would like to extend a special thanks to Past President Randy Huskey (TN), for his leadership and guidance over the last couple of years. Until one serves on the board, handling IHEA-USA governance and business on a weekly basis, it is hard to understand and appreciate the dedication and time it takes beyond the normal workday at the state level. Randy performed that role in an excellent fashion and was directly involved in many of the IHEA-USA accomplishments and enhancements since 2011.

Do not hesitate to contact myself or any other board member with questions, ideas, or concerns. As your representatives, we strive to make the IHEA-USA a strong, sustainable organization through open dialog and transparency. We all highly support and promote the mission and invite each of you to join us in protecting “the hunting heritage worldwide” for generations to come.

Have a safe summer and an even better fall!■

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.

Email your submission to Susie Kiefer at susiekiefer@msn.com or mail it to: IHEA-USA Journal, PO Box 432, Wellington, CO 80549.
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This spring, having traveled to several state Hunter Education Instructor Association meetings, plus the IHAEA-USA Conference and NSSF Shooting Sports Summit, I have listened to many presentations that cause me to ponder on “where we’ve been…where we are…and, in particular, where we are heading.”

Given the global explosion of how people, especially youngsters, communicate and get their news, information, and yes, even their education these days—all from the palm of their hands—we find ourselves at the crossroads of how we have traditionally delivered hunter education with how today’s audiences want to receive such training. Communicating with my own children (Generations Y and Z) I know there are plenty of times when I’m on one road, and they are on another. Their road is littered with darting hares; mine features the fewer, more predictable tortoises.

At every state and national conference the focus has been on two main topics:

1. Hyper-changing technologies and how to communicate with and/or market to potential customers via the various social media or how to educate and keep track of such customers once they are in our network.

2. Diversity—attracting more youth, women and minorities into every aspect of hunting, hunter education and shooting sports.

If there is one word that virtually every presentation or meeting boiled down to—that term is relevant!

Executive Director’s Comments

Relevance—the Key to Our Future Success!

By Steve Hall, Executive Director IHAEA-USA, exdir@ihea.com

NSSF’s Changing Faces of the Shooting Sports Report—Meeting the Needs of an Increasingly Diverse Customer Base (see NSSF.ORG)

Fortunately for us, our bread-and-butter service—to provide FUN, SAFE, HANDS-ON, outdoor shooting and hunting skills—is still what they seek. We need to explore strategies for #1 for reaching out to new and potential customers—who are in a large percentage in this country, according to the data. We also need to use such technologies to better track and monitor such customers and their behaviors, all the way from entry to long-term participation in shooting and hunting (licenses).

For item #2, we must continue to search for ways to target and find younger, more diverse students and instructors. I look around the room at every meeting or conference. Most of the people in the room look like me—or, as one presenter chided, “Stale, Pale and Male!” (He stepped it back saying, “We live in a tim e that is currently rough on us older, white, or if ‘you’ prefer, Caucasian men…”)

Because my generation (Baby Boomers) and before that, the Great Generation, did find ways and methods to create and continue the greatest conservation education model in American history—Hunter Safety Education! But I agree that going forward with Generations X, Y, Z and beyond—we need to find ways of recruiting ‘pied pipers’ (i.e. ethnic/gender/urban-specific) for the ever-changing demographics…and ultimately be RELEVANT to future generations.

Will you join me in enthusiastically embracing change and finding newer, more effective strategies that will help us reach our goals of sustaining healthy, vibrant hunting, shooting and conservation practices for the next 20 years and beyond?
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The Wildlife Restoration Program made conservation history in funding the Klondike Archery Park, Florida’s first shooting range beneficial reuse project in Pensacola, Florida.

Klondike Archery Park, located at the former Klondike Landfill is in an amazing location. It is just seven miles west of downtown Pensacola on U.S. 90, and is centered in a metropolitan area of an estimated 461,227 residents. The 119-acre site is conveniently located to homes, schools and is adjacent to 11 Mile Creek.

After the landfill was closed more than 30 years ago, the site sat idle until the Florida Fish and Wildlife Conservation Commission (FWC) contacted the Escambia County Solid Waste Department and asked if they were interested in converting this former landfill into an Archery Park. The proposed partnership was met with great enthusiasm and support from the local government, businesses and shooting sports enthusiasts. The end result is a full-service archery park offering parking, pavilions, restrooms, training room and concession area.

One of the key elements to the park’s success is a variety of lighted archery ranges that allow shooters to participate during the evening. This allows people to get out and enjoy the park when the Florida sun has shaded its heat and when the majority of participants are not working, or are out of school. Included in the lighted archery fields are ranges specifically for young shooters such as a ten-station field range with targets at ten and 15 meters and an elevated field for youth with eight target stations out to 20 yards. On these two ranges, youth can shoot the standard 90cm targets as in the NASP program, or a variety of 3-D targets on the elevated range. However, the most popular target by far is the 8-foot long Velociraptor.

The traditional field archery range has 15 stations and a maximum distance of 90 yards to an earthen backstop. An elevated archery platform provides 24 shooting stations to a maximum distance of 70 yards. Archers can shoot from a standing height of ten feet from the elevated archery platform by lowering a safety rail and shooting from the target line, or up to a height of fifteen feet by attaching a treestand and safety harness to one of the simulated trees.

Below the elevated platform are two stations accessible by wheelchair, which allows participants to shoot the 3-D targets from a simulated ground blind.

Along the eastern side of the field ranges is a 20 station walk-through 3-D archery course. The next expansion project for the range is an additional 60 stations along the creek that runs down...
the west side of the property.

Klondike Archery Park would not have been possible without a group of partners aiming to build a community of archers. The USFWS through the Wildlife Restoration Program partnered with FWC to provide funding. Escambia County supplied the land for the park and Escambia County’s Solid Waste Department assisted in recycling trees from the cleared site into mulch, clearing debris from the site, providing fill dirt for leveling the site and paying for the electricity and water connections. The International Paper Company and Southern Pine Inspection Bureau provided additional land for accessing the 3-D ranges and lumber for building the structures.

Panhandle Bowhunters and Archery Association, with oversight from FWC, will supervise the daily operation and maintenance of the facility. This club, established in 1964, instantly infused a large band of volunteers and new members to provide archery instruction and competitive shooting events for the park. Panhandle Bowhunters and Archery Association have also been instrumental in assisting FWC in promoting the NASP program to area schools. These partnerships helped build a park that will foster, expand and perpetuate the art and practice of traditional and modern archery.

Klondike Archery Park formally opened with a ribbon cutting on December 10th, 2014. Bellview Middle School archery coach Lee Burt brought nearly two dozen of his students to the ribbon cutting. “This gives them someplace to practice when they’re not in school,” Burt said. “It’s going to be great for the students.”

The park is currently open Thursday nights and Saturday mornings free of charge to the public and with free archery lessons. Annual memberships are available, which allows members off-hours access to the park from sunrise to sunset.
I was honored to speak at the 2015 IHESA-USA annual conference in Des Moines. My presentation offered five tips to help hunter education instructors more effectively communicate the critical themes and data in the instruction materials. Also, I tried to present my material in such a way that it could be easily communicated by agency administrators to instructors that did not attend my presentation. I’ve been asked to write this series to do just that!

Persuasion is a skill, and the skill can rise to the level of art. Think of a great trial lawyer who can take almost any case and present it more successfully than almost all of his or her peers. Why? Because he or she has greater persuasive skills. It means that the lawyer will have the target audience—a judge, a jury, a legislative committee—believe that what the lawyer presented was important and that, therefore, the audience should accept and act on the lawyer’s arguments.

The same analysis and principles apply to hunter education instructors. The instructor is, or should be, an advocate for specific goals and should consistently attempt to inspire his or her students to act to achieve those goals, such as becoming responsible hunters. The skills that help the hunter education instructor achieve success are identical to those used by the successful lawyer and, for that matter, politicians, successful sales persons and even being a good parent. The skills are transferable across roles.

The phrase ‘improving the persuasive capability of instructors’ means tweaking the instructor’s existing skills and methods derived from practice and experience to achieve the following:

• Best and most effective arguments to explain what is being taught is worth being learned
• To see that the hunting heritage extends beyond the actual physical hunts

Every instructor I have met wants to find the best ways to instill in students several traits and qualities, including but not limited to:

• Paying attention more consistently in class
• Motivating students to commit to the values and character required of a good hunter
• Inspiring students to defend the hunting heritage by the disciplined use of information, logic and moral authority
• Perhaps most significantly, motivating students to become informed, articulate, passionate and unapologetic advocates for maintaining and advancing the hunting heritage

Here are Five Tips that can help instructors achieve these goals

1. Have a Dialogue
2. Weave Responsibility (Ethics) into Every Part of the Curriculum
3. Find Clarity
4. Teach the Student’s Role in the Big Picture
5. Inspire and Motivate by Telling Your Stories

Background

Hunters and instructors are confronted with an array of conflicts, dilemmas and challenges so vast that the imagination and coping skills want to just curl up and hibernate. Like that frustrating Whack-A-Mole game at an arcade, no sooner do you knock one problem down than...
another one or more pops up with seemingly greater vengeance and taunting joy.

Here are a few descriptions of challenges and/or actions instructors have shared with me. I will discuss each of them within this series of articles.

1. In an attacking manner, a non-hunter challenged a friend who is an experienced instructor: “Imagine how many beautiful animals we would have if you hunters didn’t kill them!”

2. An anti-hunter drove her car, honking the horn, onto private property where hunters were legally hunting geese from blinds. With abusive foul language, the anti-hunter aggressively accused the hunters of being murderers as the geese flew away.

3. A hunting video showed an archery pronghorn hunter shooting a wounded buck that was smaller than the buck antelope the hunter reasonably expected to shoot. “You must do what is right,” the hunter said.

4. Several young hunter education students confided to me that they are silent about their hunting classes and hunting experiences because they do not want to be insulted or harassed by their peers.

You’ve all been confronted with any number of the above situations and, no doubt, dozens more. You know important lessons can be learned when you share these anecdotes with your students. The purpose of this series of articles is to present ideas and teaching tools that can most effectively enable students to 1) defend and refute slanderous accusations, 2) motivate them to commit to becoming more responsible hunters and 3) inspire them to become advocates or ambassadors on behalf of the hunting heritage.

As I said at the beginning of my talk in Des Moines, I am new to your field. I know I stand on the shoulders of giants. I am not giving you content. Rather, I am sharing techniques I have found to be effective to inspire students to be better hunters and, for that matter, better people. Part 1 of this series will deal with Tip #1.

Tip #1—Have a Dialogue

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

The English word ‘dialogue’ comes from the Greek dia, meaning going through, between, across, and logos, meaning thought, content, the idea. Thus, a dialogue is a process, a discussion, where thoughts and ideas interact among people. A dialogue is a shared journey of questions and answers. A dialogue can accomplish several goals:

- Guide toward education and insight
- Clarify or define a problem or issue
- Establish ways to solve or address an issue or problem
- Determine that one resolution is the better or best resolution under the circumstances and
- Persuade people that the best resolution is in fact the best resolution. Thus, as a teaching tool, a dialogue can clarify issues and persuade that the issues are important. A dialogue can be
formal or informal; from the Joint Chiefs of Staff planning options for dealing with Iran to folks sitting around a campfire opining on the best quarterback in the history of the NFL.

Instructors want to instruct and teach, not serve as moderators for a blizzard of opinions that ultimately lead nowhere. Therefore, I suggest instructors’ dialogues be somewhat formal, with structure and goals, and not be a forum for sharing opinions that yield no conclusions, wisdom or judgments about what is right and wrong or what is best under the circumstances.

The dialogue should offer at least the following:
- What the instructor (curriculum) considers important (standards)
- Why the matter is important
- Does the student understand what is important and why?
- If the student disagrees, have the student identify the facts, values and consequences that support the student’s opinion.

Here are two dialogue models or formats that can help guide the instructor to explain the value of the materials, the lessons to be learned by any of the instructor’s experiences shared with the class and to assess whether the students are learning the lessons they are supposed to learn.

**Technique 1:** A. What is your opinion? B. What facts support your opinion?

Everyone has an opinion. I have heard cruder ways of phrasing this reality. The instructor’s challenge is to decipher the why of the opinion, whether it’s the opinion of the instructor or of the student, and determine whether the opinion is supported by facts and data. Simply put, is the opinion reasonable and logical?

Example: Is it ethical to take long distance shots at an animal? Much has been written on this topic. I have seen many YouTube videos of hunters shooting game at distances well beyond one thousand yards. I have heard anecdotally that my home state, Colorado, has become a destination for hunters wanting to take such long distance shots. More than one hunter has told me, with a hint of braggadocio in his voice, he has taken game with 700-800 yard shots.

Ethical or unethical? The answer matters because instructors want to discourage irresponsible hunting. Irresponsible hunting shows a lack of respect for the animal, demonstrates, in my opinion, that the hunter does not respect himself. Irresponsible hunting turns public opinion against hunters. Enough said.

**Let’s apply the technique:**

What’s your opinion?

Opinion 1: My opinion is that any shot within the skill range of the hunter is ethical.

What are the facts? Assume a thousand yard shot. The hunter is experienced; the hunter knows his or her rifle and ammunition, the hunter has demonstrated minute-of-angle accuracy, more or less, at the target range, the animal is unaware of the hunter and is not moving.

Based on those facts, perhaps a persuasive argument can be made that such a shot is responsible.

But those are not the only facts to consider! And here is the key point: the honor, the integrity, the moral authority of an argument is based not only on the facts that are used but also on the decision to reject or ignore certain facts. Choosing or rejecting facts and overvaluing or undervaluing facts has moral significance. The decision can be moral or not moral, but that conclusion can only be determined by applying logic and ethical values to the decision.

Here are some facts not mentioned in Opinion #1: The animal might move during the flight of the bullet; the wind could shift; a twig not seen through the scope might deflect the bullet; approximate minute-of-angle accuracy means that the bullet could hit half a foot or more from the aim point by a bullet that has lost much if not most of its energy; wounding an animal is different from hitting the edge of or missing a steel plate; if the animal is wounded, does the hunter have the time, the skill, the physical endurance to travel that distance...
and ethically dispatch the animal, if the animal can even be found?

And these facts do not even consider the fair chase argument brilliantly discussed on websites such as Boone & Crockett (www.boone-crockett.org). And finally, the hunter should ponder whether the shot is worth these risks? And, what’s the point? What is achieved?

These are facts that, when assessed in the mix, will determine whether or not such long distance shooting is responsible and prudent. Thus,

Opinion #2: Long range shooting is not ethical except in the most extraordinary circumstances, which I, for one, do not expect to exist.

Technique 2: A. What do you know? B. What facts do you need to know?

At a breakfast meeting at the Conference, Kalkomey’s (title sponsor) Mitch Strobl made an important presentation featuring one of their online education products titled Shoot or Don’t Shoot? The video began with a magnificent elk outlined against the sky standing on a ridge. Shoot or don’t shoot? Let’s apply this dialogue technique to answer the question.

A. What do we know? We know a bull elk is standing unobstructed on a ridge, presenting a clear line of sight and bullet path.

B. What do we need to know? We need to know a lot of information before a responsible determination can be made to shoot the elk. Facts we need to know include the skill of the hunter, the animal’s distance, the caliber of firearm used, whether the animal can be reached from the shooter’s location. But more important, as Kalkomey’s video beautifully illustrated, we need to know what is behind the ridge! The video’s next sequence showed one or more homes beyond the ridge. Horrific consequences could occur if the bullet missed or passed through the elk and hit a person.

A dialogue of focused questions and answers will lead to the conclusion that the best answer to the question is ‘don’t shoot.’

In conclusion, a disciplined structured dialogue that uses the two techniques mentioned above can lead to vibrant discussions with students that will reinforce disciplined thinking and increase the probability that students will act responsibly should they be confronted with or tempted by challenges that often arise in hunting environments. The dialogue process can also etch in the students’ mind the importance of thinking in terms of responsibility (ethics), personal choices and consequences.

Michael Sabbeth is a lawyer in Denver. He lectures to bar associations on and writes about ethics, rhetoric and advanced advocacy skills. He has written the book, The Good, The Bad and The Difference: How to Talk with Children About Values. He writes for many prominent hunting and shooting magazines. He lectures regionally at Master Hunter Education workshops and nationally (e.g. Dallas Safari Club, Safari Club International, IHEA-USA). He may be contacted at: author@makeyourcasehuntshoot.com and michael@thehonorablehunter.com
The International Hunter Education Association-USA (IHEA-USA) (www.ihea-usa.org) recognized the achievements and service of hunter education administrators, program leaders, volunteers and industry partners at its recently completed annual conference held in Des Moines, IA and hosted by the Iowa Dept. of Natural Resources. Megan Wisecup and the Iowa DNR staff, particularly Rachel Ladd, Caroline Couch, Donise Petersen, Marty Eby and the rest of the DNR Law Enforcement officers, as well as the Iowa Hunter Education Instructor’s Association and president Marc Bartee, were acknowledged for their work on the conference.

IHEA-USA Executive Director Steve Hall said, “The hunter education program has long been a successful program in training and educating safe, responsible hunters. It’s been successful in large part because of the dedicated men and women who serve its mission. This year’s award winners personify the commitment, skills and professional character of those engaged in training our students in such a meaningful way. We extend our gratitude to all who were recognized at the conference, and to all who made such selfless contributions to hunter education, as well as the Iowa DNR personnel and our sponsors who made the conference a huge success.”

Steve Hall
Volunteer Instructor of the Year

Steve Mills, Toledo, WA was named the 2014 IHEA-USA Volunteer Instructor of the Year. This prestigious award is sponsored and selected by Federal Premium® Ammunition, part of Vista Outdoor, Inc., which supports numerous conservation programs nationwide and has been a long-time supporter of hunter education. Ryan Bronson, Conservation and Public Policy Director with Vista Outdoor presented on behalf of Federal Ammunition, which hosted the IHEA-USA awards luncheon, speaks to the honor of “Volunteer Instructor of the Year” awarded to Mills.

Professional of the Year

This award recognizes a Hunter Education Professional’s efforts over the last year. The award is sponsored and judged by the National Rifle Association (www.nra.org). Scott Sarantakis (Missouri Dept. of Conservation) (R) received the “Professional of the Year” award from Bob Davis, NRA’s Outdoor Recreational Programs Department National Manager, for his efforts to bolster a state’s hunter education program from “behind the scenes.”

Professional Hall of Fame

Jim Dawson (WY) (L) and Dennis Vincent (KS) were honored for their longstanding service and dedication to both hunter education and IHEA-USA. Both awards were presented by Kent Barrett (KS).
Awardees in each category were recognized for their continued support and innovations in hunter education and on behalf of IHEA-USA.

Sandy and Richard Ferguson accepted the “Industry Award” for Dead Eye Supply, manufacturer of the SAF-T-PLUG (Open Chamber Indicator). The Award also was accepted posthumously on behalf of Tim Ferguson, former CEO who passed in January 2015.

Larry (L) and Brent McNamee accepted the “Innovations Award” from Megan Wisecup (IA) on behalf of the team at Fresh Air Educators (Huntercouse.com) for their unique accomplishments with their online and print hunter education courses and materials including their new Virtual Skills Trail and online capabilities.
IHEA-USA Executive Director Awards

Recipients were recognized for their service and dedication to hunter education. The awards are selected by the IHEA-USA Executive Director.

John Frampton (L), Executive Director for the Council to Advance Hunting and Shooting Sports accepted the “Executive Director’s Award” for enthusiastically integrating hunter education and IHEA-USA into the Council’s efforts regarding the Recruitment, Retention and Reactivation (R3) Action Plan to sustain and grow hunting and shooting sports participation in the future.

Carol Bambery (L) and Paulette Lubke accepted “Yellow Roses” for their efforts on behalf of IHEA-USA. Bambery’s pro bono legal counsel and Lubke’s role as office manager ensure that IHEA-USA maintains high standards on behalf of the executive director, the IHEA-USA board, member states, members, partners and hunter education instructors.

IHEA-USA President’s Awards

Recipients are recognized for their service and dedication to hunter education, on behalf of the IHEA-USA President.

Megan Wisecup (IA) accepted the “Ed Kozicky Award” for her exemplary service to the IHEA-USA President. The Edward L. “Kozicky” Award is named after Ed Kozicky, an individual who epitomizes the essence of the hunting heritage and led early efforts to educate hunters across North America. This award is given to an individual or organization that assists the President of the IHEA in a manner which far exceeds a general effort. The award was selected and presented by Randy Huskey, President of the IHEA-USA.

Wisecup also accepted the “Host State” Award on behalf of the Iowa Department of Natural Resources, also presented by Huskey. Wisecup welcomed her new daughter just a month prior to the conference and assumed the duties of IHEA-USA president for the next two years. Huskey said, “Megan certainly performed excellently.”

Randy Huskey (TN) was honored by IHEA-USA for his two years of service as IHEA-USA President. His accomplishments included service as Vice President during a major overhaul of the organization, affiliation with AFWA and the hiring of a new executive director in 2013. Huskey stays on as immediate past president.
When I was growing up some odd years ago, hunting, fishing and working outdoors were a part of life. We showed respect for our elders and for the world around us. Life skills were taught to us by our parents and extended families. My, how things have changed. Fancy electronics, drugs and social issues have replaced hard work and family unity. Thankfully, there are people out there like the volunteers of Traditions Outdoor Mentoring that try to keep what really matters alive.

Traditions Outdoor Mentoring, located in the Champlain Valley of Vermont, is a non-profit organization that is part of SacredHunter.org, which is geared towards helping at-risk young men, ages 12-16, learn all of the skills they need to know when going out in the world. These skills are not only needed in the outdoors, but also in day-to-day life. Many of the young men involved in this program have limited parental influence, for whatever reason, and have problems with social interaction in general, to include respect. Some of the mentees come to Traditions Outdoor Mentoring as referrals from teachers, social workers and others who feel that this program may help a particular young man where other techniques have failed. The entire program runs 46 weeks and is taught by dedicated volunteers.

As the name implies, most of the work that the mentees do revolves around the outdoor world, but it is not limited to hunting and fishing. With the goal of teaching these young men how to interact with others with respect, Traditions Outdoor Mentoring ensures they spend a great deal of time helping out within the community. For example, the mentees and their volunteer leaders spend a great deal of time helping out local farmers with everything from plowing and planting, to bringing in and stacking hay. This serves many different purposes; it shows the mentees what hard work is really like; it teaches them how to work as a team; and it allows them to interact with people, in this case the farmer, in ways they never would have before.

I first became aware of this worthy organization when I hunted early season Canada geese with the Champlain Valley Guide Service this past September. Bradley Carleton, owner of Champlain Valley Guide Service, is also the Executive Director of SacredHunter.org and it was he who introduced me to Traditions Outdoor Mentoring. On that trip I had the
pleasure of hunting with two mentees, Zack and Caleb.

Under the light provided by our flashlights, Zack, Caleb and I set out the ground blinds while Bradley put out the decoys. Both boys attacked this task with gusto. At about 5:30 a.m. we could hear geese “talking” on nearby Lake Champlain. Bradley gave us our positions in the blinds, one of the boys being near me and the other near Bradley. As Bradley went over the safety rules, a small flock of geese flew over us. We weren’t ready to shoot so we all remained motionless. This was just the beginning. This lesson taught the boys patience and this patience paid off: by 7:30 a.m. we had 20 birds on the ground. After loading the gear and birds, we all pitched in to clean our take, but the boys did most of the work. Nothing was wasted. A great deal of the meat was donated to needy people. Giving back is just one of the lessons taught to the boys.

Since then I have made it back to the area to hunt fall turkey with both Bradley and Zack. On this turkey hunting trip, Zack really impressed me when, while we crossed a field we had been hunting, we came upon a cow that had its head stuck in a feeder. Without hesitation Zack jumped up into the feeder and freed the cow. He wasn’t looking for praise or any reward. He did it because it was the right thing to do. These are the things that Traditions Outdoor Mentoring teaches.

Without groups such as SacredHunter.org and Traditions Outdoor Mentoring, many of the skills and values that we hold dear, and frankly, take for granted, could be lost. If you are interested in finding out more, their contact info is listed here.

Bradley Carleton
www.sacredhunter.org
(802) 238-6176
Mentoring New Hunters
By Timothy Ferguson, Indiana Hunter Education Instructor

Mentoring new hunters after they have completed their hunter education course is a great way to ensure those new in the field have a safe and fun experience. A patient and seasoned hunter can introduce new hunters to an array of skills, as well as share their own accounts of past hunts. Overall, the experience can be rewarding to both the mentor and the mentored. However, some mentors are more effective than others. It takes time and practice before entering the field and mentoring new hunters. As an experienced mentor, and having mentored for years, I have found a series of topics and techniques that I continue to use in the field that have proven successful for new hunters.

1. New hunters often need additional knowledge on the game in which they are hunting. An effective mentor will teach about the game, including its tracks, seat, and habitat.

2. New hunters benefit from lessons regarding clothing and its importance (such as hunter orange). In the field, temperatures can often vary hour to hour, and season to season. Having the proper gear to stay warm, cool, and/or dry is important for the comfort of the hunter. Moreover, it is essential to have the proper coverage so as not to be seen by the game and, most importantly, to ensure safety.

3. First-time shooters will need to go to the range and target shoot with the firearm and ammo, or bow and arrows with tips, that they will be using while hunting. The mentor should remind the new hunter of safe firearm and archery handling, such as keeping their finger outside the trigger guard of a firearm until they are ready to shoot.

4. Mentors can also encourage new hunters to practice the use of calls in advance of the hunt. While it often takes years to master some game calls, practicing as much as possible will allow the new hunter to begin honing these skills.

5. If using decoys, mentors can demonstrate how and where to place decoys, and how many to use in respect to the game they are hunting. An effective mentor will take the time to explain why he or she makes the decision to place decoys as they do, so that the new hunter may have a firm understanding as to why this technique was employed.

6. Similar to the use of decoys, mentors can introduce the many types of ground blinds and tree blinds to new hunters. Mentors can draw on their own experiences as well as what they've learned from others about the pros and cons of each type of blind. Additionally, they can share more information on the rules and regulations on particular blinds and what is appropriate for each hunt.

7. A good mentor will both demonstrate and impart the message of being a respectful and ethical hunter. This may be as simple as picking up trash in order to leave the area better than it was found or being courteous to other hunters and to DNR officers, and reporting illegal activities.

8. New hunters can also benefit from having the mentor walk along side or behind them during the hunt. This allows the mentor to watch every step and movement carefully, and use their voice or hand signals to guide them as to when/where to aim, shoot or stop. Being able to guide the new hunter on what to do each step of the way promotes safety.

9. After the hunt, it is important to talk to the new hunter about what they did well and what can be improved. This will better prepare the new hunter before going out the next time. However, it is important that the mentor also shares the wisdom that each hunt is different. No two experiences will ever be the same, but a prepared new hunter will be able to carefully navigate each new experience safely and effectively.

10. It is critical that no mentor ever talks down or degrades new hunters on what they may have done incorrectly. An effective mentor will be positive and use the opportunity to teach the correct skill or technique. This will only further motivate the new hunter to improve.

Mentoring can promote safe and knowledgeable new hunters, and allow them to experience the joys of hunting game with a higher confidence level than those who are not mentored. Likewise, effective mentors are those who are also willing to learn more themselves. Remember, it takes time, patience, and dedication to be an effective mentor, but for those willing to make the commitment, it can also make lasting memories for both the mentor and mentored.
As instructors, we are always thinking about new and improved methods for ensuring that our students are able to understand and put to practice the knowledge and skills provided during our classes. In your instructor course you were likely taught that students typically don’t retain much of what is only said. Additionally, we know retention is better if they are able to see it and best if they are able to also do it or actively participate. However, your class is likely filled with students that learn in many different ways. Some learn better by reading, others by listening, some by doing, and most utilizing a combination of these.

Following this pedagogical standard, I continuously challenge myself and our Treestand Safety Team to think about new methods to ensure that our students not only comprehend information, but leave with an understanding about the importance of embracing positive behavior(s) or persuading some into changing unsafe behaviors. Our team in Virginia is fortunate to have a dedicated treestand safety team and trailer with ample equipment. This allows us to promote treestand safety through various venues including outdoor shows, school programs, hunter safety courses, hunting club events, and hunter education instructor training workshops. While it’s critically important to have the various pieces of equipment such as different treestand types and full-body fall-arrest harnesses, it’s equally important to have information that the student can take with them to refer back to a week, month or several months later when hunting season rolls around. Having these ancillary instructional materials help serve as a reminder for safe practices, both for the student as well as anyone else they may share it with.

Over the past couple of years, I have developed several graphics to help promote positive behaviors or change negative behaviors associated with tree-
stand safety. They (graphics) have undergone numerous edits with important feedback from our team as well as my students. The graphics range from a simple pneumonic to a somewhat more complex depiction of how hard you may impact the ground if you were to fall unrestrained.

The first graphic (above) is the most complex of the three. Titled “How Hard Will You Hit the Ground? You Choose...”, it provides an illustration of how fast and hard your body will strike the ground if you were to fall from various heights. It more importantly emphasizes that “you will not hit the ground” if you are attached with your full-body harness. The illustration is based on a person weighing 180 pounds and uses physics calculations to determine both speed and impact force. The figures account that the person will sink into the ground two to three inches upon impact. A person weighing less would have a lesser impact force and thus a person weighing more will strike the ground with more force. However, the speed remains constant regardless of the weight of the free-falling person.

A couple of different analogies can help engage participants when talking about this illustration. First, people will often say that they will reach out grab a limb as they fall. To disqualify this statement I will say, “let’s put you in a stand 20 feet off the ground and have you fall. During the fall your body would be traveling almost 25 mph when you strike the ground. Now, let’s go out and get in my vehicle with you as my passenger. When we get up to 25 mph you reach out the window and grab a sign post when we go past it. What do you think is going to happen?” This gets their attention very quickly. So this addresses the speed issue.

The second analogy helps explain the force exerted during the impact. The pounds and tons of force mean nothing unless you can put it into something more relevant to the student. Most people are familiar with mixed martial arts fighting and/or boxing. They have measured the punch pressure of some of the greatest of these fighters and have found that they can punch with a force upwards of 1,000 pounds. With that said, I will ask them by show of hands, who would like to have eight of these fighters all strike you at once even if you were to fall from just 12 feet or 20 of them from 30 feet. No one has ever raised their hand.

Lastly, emphasize that you will not have to worry about either of these scenarios if you simply wear your full-body harness and stay connected from the time you leave the ground until the time your feet hit the ground again upon climbing down. This acts as a spring board to talk about the next two graphics which emphasize staying attached and what to do if you become suspended in your harness.

The second graphic (left) is a more basic concept utilizing the pneumonic “STAAND” to reinforce the revolving principle of being connected 100 percent of the time. Pneumonics are a widely used principle to assist people with memorizing different concepts. In this case, you can ask your participants to join you and “Take a STAAND against treestand accidents” by staying
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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attached ascending, while on stand, and descending. This simple but powerful pledge will be used in a nationwide campaign by the Tree Stand Safety Awareness organization (www.tssa.org) to promote tree stand safety awareness.

The graphic also makes use of different color arrows that correlate with the corresponding word to further reinforce the message. Staying attached 100-percent of the time significantly decreases your likelihood of falling to the ground.

The last graphic (left) provides a simple four-step guide for what to do if someone were to become suspended while wearing their harness. The steps are presented in short simple phrases and have a corresponding icon beside each step. Icons have become very common as a form of communication in today’s electronic and social media world and relate well with our younger students. I further explain and show how to adjust your tether properly which should prevent you from having to go past step one “self-rescue” in the process. When adjusted properly, you should be able to simply get right back into your stand.

Using these three graphics as a supplement to your treestand safety demonstrations may help further increase the likelihood of a new hunter embracing positive treestand safety behaviors or help change unsafe behaviors of others. Let’s all “Take a STAAND.”

Exit Pupil Understanding Binoculars (Series 2 of 3)

Exit pupil is a number that indicates how much light is being transmitted through the binocular. A higher number means a brighter image. A large exit pupil also makes it easier to maintain a full image of an object if your hands move or shake. Exit pupil size (measured in millimeters) is calculated by dividing the diameter of the objective lenses by the magnification number. For example: 10x42 binocular, 42 divided by 10 equals an exit pupil diameter of 4.2 mm.

In very dim light, our pupils can widen up to 7mm. If your binoculars have an exit pupil size of less than 7mm, then they are restricting the light available to your eyes. 8x56 binoculars offer an exit pupil size of 7mm, giving you the best access to light. In daylight viewing, the exit pupil size is less important. In bright light a human’s pupils narrow to roughly 2mm. In general, an exit pupil of 5mm is adequate in most light conditions.
WHAT MORE CAN WE DO?

Hunter education and training play a vital role in the safety of hunters. In an ideal world, this would be enough. But in reality people aren’t perfect, they make mistakes. Even the best hunter has the capacity to make an error they’ll regret forever.

It’s time to be realistic not idealistic. Find out how technology is helping close the gap by visiting

www.huntersafetyleab.com/closethegap
A total of twenty-one young college students majoring in a wildlife ecology or related field of study are receiving a scholarship from Safari Club International Foundation. Sables, a membership group within SCI dedicated to education, endowed Sables Hunting Heritage Scholarships at five universities: Unity College in Maine, University of West Virginia, University of Idaho, University of Montana and Texas A&M University at Kingsville where the scholars are selected by the school.

In May, the SCIF Sables Scholarship Committee awarded six new scholarships which increased the total number of SCI Foundation scholarships to 16 students majoring in a wildlife ecology or related field of study. These students apply directly to SCI Foundation for the scholarships. The next deadline to apply is April 15, 2016.

SCI Foundation financially assists students from African nations through scholarships to the Southern African Wildlife College. These are students majoring in a conservation-related field of study and are selected by the college.

SCI Foundation, in collaboration with the SCI Minnesota Chapter, established an endowed scholarship at Hamline University Law School in St. Paul, MN for students with an interest in conservation and who are hunters. Hamline University selects the scholar.

The future of conservation and the role of hunting is in the hands of our future generations. Today’s college students will be making decisions about sustaining wildlife populations. We want them to be advocates for our hunting heritage.

To learn more about SCI Foundation and SCIF Sables scholarship programs, contact Sue Hankner, SCIF Director of Education via email at shankner@safariclub.org or give Sue a call at (520) 620-1220.
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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:
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Drawn from dozens of returned Hunter’s Handbook state surveys, Andrew Choy of Hawaii is the winner of a set of Weaver 8x32 binoculars from Focus Group.

Each year, Focus Group surveys Hunter Education Administrators and Coordinators to find out what is working for them from the pages of Hunter’s Handbook. In appreciation of your feedback, we award a cool gift to one survey winner.

Watch for your survey next year, and be entered to win!

Congratulations Andrew Choy!

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 Lawhen

You can set aside:
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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.

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Daisy’s Inflatable BB Gun Range

Sets Up Almost Anywhere

By Joe C. Murfin, V.P. Public Relations, Daisy Outdoor Products

Setting up a safe and effective BB gun range at a gun range is easy, with minor adaptation for the five meter target distance. However, setting one up inside a store, church or school building, or even outside in a park, outdoor event or store parking lot is sometimes a challenge. Taping off the range; having a proper backstop in place; being certain that an errant shot can’t cause damage or injury, are all valid concerns.

In 2006, Daisy designed and produced their first Daisy Inflatable BB Gun Range. Today, there are 440 of these ranges in use. For use only with youth BB guns (shooting BBs with velocity of 350 feet per second or less), the range provides a turn-key solution to establishing a safe shooting range in almost any setting. Just recently the company had one set up on 5th Avenue, in front of Nashville’s Music City Convention Center for the NRA Annual Meeting.

Inflates in One Minute

The Daisy Inflatable BB Gun Range inflates in just one minute, using a fan which plugs into a standard 3-prong 110 volt electrical outlet. One person can unroll the range, inflate it, then run the target cords and pulleys, and put the guns, BBs, targets and glasses in the storage pockets—all in about ten minutes.

Fully Enclosed

All surfaces of the range are made of a coated fabric and rounded to reduce bounce-back or ricochet. The backstop is comprised of multiple layers. Inside each of the two firing point areas are scabbards and pockets for the storage of BB guns, BBs, targets and shooting glasses. Persons standing in line to shoot will be able to review ten shooting safety rules on a banner.

The height of each of the two firing points accommodates three generations of shooters, from a tall adult, to a young first-time shooter and disabled individuals, including those in a wheelchair. The muzzle of the gun is inserted into the range through a narrow vertical slit in the mesh fabric barrier. The roof of the range, comprised of the same black mesh fabric, allows overhead light into the range while preventing an errant shot.

Teach Safety and Marksmanship Skills

The range is designed for one-on-one instruction and is an unintimidating way to introduce young and first-time shooters to the shooting sports. It provides an excellent opportunity to discuss shooting safety rules, to determine dominant eye, to instruct on how to build a sight picture, and to emphasize breath control and discuss trigger squeeze.

Daisy’s Inflatable BB Gun Ranges are utilized by youth programs administered by leading conservation organizations National Wild Turkey Federation and Rocky Mountain Elk Foundation as well as game and fish organizations. Premier sporting goods stores also utilize Daisy ranges at store events. Additionally, Daisy rents ranges to qualified instructors who would conduct one-time outdoor events at which youth shooting education is a priority. Loaner ranges include an adequate supply of Daisy youth BB guns, BBs, targets and shooting glasses.

www.daisy.com/range

If you have an upcoming event at which you’d like to schedule a Daisy Inflatable BB Gun Range, take a look at the company’s instruction video and download the instructional booklet, then contact Daisy at 1-800-643-3458.
For one of the most liberal states in the union, Oregon does a really nice job sustaining shooting and hunting-related companies. Leupold, Nosler, Crimson Trace, Benchmade, Leatherman and a host of others call the state home. One of Oregon’s most beloved shooting sports companies was Michaels of Oregon. If that name doesn’t mean anything to you, think slings, swivels and holsters—practical goods for hunting.

In 2005, MoO was sold and moved offshore. Bob Grover, the production manager, was headed out the door one day. He took a brief moment to look back where rows of machines once thundered, and thought, “This company has been around since the 40s. I feel the emptiness of the building and I miss all the people that made it great.” At that time, Grover had been traveling back and forth to China to help train a new work force. He offered up an idea to his new employers. “I asked them, ‘why not sell me all your equipment and let me start my own business? I could be your domestic vendor’.”

They agreed, and in the summer of 2006 he founded GrovTec US, Inc. Grover’s first move was to hire the workers that were laid off. “I have always been proud of the people I worked with,” Grover said. GrovTec started with a small crew that brought tremendous amounts of experience and passion. By creating and improving processes and practices and placing patents on their ideas whenever possible, the company doubled the size of the facility within only two years. Along the way, Kim Graham, past regional sales manager also joined the GrovTec team. They immediately experienced growth again—proof positive that GrovTec’s recognition that American-made is not a substitute for quality and competitive pricing, rather it’s about bringing together hard work, the best product possible, and a team that runs like a well-oiled machine.

In the first few years, GrovTec found its stronghold supplying OEM products to manufacturers. Retail consumer goods also grew, but GrovTec’s true expertise in machined metal parts was apparent from the beginning. Grover has amassed numerous patents delivering a broad range of swivel sets for all types of firearms. In 2007 GrovTec was registered with ISO 9001:2008 setting their benchmark in the industry for high quality.

In 2008, a commercial sewing operation was added and they entered the soft goods side of the business, which includes slings, ammo accessories and holsters. Soft goods are the strength of the import market, and Grover knew his consumers would appreciate an American-made sling—that was at a reasonable price. GrovTec’s could now go head-to-head with industry top brands for soft goods on both quality and price.

Oregon’s newest firearms-related manufacturer continues to enjoy explosive growth. A few of its computer-controlled machines run 24 hours/day, and some of the machines are booked up at least three months. By the end of 2015 they will have amassed 180 production machines in 47,000 sq. feet. Future plans are in place to expand production further. AS9100 certification will happen in early 2016. (AS9100 is the quality standard applicable to companies that supply to aerospace and defense industries. This standard incorporates all of ISO 9001 with additional industry specific requirements for aerospace.)

The end and the beginning of a sweet story—after nearly nine years closing the doors on an operation that had supported generations of Oregon families, Grover remains confident he made the right decision. “Everyone told me it wasn’t a good time to open a business,” he said. “I didn’t listen to the naysayers. I even think I turned them into customers.”
In appreciation of outstanding and uniquely committed volunteer efforts of Hunter Education instructors around the United States, Gallery of Guns is excited to recognize the first two of a new set of six instructors for 2015 crowned Champions of Hunter Education for their outstanding work in the Hunter Education field.

These instructors break the confines of average teaching, giving selflessly to the future of hunting and setting standards in their state for safe and ethical hunting teachings, and recruitment and retention of thousands of students.

Dennis DeLay (far right)
Council Grove, Kansas

Forty-two years...seems like a long time for just living, much less serving in a volunteer capacity. Enter Dennis DeLay, grandfather and leader of hunting not only within his own family, but also within the United States. We are proud to award our first Champion of Hunter Education award this year to Dennis.

With 1,600 students touched in courses in his own home state of Kansas over the last 43 years, Dennis takes hunter and outdoor education experiences seriously. An 11-year core volunteer for the Council Grove Youth Outdoor event, Dennis’ participation through teaching participants how to shoot shotguns, air rifles and archery as well as volunteering as range safety officer has been integral to the long-term success of the event.

In 2007, a tragic hunting incident occurred very close to Dennis’ home in east central Kansas where a young man was killed while goose hunting with friends, just shy of his 19th birthday. Kansas Hunter Education produced a short instructional video about the incident entitled “Tragedy at Wright’s Creek,” emphasizing the awesome responsibility that all persons take upon themselves when they pick up a firearm and enter the field as a hunter. Dennis was one of the first instructors to take the message to his students and use this video to impress upon them the serious matter of firearms responsibility and safety.

Other Highlights:
• 1980 Kansas Hunter Ed Order of the Buffalo Award—1980
• 2015 nominated by his peers as 2014 KDWPT Region 4 Instructor of the Year

Thank you Dennis, for working through the years to ensure that your classes have all the right teaching tools, that student evaluations were completed post-class, and for helping other instructors in your area become more efficient and effective in their teaching techniques. Most of all—thank you for your commitment to the future of the sport that we all love.

Scot McClure
Dennis, Texas

The second recipient of the Champions of Hunter Education from Gallery of Guns has trained what many could consider an unsurpassed number of hunter educators in the last decade as well as helped pave the way to bring hunter education to the school classroom. Scot McClure began his journey as a hunter education instructor on May 16, 2001. It’s been a diverse journey in which he’s trained and certified what might be considered one of the highest numbers of Hunter Educators in the country. It really gained momentum when in 2007, Scot earned Area Chief level instructor. As Area Chief, Scot has certified 280 hunter education instructors throughout the state of Texas. He is also credited with certifying over 950 students in hunter education.

As a professional educator in 2001, Scot also began teaching hunter education at Coppell High School as part of the Dallas Safari Club (DSC) and Dallas Ecological Foundation’s (DEF) effort to teach hunter education in public schools. Not only did Scot do an exemplary job of teaching the program, but he also took initiative and expanded the Coppell program to include archery, angler and boater education at his high school. Because of these efforts, DEF asked him to compile a team of teachers to create a full year of lesson plans for their Outdoor Adventure curriculum. This innovative curriculum was immediately accepted into 80 schools.

In 2009, because of Scot’s hard work as a liaison between DEF and TPWD, the Outdoor Adventures curriculum was adopted as a “model” for outdoor education. The partnership agreement accounts for around 20,000 new students being taught outdoor skills and hunter education. Over 6,000 of the Outdoor Adventure students become certified in hunter education in Texas annually.

Scot McClure’s energy and creative thinking has made hunter education available to students who typically do not have the opportunity to experience hunting, or other shooting sports. As a valued hunter education instructor and trainer of many, he continues to expand hunter education and reach future hunters well beyond the borders of Texas.

Other Highlights:
• 2005 Educator of the Year DEF
• Two-time winner of the Texas Incentive Program for Instructors
• Scot is shooting for the Texas Incentive Hall of Fame Award in 2016
We purchase quality equipment but often seem to forget that proper care and maintenance is also a contributing factor to success and safety afield. Mechanical failures that cost hard-earned opportunities at a trophy or lower match scores are difficult lessons learned.

Keeping your firearms clean and properly lubricated is critical to function, reliability and accuracy. Let’s focus on cleaning the bore and accuracy. Fouling build-up can quickly cause an unwanted increase in group size. When the grooves of the rifling become filled or “fouled,” consistent bullet placement becomes impossible.

Neglect is often due to the time, labor, mess and the expense involved to restore a bore back to mirror-bright condition. Procrastination or total evasion of bore maintenance reduces accuracy and increases the risk for corrosion. However there is good news…

Innovation in gun care is allowing shooters to get a bore cleaned faster, with less mess and without unpleasant smells. New methods can save you time and money by eliminating the need for multiple patches. The Remington® All-In™ Bore Cleaner applied to a brush will easily scrub and chemically remove unwanted fouling. Use in combination with the Remington® Squeeg-E™ to steadfastly pull debris out from chamber to muzzle for a mirror-bright bore. For clean up simply rinse your gun care gear with water by design of this new water-based bore system. To view more innovative solutions in firearms maintenance visit www.shopremingtoncountry.com.
Instructor Discount Corner

Buck Knives is pleased to remind HE instructors about a one-time discount code offer valid on up to five knives at 50% off MSRP (excluding Custom Knife Shop, Eagle Scout Licensed Knives, and Web Special items).

“Buck Knives is proud to support hunter education instructors throughout North America. Their tireless efforts are so crucial to ensuring that we have safe, responsible hunters in the field. They also contribute greatly to helping strengthen our country’s rich hunting heritage, making sure that it will continue for generations to come. As a family business, we value the hunting traditions set by our customers and their families. For over 110 years we have been dedicated to making knives that will deliver maximum performance, knives hunters can depend on in the field. Then we back them with our Forever Warranty.” –CJ Buck, President and CEO, Buck Knives, Inc.

Instructors interested in this offer should email Rachel Rogers, Marketing & Communications Coordinator, at rruggers@buckknives.com with name, e-mail, address and state/instructor number to receive an individualized code for the program, which is found in the Special Offers for Instructors section online at IHEA-USA.com.

Promatic is proud to support shooters, both young and more experienced, so that the sport can continue growing from the grassroots upward. With that foundation in mind, they are proud to remind IHEA-USA Instructors about discounts on all throwers including their new Super Sporter.

The Promatic Super Sporter has some improved design features such as a lower profile and target retention system enhancing the ability to throw downhill and provide even greater side-to-side tilt capabilities.

Check out the Super Sport machine or any of Promatic’s over 65 machines for your range or field day at www.promatic.biz or call them for recommendations at 1-888-767-2529.

Sturm, Ruger & Company, Inc. wants to remind Hunter Education Instructors about discounts on specific Ruger firearms in support of their efforts to provide quality firearms safety training.

“Ruger is proud to contribute to the education and safety training of tomorrow’s shooters,” said Mike Fifer, Ruger CEO. “The Hunter Education program teaches the skills necessary to become responsible shooters, and we are happy to support that effort,” he concluded.

Interested instructors should fill out the Ruger NRA/State Training Purchase form available in the Special Offers for Instructors Section at IHEA-USA.com.

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.
YOUR STORIES WILL NOT BE ABOUT THE AMMO. THEY WILL NOT BE ABOUT THE CALIBER OR THE RIFLE. THEY WILL NOT BE ABOUT THE CRAFTSMANSHIP, THE VELOCITY, THE TERMINAL PERFORMANCE, OR THE METICULOUS DETAIL IN EVERY ROUND.

BUT, THEY WILL BE BECAUSE OF IT.

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