

**NORTH CAROLINA WILDLIFE RESOURCES COMMISSION
HUNTER EDUCATION PROGRAM
PROCEDURE MANUAL**



**NCWRC PERSONNEL
&
VOLUNTEER INSTRUCTOR**

Dear Volunteer Instructor:

Welcome to the North Carolina Wildlife Resources Commission (NCWRC) Hunter Education Program. As an instructor, you are an important and valued member of the hunter education team. This procedure manual is designed to assist you as an instructor and to ensure uniformity and quality in the hunter education program.

Hunting is a lifelong activity. The knowledge, skills and attitudes your students learn during their formal hunter education training and their experiences afield are extremely important to the future generation of hunters. Your students are the caretakers of our rich natural resources. As a hunter education instructor, you are in a unique position to have a positive impact on each of your students. Through this partnership, we can provide the leadership and training for others to become safe and responsible stewards of North Carolina's Wildlife Resources.

With your assistance, the NCWRC's Hunter Education Course and Programs will provide the necessary training to help students become safe and responsible sportsmen thereby ensuring the preservation of our rich hunting heritage.

We welcome the opportunity to work with you. Please communicate with the Hunter Education staff on a regular basis and share your ideas toward improving the program. Annual training and workshops are available, and your attendance is encouraged. Your input is valuable to us! Together we can continue to strengthen and improve the services we provide to the citizens of our state.

Your commitment to the hunter education program is a reflection of the appreciation and concern that you have for our wildlife resources. We hope that you will find your experience as a hunter education instructor to be a rewarding one.

Sincerely,



Carissa Daniels, Outreach Manager

STATEMENT OF INTERNAL USE

This policy manual has been created and structured for the internal use by employees of the North Carolina Wildlife Resources Commission and authorized volunteer instructors. It does not in any way enlarge an instructor's civil or criminal liability. This policy should not be construed to create a higher standard of care in any sense with respect to third party claims. Proven violations of this policy shall from the basis of a complaint be investigated by the Division of Law Enforcement. Any action that may arise from an investigation will be administered in a non-judicial administrative setting.

This program receives Federal financial assistance from the U.S. Fish and Wildlife Service. Under Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, the laws of the State of North Carolina, the U.S. Department of the Interior and its bureaus prohibit discrimination on the basis of race, color, national origin, age, disability or sex (in educational programs). If you believe that you have been discriminated against in any program, activity or facility, or if you desire further information, please write to:

The U.S. Fish and Wildlife Service
Office for Diversity and Civil Rights Programs-External Programs
4040 N. Fairfax Drive, Suite 130
Arlington, VA 22203

or

Personnel Office
1703 Mail Service Center
Raleigh, N.C. 27699-1703

NORTH CAROLINA WILDLIFE RESOURCES COMMISSION

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TABLE OF CONTENTS

INFORMATION ON THE N.C. HUNTER EDUCATION PROGRAM	Section HE1
Purpose	
Our Goals	
Expected Benefits and Results	
Federal Aid in Wildlife Restoration Act (Pittman-Robertson Act)	
History of Hunter Education in N.C.	
International Hunter Education Association-USA	
State Organization- Hunter Education Flow Chart	
INSTRUCTOR CERTIFICATION REQUIREMENTS, APPLICATION AND INSTRUCTOR STATUS	Section HE2
North Carolina Administrative Code (Instructor Certification Requirements)	
Selection of Instructors & Appeal Process	
Instructor Application and Training Process	
Abbreviated Training Process	
Instructor Status	
Hunter Education Advisory Council	
CODE OF CONDUCT, ETHICS, AND APPEARANCE	Section HE3
Instructor Compliance, Code of Conduct and Ethics	
Revocation of Instructor Certification	
Procedure for Revocation of Instructor Certification	
Personal Appearance	
BASIC COURSE CONTENT AND INSTRUCTION	Section HE4
Today's Hunter Instructor Guide	
REQUIRED ADMINISTRATIVE WORK	Section HE5
Event Manager Training Guide	
FIREARMS & EQUIPMENT	Section HE6
Use of Firearms	
Care of Equipment	
Scheduling, Receiving and Return of Equipment	
Equipment Needs and Repairs	
INSTRUCTOR IN-SERVICE	Section HE7
In-service Opportunities	
Incentive Awards	
COURSE REQUIREMENTS	Section HE8
N.C. Administrative Code 15a 10k .0101.	
Course Offering Cycle	
Class Size	
Class Sequence	
Pre-registration	
Canceling Classes	
Student Information	
Persons with Disabilities	
INTERNET HUNTER EDUCATION COURSE	Section HE9
Internet Hunter Education Courses	
BOWHUNTER EDUCATION (IBEP)- ADVANCED CERTIFICATION	Section HE10
Additional Instructor Requirements	
Course Requirements	
Course Content	

TRAPPER EDUCATION- ADVANCED CERTIFICATION

Section HE11

Instructor Requirements and Expectations
Course Requirements
Course Content
Demonstration Volunteers

ADVANCED TRAININGS

Section HE12

Additional Instructor Requirements
Course Requirements
Course Content
 Muzzleloading
 Orienteering
 Range Safety Officer

OTHER HUNTER EDUCATION PROGRAMS

Section HE13

Getting Started in Outdoors (GSO)
National Archery in Schools Program (NASP)
Hunt Opportunities

INFORMATION ON THE NC HUNTER EDUCATION PROGRAM

Revised February 2021
SECTION HE1

Purpose

Our Goals

Expected Benefits and Results

Federal Aid in Wildlife Restoration Act (Pittman-Robertson Act)

History of Hunter Education in N.C.

North American Organization (International Hunter Education Assoc. etc.)

State Organization (Hunter Education Flow Chart, Mission, Responsibilities, etc.)

PURPOSE:

The reason for the Hunter Education Program is to promote knowledgeable, ethical, and responsible hunting.

MISSION:

To accomplish our purpose the Hunter Education Program will provide educational opportunities for the development and enhancement of North Carolina's current and future hunters.

VISION:

The Hunter Education Program strives to conserve the hunting heritage of North Carolina.

PROGRAM GOALS:

- To reduce the number of hunting and hunting related incidents and fatalities every year.
- To improve the image of the hunter and promote public acceptance of hunting and shooting sports as viable recreational activities and as an essential tool for wildlife management.
- To provide the hunter and other outdoorsmen an awareness of their legal and ethical responsibilities when enjoying and/or harvesting wildlife.
- To provide the hunter and outdoorsman with a better understanding of the principles of wildlife management practices and the need for wildlife laws and regulations.
- To promote and aid in shooting sports for the public.

EXPECTED BENEFITS AND RESULTS:

A comprehensive Hunter Education Program designated and implemented through planning, adequate funding, administration, and evaluation will successfully address:

- Maintain hunter education courses and provide the public with the needed certificate of competency to lawfully obtain a hunting license.
- Reducing of hunting fatalities and hunting related incidents. Through increased education and possible development of shooting ranges and/or educational facilities, we can expect students and hunters to become more skilled and proficient in the use of hunting equipment.
- Enhance through education, public awareness and understanding of the important role hunting plays in the conservation of wildlife resources.
- Create awareness among students of their responsibilities while hunting.
 - (a) Instill in the student an understanding of their legal and ethical responsibilities while hunting and engaging in outdoor activities.
 - (b) Promote the image of a responsible hunter, with respect to the resources, private and public property, and the rights of other.

- Increase the hunter's skills and proficiency with the use of firearms, archery, tree stands, orienteering skills, first aid, survival and other hunting related equipment and activities. With this knowledge and these skills, a reduction of accidents should occur.
- Educate and/or expose areas such as urban (inner-city), single parents, cultural and ethnic groups to hunting. With the hunter education program, we can reach these groups on a greater scale and educate them of the benefits from hunting both as a management tool and a recreational activity.
- Promote public interest and active involvement in hunting and related issues.
- Public enjoyment and understanding of the wildlife resources will be greatly enhanced.
- The hunting public will have a better understanding of the vulnerability of the environment and work towards improving conditions that are necessary to maintain quality of life for both man and wildlife.

FEDERAL AID IN WILDLIFE RESTORATION ACT (PITTMAN-ROBERTSON ACT):

The Federal Aid in Wildlife Restoration Act, popularly known as the Pittman-Robertson Act, was approved by Congress on September 2, 1937, and began functioning July 1, 1938.

The purpose of this Act was to provide funding for the selection, restoration, rehabilitation and improvement of wildlife habitat, wildlife management research, and the distribution of information produced by the projects. The Act was amended October 23, 1970 to include funding for hunter training programs and the development, operation and maintenance of public target ranges.

Funds are derived from 11 percent Federal excise tax on sporting arms, ammunition, archery equipment, and 10 percent tax on handguns. These funds are collected from the manufacturers by the Department of the Treasury and are apportioned each year to the States and Territorial areas (except Puerto Rico) by the Department of the Interior on the basis of formulas set forth in the Act. (The hunter education apportionment formula is based on total state population.) Funds for hunter education and target ranges are derived from one-half of the tax on handguns and archery equipment.

The selection, planning and execution of wildlife restoration, as well as hunter education and target range projects are the responsibility of the State fish and wildlife agencies. State's fish and wildlife agencies may be reimbursed for up to 75 percent of the total cost of approved projects. Financial aid is not directly available to individuals, clubs, or local governments; except through the Administrative Grant process, discussed elsewhere in the Federal Aid Handbook. Grand Proposals are submitted by State fish and wildlife agencies to their respective Fish and Wildlife Service Regional Director.

In 2000, additional funding was made available to states for hunter education enhancement and shooting ranges. These monies are available to be used to enhance existing programs, for advanced hunter education training and to improve delivery methods.

Note: As you can determine from the above information, hunters, anglers, and archery and firearms owners are where the vast majority of funding and support for our wildlife resources and public lands lie. Sportsmen are clearly the largest contributors to conservation, paying for programs that benefit all Americans and all wildlife thanks to the Pittman-Robertson Act of 1937.

HISTORY OF HUNTER EDUCATION IN NORTH CAROLINA:

A Hunter Education Course has been offered and taught in N.C. since 1960. Hunter education was placed directly under the Division of Law Enforcement in 1972. On July 1st 1991, the Hunter Education Course became mandatory. On or after July 1, 2013, a person regardless of age, may not procure a hunting license in this state without producing a hunter education certificate of competency.

Our Hunter Education Manual is one of the most up-to date and widely used manuals throughout the United States. The minimum requirement for certification is a six-hour course. The Hunter Education Course must encompass the following:

1. Hunter Responsibility
2. Wildlife Conservation and Management
3. Firearms
4. Wildlife Identification
5. Survival and First Aid
6. Tree Stand Safety

The Hunter Education Manual includes the following areas:

Game Care
Specialty Hunting
Water Safety

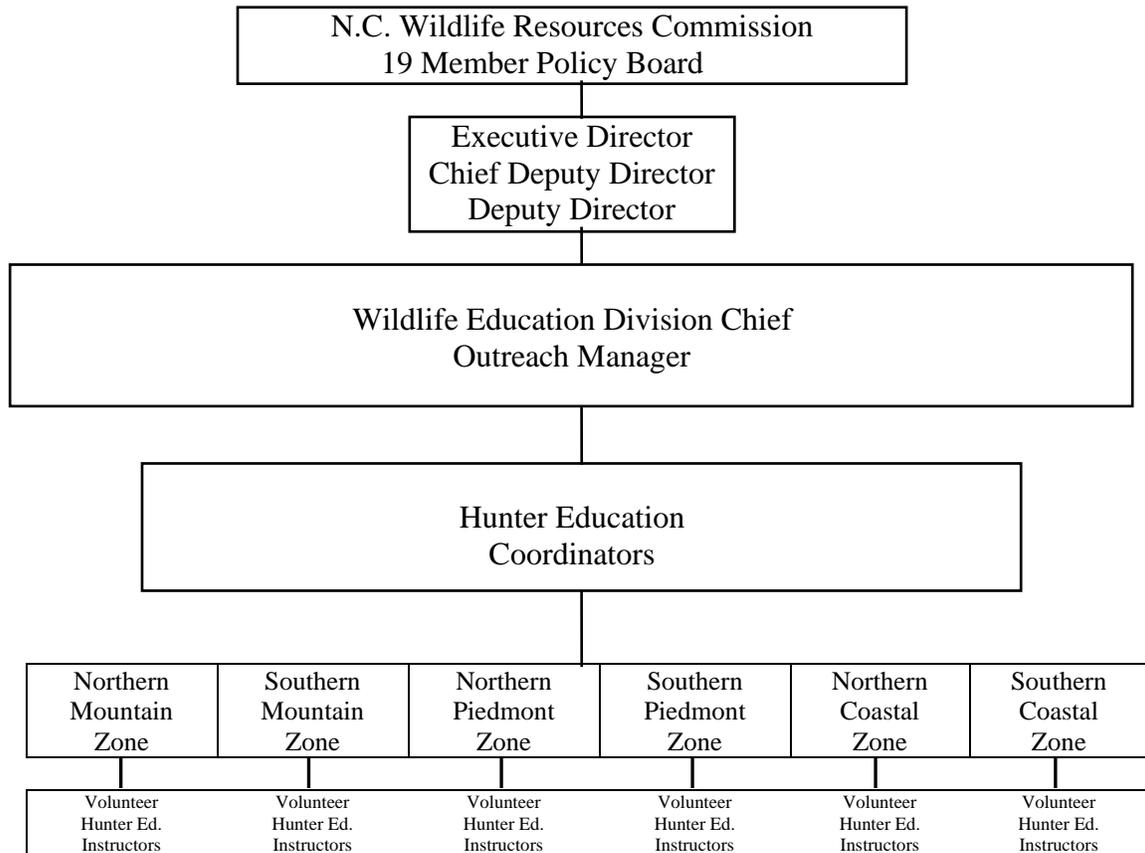
INTERNATIONAL HUNTER EDUCATION ASSOCIATION-USA

The purpose of the IHEA-USA is to promote hunter education by providing a medium for the exchange of views and experiences; by fostering interstate, Federal-State, and Province-State cooperation and coordination in mutual problems; by promoting greater uniformity in hunter education requirements from state to state, province to province, and state to province; by promoting the reciprocal recognition of properly trained hunters between state and province hunter education programs; by cultivating characteristics of honesty, self-discipline, self-reliance, mutual consideration, essentials of good sportsmanship and good citizenship; by promoting programs to prevent hunting incidents; by upholding the image of hunting both as a legitimate tool of wildlife management and as a recreation sport throughout North America; and, to carry out the effective presentation and dissemination of these purposes.

In summary, the IHEA-USA is mostly members of each state's hunter education administrators working together for the betterment of hunter education as stated above. The NCWRC is a member of the IHEA and it is recommended that individual instructors join as "individual members". Instructors can join at www.ihea-usa.com.

Each member has the right to attend the annual conference, order any materials from the IHEA catalogue at a discounted price and be eligible from some manufacturers for discount prices on items such as firearms, bows, clothing, etc.

STATE ORGANIZATION HUNTER EDUCATION FLOW CHART



Responsibilities:

- The Law: (G.S. 113-270.1A. Hunter Education Course Required) & (N.C.A.C. T15A: 10K .0001, .0002 and .0003) cover the guidelines or elements of the law, the agency responsible to institute and coordinate the program, and the requirements that are to be met by the public and instructors.
- The Hunter Education Policy Manual: This Manual is to be used by all instructors for compliance, guidance and to establish uniformity to the Hunter Education Program.
- The State Hunter Education Administrator (Outreach Manager) are responsible for administering the State Hunter Education Program and preparation of Federal Aid documents. The Administrator will directly supervise the work of the 6 Hunter Education Coordinators. Enforcement Staff and Officers work closely with Hunter Education Coordinators to implement the district/zone program. The state administrator will meet periodically with the Raleigh Office Staff and the district staff to keep them informed of the progress and needs of the Hunter Education Program in each of the six education zones. The state administrator will attend state, regional and national training meetings, the IHEA Conference, federal aid workshops, and etc., whenever possible to maintain professionalism and expertise in the hunter education program.
- The Hunter Education Coordinators are the primary persons responsible for the Hunter Education Program at the local level and for assisting the State Administrator in the operations of the program statewide through the recruitment, retention, and reactivation of hunter education volunteers.

The Hunter Education Coordinators are responsible for the application process and training of volunteer instructors, with assistance from the State Administrator. In addition, two in-service trainings will be conducted yearly in each zone (Southern Mountains, Northern Mountains, Southern Piedmont, Northern Piedmont, Southern Coastal and Northern Coastal) to keep instructors informed about the hunter education program, changes in procedure and for recognition of volunteer contributions.

The Hunter Education Coordinators will monitor and evaluate the instructors within their assigned areas and will keep regular contact with active instructors. All administrative paperwork will be processed through the Hunter Education Coordinators.

- The Volunteer Hunter Education Instructor has the responsibility to be dependable, prompt, efficient and knowledgeable. An effective volunteer accepts supervision and adheres to policies and procedures. Volunteer instructors are expected to uphold high standards and to conduct themselves in a manner consistent with the agency's role as a public service agency.

**INSTRUCTOR CERTIFICATION REQUIREMENTS,
APPLICATION AND INSTRUCTOR STATUS**

SECTION HE2

North Carolina Administrative Code (Instructor Certification Requirements)

Selection of Instructors & Appeal Process

Instructor Application and Training Process

Abbreviated Training Process

Instructor Status

Hunter Education Advisory Council

NORTH CAROLINA ADMINISTRATIVE CODE (INSTRUCTOR REQUIREMENTS)

The North Carolina Administrative Code T15A: 10K .0103 requires that to be eligible for Hunter Education Instructor certification an individual must:

1. Be 21 years of age upon application.
2. Be a graduate of a Basic Hunter Education Course approved by the NCWRC. Approved courses must satisfy the requirements set out in 15A NCAC 10K.0101 or be certified by a state or province that meets or exceeds the requirements set out in 15 NCAC 10K .0101.
3. Complete the North Carolina Hunter Education Instructors Application.
4. Complete the 12-hour Hunter Education Instructors Course, and score 75 percent or higher on the written examination. Teachers certified by the North Carolina Department of Public Instruction and persons who have been certified as hunter safety instructors by another state may take an abbreviated course that is less than 12-hours;
5. Submit to a background investigation including a records check which reveals no disqualifying convictions. Disqualifying convictions are listed as follows:
 - a) A felony.
 - b) A crime or unlawful act defined as a “Class 1” misdemeanor within the five-year period prior to the date of application; or
 - c) Any conviction of the game and fish law which would require a mandatory suspension and or revocation of a license as indicated in G.S. 113-276.3 within the three year period prior to the date of application.

Selection of Instructors and the Appeal Process

Recruitment and selection of volunteer instructors is done at the discretion of the Hunter Education Coordinators to select those persons that they feel are most qualified and possess the necessary skills to become effective instructors.

Any appeal concerning a failure to be selected should be made to the State Hunter Education Coordinator(s) in writing within 10 days of receiving a denial letter.

Instructor Application and Training Process (Effective January 2020)

Step 1: Contact area Hunter Education Coordinator (HEC) for initial interview, application, and review of the certification process.

Step 2: Return application and consent for background investigation to HEC.

Step 3: Attend one of the four Volunteer Instructor Certification Courses (VICC) offered in zone during the calendar year. VICC’s will be offered the following months in each zone, unless otherwise approved by the State Administrator:

- a. January
- b. February
- c. September
- d. November

* There will be one VICC offered in August at the Advanced Instructor Workshop.

Step 4: Attend and evaluate an Instructor-Led Basic Hunter Education Course by assigned Master Instructor. Return course evaluation to HEC to receive 'Provisional Instructor' card.

Step 5: Receive "Provisional Instructor" card and satisfy provisional instructor requirements. The instructor has 1 year to lead or assist with a complete Hunter Education Certification course with assigned Master Instructor, submit the results in Event Manager, and contact the HEC about the completion of the provisional instructor requirements to move to "Active" status and become a Certified NC HE Volunteer Instructor.

Step 6: Receive "Hunter Education Volunteer Instructor" card as being completed with the certification process and start the 2-year active instructor cycle in compliance with the Hunter Education Procedure Manual.

Abbreviated Training Process

Teachers certified by the North Carolina Department of Public Instruction and persons who have been certified as hunter safety instructors by another state may take an abbreviated course that is less than 12-hours set by NCAC T15A: 10K .0103.

Step 1: Contact area Hunter Education Coordinator (HEC) for initial interview, application, and review of the certification process.

Step 2: Return application and consent for background investigation to HEC.

Step 3: Attend a Volunteer Instructor Certification Courses (VICC) offered in zone during the calendar year.

Step 4: Receive "Hunter Education Volunteer Instructor" card as being completed with the certification process and start the 2-year active instructor cycle in compliance with the Hunter Education Procedure Manual.

INSTRUCTOR STATUS

Provisional Instructor - Provisional Instructor status is earned at the completion of the HE VICC as part of the Instructor Training Process and will be good for 1 year. The instructor has 1 year to lead or assist with a complete Hunter Education Certification course, submit the results in Event Manager, and contact the HEC about the completion of the provisional instructor requirements to move to "Active" status and become a Certified NC HE Volunteer Instructor.

Volunteer Instructor - Once certified as a Hunter Education Instructor, to remain "Active" you must either teach one Hunter Education Course or assist another instructor in teaching one Hunter Education Course in a two-year period and submit documentation of the course taught.

If an instructor does not meet the teaching requirement of one Hunter Education Course in a two-year period of time, he/she will be placed on an Inactive List.

To remain current as a Hunter Education Instructor, he/she must maintain an excellent reputation in the community and county in which he/she lives and must not be convicted of a felony; or a crime or unlawful act defined as a Class 1 misdemeanor; or any game and fish law which would

require a mandatory suspension and or revocation of a license as indicated in G.S. 113-276.3. An instructor must not certify a person without attending and completing the course requirements set out in this manual. If an instructor is suspended for the preceding violations of the policy manual, he/she shall not be reinstated as an instructor.

If a current instructor moves from one zone to another and wishes to continue teaching Hunter Education, he must contact the Hunter Education Coordinator and advise him/her of his or her new address so the coordinator can forward the instructor's records to the zone that he or she will be moving.

Master Instructor – The Master Instructor Program is designed for experienced Hunter Education Instructors to assist with the training of Provisional Instructors. To become a Master Instructor the following qualifications must be met:

1. Must have an active status for the last three, consecutive years.
2. Must have 100+ instructing hours with the Hunter Education Program.
3. Must submit application to the State Administrator with recommendation from zone Hunter Education Coordinator.
4. Attend and successfully complete Master Instructor Academy. The Academy will be held six times a year and will rotate around the state.
 - a. February
 - b. May
 - c. June
 - d. July
 - e. August
 - f. November

HUNTER EDUCATION ADVISORY COUNCIL

The Hunter Education Program will be developing a Hunter Education Advisory Council during the 2020 calendar year. The council will begin serving in January 2021.

Purpose of Advisory Council

The purpose of the council will be to advise and make suggestions to promote the Hunter Education Program across the state of North Carolina. This council will have no authority or voting power over the program.

The council will be made up of:

- Three Hunter Education Coordinators (one from each region): 2-year term
- Three District Captains or Lieutenants (one from each region): 2-year term
- Six Master Instructors (one from each zone): 2-year term
- Law Enforcement Major of Administration: permanent term
- Wildlife Education Outreach Manager: permanent term

Council Member Requirements and Responsibilities

1. Attend and participate in yearly meetings.
Each committee member will be required to attend the three scheduled meetings.
April Meeting- Friday evening prior to state tournament

Aug. Meeting- scheduled time at the Advanced Instructor Workshop

Dec. Meeting- Meeting will be held prior to Dec. 20. Location and date TBA.

(Dec. Meeting will include current and newly elected council members)

2. Serve as the selection committee for the State Instructor of the Year Award and the Hall of Fame Awards.
3. Make recommendations for program handouts, incentives for instructors, ideas for Advanced Instructor Workshop/in-service trainings, and recruitment/retention/reactivation ideas for instructors.

Selection Process for Council Members

The selection for council members will follow the procedure below.

Three Hunter Education Coordinators

Three Hunter Education Coordinators will be randomly drawn from the group of coordinators. The first three drawn will serve on the council the upcoming calendar year, and the remaining three will serve the following calendar year. A new draw will occur before the last rotation of coordinators has served. Each term is a year starting Jan. 1 and ending Dec. 31.

If a Hunter Education Coordinator cannot serve or must step down from the council, the Outreach Manager will select the coordinator replacement for the remainder of the term.

Three District Captains/Lieutenants

Three District Captains/Lieutenants will be randomly drawn from group of captains/lieutenants. The first three drawn will serve on the council the upcoming calendar year; three more captains/lieutenants will be drawn for the following calendar year; and the remaining three captains/lieutenants will serve the calendar year following that. A new draw will occur before the last rotation of captains has served. Each term is a year starting Jan. 1 and ending Dec. 31.

If a District Captain/Lieutenant cannot serve or must step down from the council, the Major of Administration will select the coordinator replacement for the remainder of the term.

Six Master Instructors

Six Master Instructors will be chosen by their peers. Open period for nominations from hunter education instructors in their zone will July 1 to August 1. If the nominees meet the Master Instructor Requirements and accept the nomination, his/her name will be submitted for a vote at the Advanced Instructor Workshop. All instructors in attendance will vote for the zone council seats. The term for the Master Instructor seat is two years, beginning Jan. 1 and ending in 24 months on Dec. 31.

If a zone does not have any nominees for the council seat, the zone Hunter Education Coordinator will select the council seat from his/her zone at the approval of the Outreach Manager and Major of Administration.

If a Master Instructor cannot serve or must step down from the council, the zone Hunter Education Coordinator will select the council seat replacement from his/her zone at the approval of the Outreach Manager and Major of Administration.

Law Enforcement Major of Administration and Wildlife Education Outreach Manager

The term for the Major of Administration and Outreach Manager is permanent.

If the Law Enforcement Major of Administration cannot serve or must step down from the council, the Law Enforcement Division Chief will select the committee replacement.

If the Wildlife Education Outreach Manager cannot serve or must step down from the council, the Wildlife Education Division Chief will select the committee replacement

CODE OF CONDUCT, ETHICS AND APPEARANCE

Revised February 2021
SECTION HE3

Instructor Compliance, Code of Conduct and Ethics

Revocation of Instructor Certification

Procedure for Revocation of Instructor Certification

Personal Appearance

INSTRUCTOR COMPLIANCE, CODE OF CONDUCT AND ETHICS

The purpose of this document is to establish the basis upon which N.C.'s Hunter Education Program will be administered. It is also the intent of this document to clearly describe the responsibilities and general obligation of the instructor regarding the subject of compliance, code of conduct and ethics. We appreciate and **thank you** for your time that you give as a volunteer instructor. Cooperation with the ten listed items within this document will help to ensure a good learning environment and project a positive role within the Hunter Education Program.

1. I agree to comply with all instruction as set forth within the instructor's workshop, any policy, procedure or manual produced to ensure uniform instruction to all students of the Hunter Education Course.
2. The use of alcoholic beverages of any kind before or during a class is prohibited and is inconsistent with the purpose of the Hunter Education Program.
3. Profane, obscene, racial, ethnic, cultural or demeaning statements, gestures or materials of any kind will be prohibited and will not be used in any portion of the Hunter Education Program.
4. Open criticism of other instructors and/or heated disagreements between instructors in front of a class are prohibited. Disagreements between instructors and NCWRC employees will be resolved in a professional and courteous manner.
5. Eating and use of any tobacco products are prohibited during Hunter Education Program training activities. These activities are permissible during breaks, outside the classroom.
6. Instructors are prohibited from lobbying for political or religious causes and/or distributing politically motivated material or engaging in any solicitation or commercial activity for financial gain.
7. No instructor shall deliberately make a false statement or comment, or conduct themselves in any manner that would bring discredit to any student, the Hunter Education Program or the NCWRC. Falsification or misrepresentation of any records or reports will not be permitted.
8. Instructors shall comply with the fish and game laws and regulations. They shall not commit or be found guilty of any felony.
9. Instruction of all the materials contained in the North Carolina Hunter Education Manual must be taught. You may add any appropriate subject materials; however, no chapter or areas of interest within the N.C. Hunter Education Manual can be deleted.
10. Complaints and/or reported violations of this document will be investigated by a NCWRC employee. Substantiated violations and/or failure to comply with this document by any volunteer instructor may result in immediate revocation of his or her instructor certification and/or denial of renewal of his or her instructor certification.

REVOCAION OF INSTRUCTOR CERTIFCATION

Instructor certification may be revoked and/or rescinded for any of the following purposes:

1. Failure or refusal to comply with program policies concerning course requirements and/or instructor responsibilities.
2. Falsifying program records and/or documents.
3. Violation of any part of the “Code of Conduct.”
4. Conviction of a felony, a crime or unlawful act defined as a Class 1 misdemeanor by the N.C. General Statutes. Any conviction of the game and fish law which would require a mandatory suspension and/or revocation of license as indicated in G.S. 113-276.3

Instructors who leave the program voluntarily with a good record may be automatically reinstated within two years by contacting their Hunter Education Coordinator.

Instructors who are absent from the program for longer than two years may have to complete training before being reinstated.

The Hunter Education Coordinator will initiate all revocation proceedings and provide in writing to the instructor the reason for revocation. Any appeal concerning an instructor’s certification revocation should be made to the State Hunter Education Coordinator(s) in writing within 10 days from receiving a denial letter.

PROCEDURE FOR REVOCATION OF INSTRUCTOR CERTIFICATION

Instructor records are reviewed annually. In the event that an instructor has not met the minimum requirements for certification as a hunter education instructor, the following steps will be taken:

1. The Hunter Education Coordinator will notify the instructor that he/she has not met the minimum requirements to remain certified as an instructor.
2. If the instructor does not wish to be revoked, they should be given a six-month grace period in order to teach or assist in a class.
3. If the instructor can't be contacted by mail or telephone or indicates that he/she does not wish to teach or assist in a class or does not respond to written notice within 60 days, they should be revoked immediately.

APPEARANCE

- Instructors shall be neat and clean. Clothing with obscene gestures, slogans or controversial material should be avoided.
- Firearms should never be worn by instructor(s) during classroom instruction. Law Enforcement Officers may wear their duty handgun as required by their department.
- Any clothing items that may be provided by the NCWRC are encouraged to be worn.

BASIC COURSE CONTENT AND INSTRUCTION

SECTION HE4

N.C. Basic Hunter Education Course

The N.C. Basic Hunter Education Course

The N.C. Basic Hunter Education Course currently utilizes the Today' Hunter Manual. The course is a six hour instructional and testing course. This streamlined version of the Hunter Education course focuses on the important basic information. Advanced topics are addressed with the advanced courses outlined in Chapter HE 5. A detailed lesson plan for the course is included in this chapter. The lesson plan provides a materials list, objectives, and time recommendations.

Audience:

Anyone seeking a hunter education certificate of competency in order to purchase a North Carolina hunting license per G.S. 113-270.1A

Concept:

The North Carolina Hunter Education Course will meet the standards set forth by the International Hunter Education Association. Of the minimum of six (6) hours of instruction, sixty percent (60%) will be devoted to instruction related to the safe handling of firearms. The remaining forty percent (40%) will include instruction on hunter responsibility (ethics), wildlife conservation and wildlife management; and may include wildlife identification, game care, specialty hunting, survival and first aid, water safety, and special concerns (alcohol and drugs, turkey hunting, trapping, all-terrain vehicles and hunting dogs). The course may be administered by instructors certified by the North Carolina Wildlife Resources Commission.

To receive a certificate of competency one must complete all hours of the course, review safe firearm handling skills and score a seventy percent (70%) on the final exam.

Objectives:

- To deliver the NCWRC approved hunter education course at a level that achieves the minimum requirements set forth by 15A NCAC 10K .0101.
- Provide varied learning activities in all aspects of the North Carolina Hunter Education Course so participants may learn the required information and come away more confident and prepared to enter the hunting population.
- To have participants take the knowledge gained, buy a hunting license and become a North Carolina hunter.

Method:

The North Carolina Hunter Education Course will utilize the "Today's Hunter" manual to guide the information presented in the course. Each of the nine (9) chapters will be covered as required for participants to receive certification; however some chapters will be covered more in depth than others. Methods of instruction will vary and may include discussion, lecture, DVD usage, PowerPoint presentations, question and answer, displays, demonstrations, exercises afield, and hands-on activities. Hands-on activities may include handling of dummy firearms, as well as shooting live firearms. The live firearms training may include basic shotgun and rifle shooting. Archery equipment may also be utilized in the live fire segments of the course. As required, the participants will finish the course by taking the final exam.

Materials:

Materials will depend on the instructor and facility being used. The following lists materials that may be used. It will be the instructors responsibility to decide which materials and how many will be needed. There may be additional equipment that may be utilized by some instructors as well i.e. posters, booklets, teaching aids, etc.

Materials may include:

(**required materials)

- “Today’s Hunter” manuals**
- Hunter ed exam**
- Hunter ed answer sheet**
- Regulations digests**
- Hunter Ed stickers**
- Hunter Ed graduate patches**
- The Ethical Hunter handout
- National Shooting Sports Foundation handout
- Ducks at a Distance booklet
- Today’s Turkey Hunter booklet
- Hunter’s Handbook magazine
- “Today’s Hunter” DVD
- “Today’s Hunter” PowerPoint presentation
- HE Tools software program
- Laptop
- Projector
- Projector Screen
- TV
- DVD player
- Dummy firearms
- Dummy ammunition
- Live firearms (shotguns, rifles, archery equipment)
- Live ammunition and arrows
- Targets
- Clay targets
- Clay target throwers and associated equipment

The live firearms and associated equipment would obviously not be needed if a range day is not being included with the course.

Background:

The Hunter Education Course has been offered and taught in North Carolina since 1960. The North Carolina Hunter Education Certificate of Competency is accepted in all 50 states. On July 1st, 1991, the Hunter Education Course became mandatory GS 113-270.1A. On or after July 1st, 1991, a person regardless of age may not procure a hunting license or hunt in the state of North Carolina without producing a certificate of competency or a hunting license prior to July 1st, 1991. On July 1st, 2013 this law was amended to include the “Hunter Heritage Apprentice” license. Therefore, on or after July 1st, 2013, a person regardless of age may not procure a hunting license or hunt in the state of North Carolina without producing a certificate

of competency, a hunting license prior to July 1st, 2013, or a Hunter Heritage Apprentice license.

The “Today’s Hunter” manual utilized in North Carolina Hunter Education Course is one of the most up-to date and widely used manuals in the United States.

Procedure:

The following is the lesson plan for teaching the North Carolina Hunter Education Course. Sixty percent (60%) of the time (3 hours) is allotted for instruction related to the safe handling of firearms, forty percent (40%) of the time (2 hours) is allotted for instruction on hunter responsibility (ethics), wildlife conservation and wildlife management; and may include wildlife identification, game care, specialty hunting, survival and first aid, water safety, and special concerns (alcohol and drugs, turkey hunting, trapping, all-terrain vehicles and hunting dogs), twenty (20) minutes for breaks, and forty (40) minutes for the final exam.

Suggested break times are made, but can be placed and broken up as needed. DVD chapters not shown during the course could be shown during the breaks as additional information.

Chapter 1: Introduction of Hunter Education

Time Commitment:

- Teaching -- 15 mins
- DVD ----- 0 mins
- Total ----- 15 mins

Learning Objectives:
Standards

IHEA HE

- Why hunter education
- Hunter education funding sources

1A
1D

Suggested Materials:

- Manual
- Power Point
- NSSF pamphlet

Teaching Plan:

Time:

- ____:____ Discuss HE history
- ____:____ Discuss and explain why hunter education
- ____:____ Discuss responsibility, safety skills, knowledge, and involvement
- ____:____ Discuss HE funding sources especially Pittman-Robertson Act and the importance that we as hunters play in funding
- ____:____ Review NSSF pamphlet

Chapter 2: Know Your Firearm Equipment

Time Commitment:

- Teaching -- 1 hr 10 mins
- DVD ----- 5 mins
- Total ----- 1 hr 15 mins

Learning Objectives:

IHEA HE

Standards

- What is a firearm 2B
- What is ammunition 2F, 5G
- How a firearm works 2F
- Common features of firearms 2E, 2B
- Difference between rifles, shotguns, and handguns 2C
- Match firearms and ammunition correctly!! 2H
- Know you firearms range 2L, 2G
- Cleaning your firearm 2N
- Storing your firearm 2O

Suggested Materials:

- Manual
- PowerPoint
- Dummy firearms and dummy ammunition
- DVD – Ch1 “Understanding Ballistics”
- HE Tools – Firearm Basics, Shotguns, Rifles, Ammunition, and Firearm Cleaning and Storage

Teaching Plan:

Time:

- ____:____ Discuss what a firearm is and its basic parts (HE Tools-Firearm Basics)
- 5:00 Show DVD – Ch1 “Understanding Ballistics”
- ____:____ Discuss ammunition (HE Tools-Ammunition)
- ____:____ Discuss the firing sequence and barrel rifling (HE Tools-Ammunition)
- ____:____ Review action types and parts of firearms (HE Tools-Rifles, Shotguns)
- ____:____ Discuss shotgun and rifle differences (HE Tools-Rifles, Shotguns)
- ____:____ Show how to match firearms and ammunition correctly and discuss why (HE Tools Ammunition)
- ____:____ Discuss firearms range and the two main reasons: 1. Safety and 2. Effectiveness of caliber
- ____:____ Discuss cleaning (owner’s manual) (HE Tools-Firearm Cleaning and Storage)
- ____:____ Discuss storing (HE Tools-Firearm Cleaning and Storage)

Chapter 3: Basic Shooting Skills

Time Commitment:

- Teaching -- 30 mins
- DVD ----- 0 mins
- Total ----- 30 mins

Learning Objectives:

IHEA HE

Standards

- Good marksmanship and accuracy 2J
- Rifle firing 2J, 2L
- Shotgun shooting 2J

Suggested Materials:

- Manual
- PowerPoint
- Dummy firearms

- Laser Ed gun and target
- HE Tools – Shotguns, Marksmanship

Teaching Plan:

Time:

- ____:____ Discuss importance of good marksmanship and accuracy for a clean kill (HE Tools Marksmanship)
- ____:____ Discuss accuracy limits and why it's important to know them (HE Tools Marksmanship)
- ____:____ Explain and show all sights and that the most important in accuracy is the telescopic
- ____:____ Show how to find the dominant eye and discuss its importance to accurate shooting
- ____:____ Explain "sighting-in" and the sighting-in procedure (HE Tools-Marksmanship)
- ____:____ Discuss rifle firing techniques
- ____:____ Review the 4 firing positions (HE Tools-Marksmanship)
- ____:____ Discuss matching chokes and shot to your game (HE Tools-Shotguns)
- ____:____ Explain patterning your shotgun (HE Tools-Shotguns)
- ____:____ Explain and demonstrate shotgun shooting techniques (HE Tools-Shotguns)
- ____:____ Review the 3 shotgun shooting leads or techniques
 1. Swing-through
 2. Sustained lead
 3. Snap-shooting

10:00 BREAK

Chapter 4: Basic Hunting Skills

Time Commitment:

- Teaching -- 19 mins 30 secs
- DVD ----- 5 mins 30 secs
- Total ----- 25 mins

Learning Objectives:

Standards

- Planning and preparation
- Hunting strategies
- Vital shots
- Field care of game

IHEA HE

3P, 4B
3P
5D, 5E, 5F
5F

Suggested Materials:

- Manual
- PowerPoint
- DVD – Ch2 "Hunting from a Ground Blind" (*Optional*)
- HE Tools – Marksmanship, Game Care and Cleaning

Additional Materials:

- 3D Targets
- Tracks
- Game Calls
- Blinds
- Traps
- Laser Ed gun and DVD
- Game tags

- Game care kit and gloves
- Game bags

Teaching Plan:

Time:

- ___:___ Review planning and preparation (physical and mental)
- ___:___ Review the four basic categories wild animals are classified
- ___:___ Review other ways animals can be identified (tracks, sounds, signs, smells, etc..)
- ___:___ Discuss the hunting strategies including trapping
- 5:30 Show DVD – Ch2 “Hunting from a Ground Blind” (*Optional*)
- ___:___ Review and discuss the vital areas and where to shoot for big game, medium and small (HE Tools-Marksmanship)
- ___:___ Discuss approaching downed game
- ___:___ Review the legal requirements for tagging and reporting game (Game Tags)
- ___:___ Discuss proper field and game care (HE Tools-Game Care and Cleaning)
- ___:___ Review transporting game for its care and for ethics

Chapter 5: Primitive Hunting Equipment and Techniques

Time Commitment:

- Teaching -- 24 mins 30 secs
- DVD ----- 5 mins 30 secs
- Total ----- 30 mins

Learning Objectives:

IHEA HE

Standards

- Know your muzzleloader
- Basic muzzleloader safety and skills
- Know your bow and arrow
- Know your crossbow
- Bowhunting safety and skills

Suggested Materials:

- Manual
- PowerPoint
- DVD – Ch3 “Modern Inline Muzzleloading Safety” (*Optional*)
- HE Tools – Muzzleloading, Bowhunting

Additional Materials:

- Bow types and arrow types
- Dummy muzzleloader

Teaching Plan:

Time:

- **This chapter will be a brief review due to the advanced courses offered on these topics
- 5:30 Show DVD – Ch3 “Modern Inline Muzzleloading Safety” (*Optional*)
- ___:___ Review basic parts of a muzzleloader (HE Tools-Muzzleloading)
- ___:___ Review basic cleaning, loading, unloading and firing of a muzzleloader (HE Tools Muzzleloading)
- ___:___ Review and show all the bows, bow parts, arrows, types of arrowheads (HE Tools Bowhunting)
- ___:___ Discuss bow and crossbow safety
- ___:___ Review the bow shooting stance and shooting techniques

____:____ Review sighting in a bow

Chapter 6: Be a Safe Hunter

Time Commitment:

- Teaching – 1 hr 6 mins
- DVD ----- 24 mins
- Total ----- 1 hr 30 mins

Learning Objectives:

Standards

- | | <u>IHEA HE</u> |
|---|------------------------|
| • Why firearms safety is important | 2D, 2A |
| • Safely carrying firearms in the field | 3A, 3B, 3C, 3E, 3F, 3J |
| • Safely loading and unloading firearms | 2I |
| • Safely Transporting firearms | 2M |
| • Safe Zone-of-Fire | 3D |
| • Other safety considerations | 3L |
| • Hunting from elevated stands | 3G, 3H, |
| 3I | |
| • Hunting with boats | 3R |

Suggested Materials:

- Manual
- PowerPoint
- DVD – Ch6 “Safe Firearm Carries”, Ch7 “Safe Fence Crossing”, Ch8 “Loading and Unloading Firearms”, Ch10 “Safe Zones of Fire”, Ch11 “Preparing to Hunt from a Tree Stand”, Ch12 “Tree Stand Hunting Safety”
- HE Tools – Firearm Safety and Handling
- Dummy Firearms
- Fence can be PVC pipe, broom with 2 chairs, etc
- Fall-Arrest System

Teaching Plan:

Time:

- ____:____ Review the 4 Primary Rules of Firearm Safety
- ____:____ Review the four main causes of hunting incidents
- 2:30 Show DVD – Ch6 “Safe Firearm Carries”
- ____:____ Demonstrate the 6 field carries (HE Tools-Firearm Safety and Handling)
- ____:____ Demonstrate the positions for carry when hunting with others
- ____:____ Review checking for obstructions
- 1:30 Show DVD – Ch7 “Safe Fence Crossing”
- ____:____ Demonstrate the crossing of obstacles (fence or other objects) (HE Tools-Firearm Safety and Handling)
- 3:45 Show DVD – Ch8 “Loading and Unloading Firearms”
- ____:____ Review and demonstrate safely loading and unloading firearms
- ____:____ Review and show the proper ways to store and transport firearms
- 6:15 Show DVD – Ch10 “Safe Zones of Fire”
- ____:____ Review and demonstrate “safe zone-of-fire” while hunting with others or in stands (HE Tools-Firearm Safety and Handling)
- ____:____ Discuss self-control and target identification
- ____:____ Discuss the use of alcohol and drugs
- 6:00 Show DVD – Ch11 “Preparing to Hunt from a Treestand”

- ____:____ Discuss the advantages and disadvantages of hunting from elevated stands and types of stands
- 4:00 Show DVD – Ch12 “Treestand Hunting Safety”
- ____:____ Review “Fall Arrest Systems” and demonstrate the harness, life line and haul line
- ____:____ Review hunting from boats, travel in boats, storing of equipment and firearms in boats (HE Tools-Firearm Safety and Handling)
- ____:____ Review water emergencies and cold water immersion
- ____:____ Show the HELP and the HUDDLE techniques

10:00 BREAK

Chapter 7: Be a Responsible and Ethical Hunter

Time Commitment:

- Teaching -- 18 mins
- DVD ----- 2 mins
- Total ----- 20 mins

Learning Objectives:

IHEA HE

Standards

- Why do we have hunting laws 4A, 4C, 5C
- Hunter ethics 5A, 5B
- The five stages of hunter development 5A

Suggested Materials:

- Manual
- PowerPoint
- DVD – Ch13 “Approached by a Conservation Officer” (*Optional*)
- Regulations Digest
- The ethical hunter handout
- Written permission forms

Teaching Plan:

- ____:____ Review the 4 ways we have hunting laws and why?
- ____:____ Review the Regulations Digest
- ____:____ Discuss the “Hunters Code”
- ____:____ Review the Ethical Hunter handout
- ____:____ Review the 5 stages of a hunters development
- 2:00 Show DVD – Ch13 “Approached by a Conservation Officer” (*Optional*)
- ____:____ Discuss a hunters involvement

Chapter 8: Preparation and Survival Skills

Time Commitment:

- Teaching -- 15 mins
- DVD ----- 5 mins
- Total ----- 20 mins

Learning Objectives:

IHEA HE

Standards

- Importance of planning and preparation 3O, 3K
- Topographic maps and compasses
- Survival skills 3M, 3N
- Coping with extreme weather 3Q
- Basic first aid 3S

Suggested Materials:

- Manual
- PowerPoint
- DVD – Ch14 “Effectiveness of Blaze Orange”
- HE Tools – Outdoor Preparedness

Teaching Plan:

Time:

- ___:___ Review the importance of planning and preparation
- ___:___ Review both mental and physical conditioning
- ___:___ Review clothing types and their importance
- 5:00 Show DVD – Ch14 “Effectiveness of Blaze Orange”
- ___:___ Review topographic maps and compasses (Remind students of Advanced Course “Orienteering”)
- ___:___ Review declination
- ___:___ Discuss Survival skills
- ___:___ Review signaling for help
- ___:___ Review the importance of water and how much is needed
- ___:___ Review hypothermia and how to treat and prevent it (HE Tools-Outdoor Preparedness)
- ___:___ Review heat exhaustion and how to treat and prevent it (HE Tools-Outdoor Preparedness)
- ___:___ Review basic first aid (Suggest students take a basic first aid course)

Chapter 9: Wildlife Conservation

Time Commitment:

- Teaching -- 15 mins
- DVD ----- 0 mins
- Total ----- 15 mins

Learning Objectives:

IHEA HE

Standards

- Wildlife conservation 1B, 1C, 1E, 1F, 1G
- Wildlife management and conservation principles 1E, 1F
- Wildlife identification 4D

Materials:

- Manual
- PowerPoint
- HE Tools – Wildlife Management

Teaching Plan:

Time:

- ___:___ Discuss wildlife conservation
- ___:___ Define conservation, preservation and wildlife management (HE Tools-Wildlife

- Management)
- ____:____ Discuss lessons in wildlife management
 - ____:____ Discuss and define “Habitat” (HE Tools-Wildlife Management)
 - ____:____ Discuss and define “Carrying Capacity” (HE Tools-Wildlife Management)
 - ____:____ Review the hunters role in wildlife conservation
 - ____:____ Review wildlife management practices
 - ____:____ Discuss and review wildlife identification and show the ID section for the students to review on their own

Final Exam

Time Commitment:

- 40 mins

Adapting the course:

The hunter education courses adaptability will depend on the instructors. Many different methods and exercises can be utilized for instruction. It will also depend on the participants. Delivery can be adapted to best serve the participants with age and experience level in mind.

As far as the course itself, it can be taught in one (1) day or multiple days. Which way it is run will depend on facilities and instructor availability.

Evaluation:

The evaluation for the course will be the final exam given at the conclusion of the course. The North Carolina Hunter Education Course has the ultimate goal of creating licensed hunters that are safe and responsible. With this in mind, other evaluation methods to test for understanding throughout the course may be utilized. Other methods may include: Question and answer, discussion, demonstration, end of chapter review questions, etc.

Post Activities:

Participants should be made aware of advanced courses offered by NCWRC and directed as to where to find and sign up for such courses. Those that may be in need of a mentor could be put in touch with such if one is known of.

REQUIRED ADMINISTRATIVE WORK

Revised February 2021
SECTION HE5

Event Manager Training Guide

EVENT MANAGER TRAINING GUIDE for INSTRUCTORS

LOGIN to EVENT MANAGER

Go to <https://my.register-ed.com/login/login>

Your **username** will be your first initial, followed by your last name, followed by your date of birth in a 6-digit format. Example- John Smith was born January 1, 1970- his username would be jsmith010170.

Note that if you were an instructor prior to Aug. 1, 2014, you will use your instructor number instead of your date of birth in your username. Example- John Smith's instructor number is 5166, his username would be jsmith5166.

Your **password** will be your last name followed by the number 1. Example- John Smith's password is smith1.

Note that you will want to change your password to something more secure when you update your profile information.

Once you are logged in, you will be taken to your instructor homepage. This is where you can view events that you will be participating in, create classes, manage classes, and register students if need be.

Manage My Profile

This option will allow you to update your information as an instructor. Please make certain that you use a valid email address and phone numbers, in the event that students need to contact you.

To get started: Click on to the Manage My Profile Icon (it looks like a clipboard with a person on it).

1. A new page will open. Please fill in all the information. Any box with a red * is information that MUST be completed. Some of the information is already put in and cannot be edited, for example instructor number.
2. After putting in your personal and contact information, there will be a section for certifications. Please make sure that you look over this part carefully. Some of the advanced certifications did not get updated in the new program, and you may need to add these. You must have at least one certification on the profile, or it will not update.
3. At the bottom of the of the page, you will be able to enable or disable how you would like students to contact you. If you are listed as the instructor, you must have either an email address or phone number (or both) for a student to contact you. To enable this feature, please make sure that the box for either email or phone or both has a green check in it. Otherwise, when you post classes, there will be no way for students to contact anyone if there are questions or concerns.
4. Once you have completed all of this, click SAVE CHANGES at the bottom right-hand corner. Once the profile updates, you will see the Manage My Profile page with a green bar across the top that says "your profile as been updated." If you have forgotten something, you will receive an ERROR message. Click on GO BACK and make your correction.
5. Once you have successfully updated your profile, go to the upper right-hand corner, under your login status and click on HOME on the gray bar. This will take you back to your instructor home page.

My Event Schedule

To get to your event schedule, you can click on the icon at the bottom that looks like a calendar or you can click on the Events that is listed on the gray bar below your login status.

This page/calendar shows your event enrollment as primary or assistant instructor.

From this view you can:

- View/Edit Previous Events
- View/Edit Events within the current month (this is the default view when you open this page)
- View/Edit Upcoming Events

To view/edit previous events, you will need to click on the previous month link , located to the left of the current month.

To view/edit upcoming events, you will click on the next month link just right of the current month. From these links you can navigate to and from the month(s) you are needing to view/edit.

To view/edit a event, you would click on the appropriate event. (Step-by-step directions to follow AFTER the how to schedule/create an event.)

To Schedule/Create an Event

To schedule/create an event by selecting a date from the calendar place the cursor toward the top of the date and when 'New Event' appears on the appropriate date, click on it.

1. Select date for Event by clicking on the calendar. Once selected, tentative event date will appear bold.
2. Select the 'START TIME' and "END TIME' for you event.
3. Click on 'Add Event date' (to create a multiple day event, repeat steps 1 through 3 for the other dates)
4. Select the 'Program' – in the majority of cases, you would choose hunter education.
5. Begin typing the name of the location where the event will be held, then select from the list. (if the location that you intend on using is not on the list, you will need to create a new location).
6. **Enter any 'Special Instructions' for the event that should be displayed** to the students on the public calendar. (ie- facility use fees, clarification of meeting place, etc.)
7. Options
 - Public events are displayed on the public calendar/Private events are not visible to students.
 - Visibility Window- this indicates the time period that the public will be able to see the event on the calendar.
 - Registration Window- this indicates the time period that the public will be able to register for the course. In most district people may register 30 days prior to the class and the class will closed 3 days before the first night of the class. This allows a window of time to contact students in the event of a class cancellation.
 - Cancellation Window- this indicates the time period a student may be able to log back on to the site and cancel their registration for the course.
 - To edit any of these 'windows', you click on the appropriate date range, then click 'From' or 'To' date field, and select a date from the calendar date picker that appears.
 - Notifications- to receive email notifications when a student registers for an event, click on disabled then select the button next to enabled.
8. Click CREATE EVENT (button at bottom of the page)

ONCE AN EVENT IS CREATED, IT MUST BE ACTIVATED BY THE ADMINISTRATOR BEFORE ANY OTHER ACTION CAN BE TAKEN, SUCH AS STUDENTS REGISTERING OR THE COURSE BEING VISABLE TO THE PUBLIC.

To Edit an Event/Event Roster Capabilities

To edit an event, you will need to click on the event link from your homepage (either on the gray bar below your login status or the little calendar icon at the bottom) and selected the event that you need to edit. This will open another page called EVENT ROSTER. The Event Roster page does not only allow you to edit an event, but much more.

On the same line as the Event Roster Heading, you will see an enrollment bar that shows how many students have signed up out of the number of available seats. If you continue going across the page on the same line you will see the following options:

Student View: you will be able to view the event as it is displayed to students on the public calendar. If the event has not be approved by the administrator, an error message will appear “Sorry, this event is currently unavailable for registration.”

CSV I PDF: This option allows instructors to download the roster as an Excel file (CSV) or as a PDF.

Normal I Extended: This feature allows you to print out your class roster either as Normal I Extended. This feature will be very useful to have to check off students. The Normal format is the easiest to read and will be the most useful of the two printing options.

On the left hand column you have basic event information.

- Under the Event Program, you will see an option to edit the event and to unscheduled in and remove. BEFORE EDITING OR REMOVING EVENTS, CONTACT YOUR ADMINISTRATOR FOR DIRECTIONS.
- The location is listed next, with a blue link to retrieve the location details.
- Other information listed is the instructors and schedule for the course.

On the right hand column you have the following capabilities:

ADD STUDENT: This gives the capability to add students for your course. When you click on the link, a new page will open and you can input student information. When you complete the student information, you must fill in all the areas with the red * (Name, Birthdate, Gender, Mailing Address, Phone, Number, and Ethnic Background). Since NCWRC does allow walk-ins, you will have to use this feature.

INVITE STUDENTS: The Invite link allows you to invite potential students to you class if you have their email contact.

ADD OR REMOVE INSTRUCTORS: This feature is where the primary instructor will add and edit all assistant instructors for the course. This is a feature that can only be used by the primary instructor. To add an instructor, you will click on instructors and you will see the current instructors listed for the course. Below the list of current instructors, you will see a drop down menu. The first menu will allow you to search for another instructor by a certain criteria- most common being NAME. In the second search bar is where you type in the instructor’s name. Only search by either first name or last name. Once you click the search button, you will click on the small box before the instructors name, scroll down to the drop down menu below that says Select Action. Choose Assign Instructors and click go. The window will refresh with that instructor being added to the current instructor list. Repeat steps if you need to add multiple instructors. From the Select Action drop down menu, you can also remove instructors and email instructors.

UPLOAD OR DELETE FILES: The link gives instructors the capability is where you can upload file for either private or public view. Private view is for your assistant instructor, public view is for the students.

RESULTS: This link will take you directly to the results portion of the program, to be utilized to input your results data from the course. See My Event Results portion of the training guide for details.

Program Locations

When you click on locations on the gray bar under your login status, a new page will open up. Once you select from the drop down menu what program you want to look for locations (ie- North Carolina Hunter Education), all the current active locations will appear across the state for Hunter Ed.

To create a location, click on the Create Location icon (blue globe with magnifying glass) on the right hand side. A new page will open and you will fill in all the information. You must make sure that all the fields with a red * are completed. Click submit at the bottom of the page.

You can also access this feature from the instructor homepage by clicking on the Program Locations icon (blue globe with magnifying glass) at the bottom of the page, in the center of the row of icons.

My Event Enrollments

To access this feature, you can click on the My Event Enrollments icon from the row of icons at the bottom of the instructor home page, or you can click on enrollments on the gray bar below your login status on the upper right hand side of the instructor home page.

This will open a page that list all your upcoming events and show a status bar with each event indicating the percentage of enrollments for that class. You can also VIEW I EDIT I DELETE a course from this feature. Please note that you cannot DELETE a class without approval from your administrator.

When you click on EDIT, it will take you to the Event Roster page. Refer to My Event Schedule section if you have any questions about the Event Roster Page.

My Event Results

To access this feature, you can click on the My Event Results icon (yellow notepad) from the row of icons at the bottom of the instructor home page, or you can click on results on the gray bar below your login status on the upper right hand side of the instructor home page. You can also access the results for a specific course from the Event Roster page. Enter Results is an option in the right hand column. If you access the results from the Event Roster page, go directly to step one.

ONLY THE PRIMARY INSTRUCTOR CAN SUBMIT RESULTS FOR AN EVENT.

A list of all your events will appear. Click on the event that you would like to submit results to. A new page will open, displaying the event id, name, location, and date/time information. Once making sure this is the correct event that you want to submit results for, you may begin entering your results. You can also get to the results section from the Event Roster page using the Results link found in the right-hand column.

1. Find the FORMS section on the page. Click on the Event Info. You must complete the fields with the red *. Certification Date should come up automatically and should be the last day of

the event. Click Save Report. Click Save and Next. This will take you automatically to the next form, Instructor Info.

2. On the Instructor Info page, each instructor is listed. ONLY put your time in for you! Each individual instructor will need to sign-in to Event Manger with his/her unique login and enter his/her time.

If you have not added all the instructors, you will need to go back to events, choose the event, and add your instructors from the Event Roster Page. Once you have all your instructors listed, you can begin to input the data.

You must put a numeric value in each field, even if it is a zero. You may use 0.5 as long as the whole number value is 1 or greater. Example- 1.5 will be accepted for 1 hour and 30 minutes, but 0.5 will not be accepted for 30 minutes.

Click Save and Next. This will take you automatically to Student Results.

3. On the Student Results page you will be able to input the student grade and an option to put in notes. Out from each student's name you also have the option to Edit Student (which would be student information) or Remove Student (in the event that a student was a no show). Click Save when you have completed putting in all the students results.

FOR BASIC HUNTER ED, BOATER ED, IBEP- TODAY'S BOWHUNTING COURSES: cards will be sent out from the Raleigh office approximately 7-10 days after the course paperwork has been processed.

FOR ALL OTHER ADVANCED COURSES: please put in the certification number that you assign the student in the notes section, for example cert# 1234

4. After saving the Student Results, you will click Review and Submit. This page allows you to check the Event Info, Instructor Info and Student Results one last time. At the end of the page you will be able to submit results to your assigned administrator by selecting his/her name from the drop down list. Click Submit Results.

If you are unable to submit results, check under the forms column and ensure that all the forms have been changes from blue links to green. If there is a link that is still blue, there is something missing on that form. Complete the form and re-submit.

Once your administrator has approved your event results, the status will change to Approved.

NOTE that the results cannot be submitted until all instructors have submitted their time under Instructor Info. It is essential that the primary instructor communicates with his/her teaching team to get their time in as soon as possible so the paperwork can be processed and participants receive their cards in a timely fashion.

Edit/Move/Remove/Sent Email/Print Cards for a Student

Click on enrollments (or My Event Enrollments icon). Find the event that the student is registered for and click on that event. You will be taken to the Event Roster page.

You can edit the student's information by clicking on edit before the student's name.

You can Move to New Event, Remove from Event, Send Email, or Download Certificates by checking the box by the students names in the list, then using the drop down menu titled 'with selected students:'

Move to New Event: When you select this action, a new window will open and you will have to select a new event to move the student to. You then will be able to send an email with details about the move to the student. This feature should be used very little , if at all. The feature would

be helpful if you had to cancel a class due to weather and rescheduled another class. Click send message when you complete the page.

Remove from Event: When you select this action, a new window will open and you will have to option to cancel or Yes, Remove Students. Once you remove students, you will lose that student information and will not be able to retrieve it.

Send Email: This action is very useful to contact students prior to the class. You can send a reminder to the students about the class, any slight changes, or requesting a confirmation of their attendance to the class. This action will be very useful.

Download Certificates: This action is where you can download temporary HUNTER EDUCATION certification cards (remember the advanced courses will continue to use the old cards, making note of the certification number in the notes option when you put the students' final grade in).

Things to Remember:

- If it has a red * that field must be completed.
- The fields on instructor data in the results section, must have some type of numeric value, even if its zero or you will have errors.
- If you skip from one section to another without saving, you will have to input the information again.
- When you create an event, it must be first approved by your administrator before you can begin to manually register students.
- Instructor may not DELETE or CANCEL an event without the administrator's approval.
- Only the primary instructor can complete the results section, register students, and manage instructors.
- All data submitted after Monday night at midnight will not be processed until the following Monday. All data held for the week at the Kalkomey server is dump into the agency server Monday nights at midnight. Tuesday the paperwork is processed and cards are printed to be mailed out on Wednesday morning.

FIREARMS & EQUIPMENT

Use of Firearms

Care of Equipment

Scheduling, Receiving and Return of Equipment

Equipment Needs and Repairs

USE OF FIREARMS

- At no time will any live ammunition or firearms (including muzzleloading firearms) will be allowed into the classroom. All classes should be advised of this policy . Proper signage can be obtained from Hunter Education Specialist of the Raleigh Office.
- All firearms shall be handled as if they were loaded and should be pointed in a safe direction at all times.
- Only NCWRC approved classroom firearms will be allowed in the classroom
- All range firearms must be NCWRC approved.
- All firearms shall be cased and unloaded while being transported.
- All firearm actions shall remain open while not in use by the instructor.

CARE OF EQUIPMENT

- All NCWRC equipment utilized by the instructor shall be used in a professional manner, and in the manner in which it was designed to be used.
- No NCWRC equipment shall be used for personal use by any instructor.
- All NCWRC equipment shall be promptly returned to the Hunter Education Coordinator or Wildlife Officer in good working condition. Instructors should immediately notify the Hunter Education Coordinator if any equipment is not properly functioning.
- All firearms shall be wiped down with a lightly oiled cloth and stored in its assigned case.
- All equipment shall be checked prior to storing in transportation cases for any malfunctions.

SCHEDULING, RECEIVING AND RETURN OF EQUIPMENT

- During certain times of the year, equipment needs may exceed equipment inventory. Therefore, scheduling your equipment needs in advance will be necessary to guarantee your requests.
- Equipment needs can be requested either by written or oral communications.
- Equipment needs will be filled on a first request, first serve basis.
- Arrangements for equipment returns should be made at the time of delivery. If the conditions of return cannot be met for any reason, it shall be the instructors responsibility to contact the Hunter Education Coordinator prior to the arranged pick-up date to re-schedule.
- Arrangements for return should be as close to the end of the class as possible, **but should never exceed 5 working days.**

EQUIPMENT NEEDS AND REPAIRS

- The instructor shall make written or verbal notification if any assigned equipment is missing or damaged immediately to the Hunter Education Coordinator or upon returning the equipment. This shall include firearms, videos, slides, visual aid equipment or any other equipment or supplies loaned or assigned.
- If special equipment needs are requested, special consideration will be given to these requests and, if possible, the equipment will be secured and delivered.
- Volunteer instructors shall not be held liable for any equipment repairs unless gross negligence is evident. If gross negligence is evident, then a written statement may be required and reimbursement may be assessed.
 - Gross negligence of equipment may result in instructor certification revocation.

INSTRUCTOR IN-SERVICE

SECTION HE7

Instructor In-service Opportunities

Incentive Awards

INSTRUCTOR IN-SERVICE OPPORTUNITIES

All active volunteer instructors will have the opportunity to participate instructor in-service training.

ZONE LEVEL

Hunter Education Coordinators will hold two, one day, in-service trainings for their respective zones per year. This training will be a meet-and-greet that will include program updates and possible training/activity. These in-service opportunities will be held in May/June and November/December of each year, unless otherwise approved by the State Administrator.

Hunter Education Coordinators will be able to provide a meal at one of the meet-and-greets at a cost of \$11.30 per attendee.

The other meet and greet will provide refreshments at a cost of \$5.00 per attendee.

Hunter Education Coordinators will decide which meet-and-greet will provide a full meal. The receipt for the meal or refreshments will require the agenda and list of attendees to be processed.

STATE LEVEL

A state-wide, in-service and advanced instructor workshop will be held each August. The location of the workshop will rotate each year from one region (mountain, piedmont, coast) to another. Sessions will be offered Friday afternoon, Saturday morning, Saturday afternoon, and Sunday morning. Group session with keynote speaker will be held Friday evening after supper, and an organized social activity will take place on Saturday evening after supper. This event will be planned and coordinated by the hosting region Hunter Education Coordinators and the State Administrator..

INCENTIVE AWARDS (Effective January 2020)

Incentive awards and orders will be determined by the State Administrator by using the Event Manager Database for the award year. Award year will be based on the fiscal year (July 1, XXXX to June 30, XXXX).

All incentive awards should be awarded to recipients at the annual Advanced Instructor Workshop if they are in attendance. Those not in attendance will receive their incentives by mail no later than the December following the workshop in August.

Award Levels:

- **Active Instructor:**
Each year any active volunteer instructor will receive an incentive pocketknife for any number of hours that are recorded in hunter education for the award year.

Any current volunteer instructor that exceeds either 50 hours or 100 hours of service during the award year will receive an additional incentive award. Awards for 50 hours and 100 hours of service will change on an annual basis and will only be awarded if funds are available.

- **Instructor of the Year- Zone Level**
An Instructor of the Year will be recognized annually in each zone for his/her work during the award year. Nominations will be collected by application. An appointed panel will select the “Instructor of the Year” within their zone.

Nominations Applications will be sent to staff and volunteers May 1st. All nominations must be submitted to the State Administrator by the close of business May 31st.

Nominations will be sorted and sent out to their respective zones for selection by the Hunter Education Coordinator and Law Enforcement staff. Selection of the Zone Instructor of the Year must be completed and submitted to the State Administrator no later than June 30th.

Instructor of the Year Criteria includes:

- What is most valuable contribution the nominee has made to Hunter Education in the past year?
- What significant contribution(s) or innovations (ideas, teaching techniques, training aids, etc.) has the nominee made inside the classroom that would benefit other instructors/states in the past year?
- List any work nominee has done outside of the classroom with state or local governments, agencies, partners or IHEA-USA to promote and encourage Hunter Education, the mission of the agency and/or IHEA-USA in the past year.

Other conservation partners and organizations select an “Instructor of the Year” annually. Any input or recommendations for this award can be made to the State Coordinators. These opportunities should be actively pursued when appropriate.

- **Instructor of the Year- State Level**
The State Instructor of the Year will be chosen from the six Zone Instructor of the Year recipients. An appointed panel will select the “State Instructor of the Year” based on the applications received for the Zone Instructor of the Year.

The State Instructor of the Year will then be submitted to an appointed panel to be reviewed and to select one instructor for nomination to the IHEA-USA instructor of the year.

- **Hall of Fame Award**
The Hall of Fame Award honors volunteer hunter education instructors, either active, retired or deceased who exhibits(ed) outstanding traits or provided services above and/or beyond the call of duty and exceeds the general efforts that helped to improve the Hunter Education movement in their respective zone and/or North Carolina Wildlife Resources Commission.

This award recognizes Hunter Education volunteers for their efforts supporting Hunter Education over the course of their lives. Individuals can only receive this award once. This award may be given up to six individuals per year (one from each zone) or may not be awarded at all based on the number of candidates that meet the criteria.

Criteria for the Hall of Fame Awards is as follows:

- Standing reputation in his/her community.

- Have minimum of 15 years of active service in the Hunter Education Program, and/or given 750+ hours of service since 2011.
- Have documentation of above and beyond service for the North Carolina Hunter Education Program.

COURSE REQUIREMENTS

N.C. Administrative Code 15a 10k .0101.

Course Offering Cycle

Class Size

Class Sequence

Pre-registration

Canceling Classes

Student Information

Persons with Disabilities

COURSE REQUIREMENTS (NORTH CAROLINA ADMINISTRATIVE CODE)

The North Carolina Administrative Code T15A: 10K .0101 provides for the following:

- a) The Commission shall provide a hunter education instructor-led course with a minimum of six hours of instruction or a Commission-approved self-paced, independent study option that instructs on the topics identified in Paragraph (b) of this Rule. Information on instructor-led courses and registration for the self-paced study option is at <http://www.ncwildlife.org/Hunting/BeforetheHunt/HunterEducationCourses.aspx>. Both the instructor-led and self-paced study option shall meet the standards adopted by the International Hunter Education Association, including all subsequent amendments, found at <http://ihea-usa.org/hunting-and-shooting/hunter-education/ihea-standards>.
- b) Of the instruction required by Paragraph (a) of this Rule, 60 percent of the time shall be devoted to instruction related to the safe handling of firearms. The remaining course time shall include instruction on hunter responsibility (ethics), wildlife conservation, and wildlife management; and may include wildlife identification, game care, specialty hunting, survival and first aid, water safety, and special concerns (alcohol and drugs, turkey hunting, trapping, all-terrain vehicles, and hunting dogs)
- c) The hunter education course shall be administered by an instructor certified by the NCWRC.
- d) The following requirements must be satisfied by the course participant in order to successfully complete a hunter education course and be entitled to the issuance of a Certificate of Competency:
 - 1. Complete all 6 hours of the instruction.
 - 2. Score a minimum of 70 percent on the final examination.
 - 3. Review safe firearm handling skills, except current and former military personnel, current and former law enforcement officers, and National Rifle Association certified firearms instructors are exempt from this requirement. Exempt individuals must show current documentation of their exempt status.

Any student who either intentionally or unintentionally points a firearm at another or himself shall fail the course and must re-enroll at a later date.

Longer classes are allowed if advertised. A six-hour course must be available to fulfill District Requirements from Raleigh Office.

COURSE OFFERING CYCLE

A minimum number of public courses based on need and participation. Below is a baseline requirement for the course offerings.

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1/Area	1/Area	1/Area	1/Area	Opt	Opt	Opt	1/Cty	1/Cty	1/Cty	1/Cty	1/Area

All courses will be scheduled in six-month cycles. This scheduling cycle will be the responsibility of the Hunter Education Coordinators. The Hunter Education Coordinators will:

- 1. Reach out to volunteer instructors to fill public courses.
- 2. Once volunteer instructor resources are exhausted, the Hunter Education Coordinator will work with LE staff to fill the gaps in the schedule with officer courses.

The Fall Schedule will run from August until December.

- Request to volunteers should be made no later than June 1st.
- Any courses that have not been scheduled by volunteers by June 15th should be sent to Law Enforcement to fill.
- Fall Schedule should be completed and active on Event Manager by July 1st.

The Winter Schedule will run from January to April.

- Request to volunteers should be made no later than November 1st.
- Any courses that have not been scheduled by volunteers by November 15th should be sent to Law Enforcement to fill.
- Fall Schedule should be completed and active on Event Manager by December 1st.

CLASS SIZE

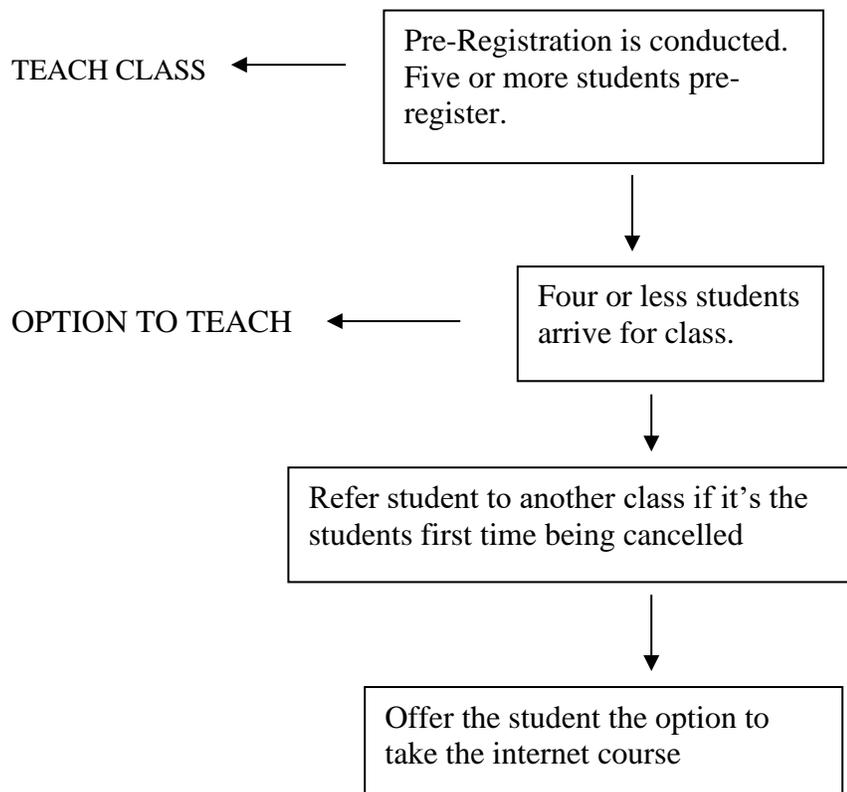
- Maximum Class Size

The number of students which may attend a hunter education class is dependent on many factors including, but not limited to, space, number of instructors instructing and other various factors. Ultimately, it will be the decision of the lead instructor whether to restrict the size of any class. Do not exceed the fire code or building code capacity of the facility.

- Minimum Class Size

Minimum class size is five students. An instructor may hold a class for less than five students if they choose to but are under no obligation to do so. If less than five students show up for a class, they should be directed to another scheduled class or offered the home study course through the Hunter Education Specialist as options. Please refer to the following diagram which depicts the proper sequence that the instructor should follow.

CLASS SEQUENCE



PRE-REGISTRATION

Pre-registration of students should be conducted for all classes that are open to the public. An adequate time period should be allowed between the final pre-registration date and the beginning of class to allow for the contacting of students in the event that a class is cancelled due to lack of interest.

CANCELLING CLASSES

Classes may be cancelled due to lack of interest or other reasons (such as weather). As a general rule, the canceling of classes should be held to a minimum. If an instructor becomes ill, has a family or personal matter to attend to, or otherwise is unable to instruct, all efforts should be made to locate a substitute instructor to teach the class. The Hunter Education Coordinator will be the primary point of contact when arranging for a substitute instructor.

Once a course is advertised to the public no changes to course length, location, date or time should be made except for emergency situations.

When a class is cancelled, all persons who have pre-registered for the class should be contacted. In the event that they cannot all be contacted, the instructor or another qualified person should be present at the date, time and location of the start of the scheduled class. That person should notify the persons who have arrived for class that the class has been cancelled. If possible, the class sequence (previous page) should be followed.

STUDENT INFORMATION

Foreign language professionals must be provided for non-English speaking students upon request. These professionals are required to be certified by the state of North Carolina and in most cases can be located through Department Health and Human Services. Most counties have them on contract due to needs of the legal system. Make sure that participants understand that it may take four to six weeks to schedule an interpreter.

Any participants that are found to be cheating on the written test may not be allowed to complete the class and will have to retake the class at another time.

PERSONS WITH DISABILITIES

- The N.C. Hunter Education Program is required to be accessible all people, including those with disabilities. Any reasonable requests for accommodations should met.
- In addition to complying with the ADA, people with disabilities must not be denied the opportunity to participate in or benefit from the Hunter Education Program.
- The location of facilities shall not have the effect of excluding persons with disabilities from, deny them the benefits of, or otherwise subject them to discrimination under the Hunter Education Program.
- Hunter Education Program services must be provided to handicapped or disabled persons in an integrated setting. This means, whenever possible programs should be available to

persons with disabilities in the same settings under similar circumstances as are available to persons who are not disabled.

- The exam will be administered orally to any student that makes the request.
- Sign language professionals must be provided to students/participants who request this modification. These professionals are required to be certified by the state of North Carolina and in most cases can be located through Department Health and Human Services. Most counties have them on contract due to needs of the legal system. Make sure that participants understand the it may take four to six weeks to schedule an interpreter.

ONLINE HUNTER EDUCATION CERTIFICATION COURSE

SECTION HE9

Online course option - Hunter Education Certification Course

Online Course Option - Hunter Education Certification Course

To utilize the online course option the student must complete a NCWRC approved internet hunter education certification course and provide a field day qualifier certificate to be eligible to participate in an internet field day.

The field day exercise is to consist of the standard hunter education test, a demonstration of firearm handling skills, and a review of the Regulations Digest.

The appropriate data will be entered into the Event Manager system.

Internet field days will offerings

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1/Dist	1/Plat	1/Plat	1/Plat	1/Zone	1/Zone	1/Zone	1/Area	1/Area	1/Area	1/Dist	1/Dist

These offerings are a minimum and any additional field days may be offered at any location upon Hunter Education Coordinator approval.

Volunteers that wish to hold an internet field day must assist with a field day before holding an event on their own.

Field Day Procedure

- There will be no private field days.
- Field days will not be provided at traditional hunter education courses. Field days may be schedule before or after a traditional course has begun or completed, but not in conjunction with.
- Field days will require a minimum of two instructors, unless otherwise approved.

Procedure:

1. Contact HEC to set up field day. Field day will require 2-3 hours.
2. Day of the field day, participants will have to present a voucher to be able to participate. Participants may use a smart device as long his/her information can be read clearly.
3. Participants will check-in as they arrive. When each participant presents their voucher, he/she will also need to present some form of identification. If it is a minor, parent or guardian must show his/her id.
4. After participants are checked in, begin the field day. Introduce yourself and explain that the field day will consist of the state certification exam and review of regulations. Instructors may also take questions to clarify any information the students encountered during the online portion. **THIS IS NOT A TIME TO TEACH THE TEST OR TO REVIEW THE ACTUAL TEST.** Remind participants that they will receive their cards in the mail in 7-10 days.
5. Once the field day is completed, it is essential to submit the results in Event Manager to ensure that participants receive their cards as soon as possible, and within the 3-4 day window.

Other things to consider/remember:

- Needed materials: set of training firearms, tests, answer sheets, regulation digests
- Keep tests and vouchers together, to be sent or picked up by HEC.
- Passing grade for exam is a 70 or higher.

BOWHUNTING EDUCATION (IBEP)- Advanced Certification

SECTION HE10

Additional Instructor Requirements

Course Requirements

Course Content

ADDITIONAL INSTRUCTOR REQUIREMENTS

Hunter Education Volunteer Instructors may instruct the Bowhunter Education Course (IBEP) if they meet the following requirements:

1. Retain an active instructor status in the Hunter Education Program.
2. Successfully pass the Bowhunter Education Course as a student or can present a Bowhunter Education Certificate.
3. Assist with instruction for a minimum of two Bowhunter Education Courses with another certified instructor.

COURSE REQUIREMENTS

It is the expectation that all Hunter Education Program adhere to the same standards and requirements.

The Bowhunter Education Course will be expected to meet the course requirements found in the Hunter Education Program Procedure Manual. Requirements include:

- Class Size Section HE8
- Class Sequence Section HE8
- Pre-registration Section HE8
- Canceling Classes Section HE8
- Student Information Section HE8
- Persons with Disabilities Section HE8

Course Offering Cycle for Bowhunter Education

Required public course offerings:

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
						1/Zone	1/Zone	1/Zone			

There is a required FOUR Bowhunter Education courses offered each year. The fourth course will be scheduled for one of the other months at the discretion of the Hunter Education Coordinator.

Additional public course offerings may be scheduled if a need is identified.

Private courses may also be scheduled for conservation partners and collegiate courses.

COURSE CONTENT

The I.B.E.P. course consists of several areas of instruction related to hunting and archery. A large part of the course involves ethics and hunter responsibility, stressing the role hunting plays in wildlife conservation and the role bowhunting serves in that capacity. Treestand safety is also a vital part of the course. Injuries involving improper handling of broadheads are the leading cause of injury among bowhunters, but the leading cause of death among all hunters in North Carolina is falling from treestands. By teaching the basics of treestand safety and the importance of wearing a full body harness, the I.B.E.P. course is doing its part to get information to the public.

The main part of the course involves archery equipment, practices and game care. These goals are achieved through a combination of range time where individuals can shoot the various types of bows, through in-depth classroom instruction and demonstrations on the types of equipment, how each works as well as care of equipment. Finally, during the game care portion of the class, a hunter's tracking skills are tested by following a mock blood trail.

IHEA-USA Approved Standards

Reasons and Justification for Bow Hunting

The purpose of Bow Hunter Education is to train safe, responsible and law abiding bow hunters. Bow Hunter Education is important because it:

- Decreases archery and bow hunting incidents.
- Promotes responsible bow hunter behavior, including compliance with bow hunting laws and regulations.
- Helps students identify specialized equipment, considerations and techniques to become effective and responsible bow hunters.
- Helps bow hunters recognize their limitations with bow hunting equipment and identify ways to improve their bow shooting skills such as continual practice.
- Recognizes that before bow hunter education, formal opportunities to learn special knowledge and skills required for bow hunting are limited.

Three (3) ways bow hunting differs from hunting with a firearm:

- Source of power is from bending the limbs of the bow, rather than from gunpowder.
- Bow hunters must typically get closer to the game.
- Bow hunting relies on cutting and bleeding to produce humane kills, rather than shock.

Motivations to bow hunt include:

- Added challenge.
- Extended seasons.
- Gain access to more properties.
- Getting outdoors at different times of the year.
- Comradery with bow hunting family and friends

Fish and wildlife are public resources and every citizen has the opportunity to pursue them within legal limits. Wildlife populations are sustained and scientifically managed by professionals in government agencies.

Wildlife management is funded largely by users who directly benefit from the resource. Two primary funding sources for wildlife management are:

- Excise taxes on hunting equipment and ammunition from 1937 Federal Aid in Wildlife Restoration Act.
- Revenue from state natural resource agencies, including hunting license fees.

Basic Equipment

Three (3) type of bows used for bow hunting include:

- Longbow
- Recurve
- Compound
- Other bows may include crossbows and others (please check state/provincial regulations for definition of ‘archery equipment’ allowed within the jurisdiction). Crossbow standards and other methods are generally addressed in other hunter education programs and materials, as well as by the IHEA-USA in partnership with specific organizations formed to support such methods.

Bows use the bow hunter’s body as a drawing/cocking and shooting platform.

- Longbows and recurves have a pair of simple limbs connected by a string and the force required to pull the string increases with the distance pulled.
- Compound bows have eccentric wheels and/or cams connected to limbs, cables, and string that provide a reduction in force required to hold string at full draw.
- All bows have limbs, strings, grip area, handle/riser area, and sight area.
- Longbows and recurve bows are generally made of wood. Many times recurve limbs will be of a fiberglass/wood composite. Recurve handles may also be metal. Compound bows usually have handles/stocks made of metal and limbs made of carbon/polymer composite materials.

All finished arrows have 4 distinct parts:

- Shaft
- Fletching
- Nock
- Point The length, flexibility (spine), and physical weight of a finished arrow is matched both to the shooter and the bow being shot.
- Shafts - may be wood, tubular aluminum, tubular carbon fiber, tubular fiberglass, solid fiberglass, or a combination of aluminum and carbon fiber.
- Fletching - may be made of plastic or feathers and is attached to the opposite end of the arrow from the point.
- Nock: the part of the arrow which attaches to the bow string. This point on the bowstring is called the nocking point. An arrow nock is most commonly made of plastic. A consistent nocking point aids in shooting accuracy.
- Arrow Points - are designed for functions such as target practice, games and small and big game hunting. It is critical that for hunting, the practice points and hunting tips are of the same grain weight.
 - Practice Points: Bullet shape or field tip shape points are designed to shoot into most back stops made of foam or other synthetic type materials. Practice points are economical to shoot for frequent practice.
 - Small Game/Fish Points: Used for small game or when field shooting (roving) such as wire protrusion, blunt tips and/or bow fishing points.
 - Broadheads: Used for hunting big game. All broadheads must be kept razor sharp and handled with extreme care due to their potential cutting ability. There are 3 (three) types:
 - Fixed Blades have maximum cutting efficiency with lower draw weight bows. Blade is not removable.
 - Removable Blades are designed with grooves on the center portion of the head (ferrule) which hold the blades in place. Blades may be replaced if damaged without discarding entire broadhead.
 - Mechanical or Expandable Blades have blades retracted close to the ferrule and therefore a lower profile in flight. Blades open upon impact to expose cutting areas. These types of broadheads are only recommended for bows having a draw weight of 50 pounds+ due to the energy required to expose the blades upon impact.

For maximum performance, accuracy and safety:

- A bow is matched to a bow hunter's size, strength, shooting style, and game hunted.

- Arrows are matched to the bow being shot, the archer shooting, and the game being hunted.
- All arrows must match each other.

There are many archery accessories available:

- Bow Sight: Improves accuracy of shot placement.
- Arrow Quiver: Allows safe transport of arrows when hunting by covering sharp broadhead points. Most common quivers attach/detach easily to/from bow.
- Finger and Arm Protection: Shooting tabs or mechanical string releases help protect fingers when shooting higher poundage bows. Mechanical releases result in a higher degree of accuracy as string is released precisely in the same manner each time drawn. Arm protection helps improve accuracy by keeping clothing contained and may also help prevent injury to the archer's arm when the string is released and archer is not using proper form.

Safe Handling of Bows and Arrows

The number one cause of major injury or death while bow hunting is falling from elevated stands (see Tree Stand Safety).

- Hunting from or hauling equipment while on the stand
- Climbing up to and down from stand.

Falls may also be caused by equipment damage due to:

- Weathering or stress.
- Insufficient familiarity with the equipment.
- Weather.

Injuries can occur when using a crossbow if the thumb and fingers are in the path of the string.

Other bow hunting injuries include:

- Bleeding Injuries – prevented by the proper use of hard, plastic quivers, broadhead wrenches, and cautious and careful use of knives.
- Dry firing bow – allowing the string to go when at full draw on a bow without an arrow (while on range, in a bow retail store or anytime “trying out” a bow).

Inspect bows and arrows prior to and immediately after shooting exercises. Things to look for include:

- Cracks, bends, loosening of bolts, nuts and accessories on bows.
- Cracks, splinters and bends (aluminum) in arrows.
- Frayed strings, strings and cables too close to vanes/feathers on arrow on rest.
- Loose or damaged fletching on arrows.
- Nonfunctioning rests, quiver inserts, cams/wheels.
- Dull or damaged broadheads/points.

Sturdy bow cases are a must for safe transport of bows in vehicles, on planes, ATV/UHVs, and in boats.

In many jurisdictions, it is required to have bow cased while in an ATV/UHV and/or vehicle.

Proper storage of broadheads is in a protective quiver and bows away from heat or anything that can damage or bump cables and strings, sights and rests.

Treestand and Outdoor Safety

The number one cause of injury or death when using elevated stands is falls. Falls from elevated stands are caused by:

- Errors in the placement and use of equipment.
- Errors made while climbing into or out of the stand.

Falls may also be caused by equipment damage due to:

- Weathering or stress.
- Insufficient familiarity with the equipment

Always use caution when off the ground Stay attached with a full body harness/fall arrest system (FBH/FAS) whenever off the ground. A full body fall arrest system should include a FBH with a tether strap and lineman's belt and a suspension relief system. Users should:

- Follow the manufacturer's instructions.
- Practice at ground level before climbing.
- Inspect the stand and accessories before each use.
- Use three points of contact when climbing.
- Use a haul line to pull up bows or other equipment

A properly used full body harness/fall arrest system (FBH/FAS):

- Prevents the wearer from falling to the ground.
- Includes shock absorbing feature built into the tether.
- Includes suspension relief to avoid suspension trauma.
- Allows the wearer to re-enter the tree stand. Some systems allow a safe and gradual descent to the ground in the event that it is not possible to re-enter the stand.

If you were to fall, you should:

- Do not panic—the full body harness/fall arrest system (FBH/FAS) will hold you.
- Take action to avoid suspension trauma immediately. If a hunter cannot quickly get back on the platform or the ground, the FBH/FAS should have a suspension relief strap. Step into the loop and stand up to relieve pressure caused by the leg straps. If a suspension relief strap is not available, try to keep legs moving.
- Signal/Call for help.
- Formulate a plan and get back on the platform as quickly as possible.

All hunters should also practice good outdoor safety, including carrying a survival kit. Every survival kit should include:

- Fire building device.
- Method of procuring safe water for drinking.
- Personal first aid kit.
- Signaling device, material for shelter construction.
- Map & compass.
- Emergency food.
- Additional Items will vary based on hunting conditions and personal preferences

During an emergency situation a hunter should remember and follow the STOP principle:

- Stop—remain calm and analyze situation.
- Think—what should be done now?

- Observe—survey terrain and look for familiar land marks.
- Plan— what’s the next best course of action?

A hunter should prepare and follow a hunting trip plan in case of becoming:

- Lost.
- Sick.
- Injured.

A hunter should leave the hunting trip plan with a friend or family member so that searchers will know where to find the hunter.

Preparation is important for reducing the likelihood of serious emergencies while hunting. Staying in shape can prevent exhaustion and heart attacks. Carrying medication for known medical conditions allows immediate treatment in the field. Proper clothing and a survival kit can be used to reduce the effects of harsh weather conditions.

Hypothermia is a decrease in the body’s core temperature caused by cold, wind and wet conditions. Signs and symptoms of hypothermia are:

- Mild hypothermia: uncontrollable shivering.
- More severe hypothermia: confusion and lack of judgment.

To treat hypothermia: remove the victim from cold, windy and wet conditions and:

- Re-warm gradually.
- Get medical help if severe.

Heat exhaustion is caused by:

- Excessive heat.
- Dehydration.

Signs and symptoms of heat exhaustion include:

- Cool, clammy, pale skin.
- Dry mouth.
- Fatigue.
- Weakness.
- Dizziness.
- Headache.
- Nausea.

To treat heat exhaustion:

- Move victim to a cool or shady place.
- Provide water or sports drinks.
- Keep victim inactive.
- Seek medical attention if severe.

Bow Hunting Regulations and Basic Responsibilities

Hunting laws and regulations have been enacted to:

- Protect people and property.
- Protect wildlife populations.
- Ensure fair chase.

- Ensure fair distribution of game.
- Conservation of resources. Examples of resources include:
- Official state/provincial hunting publications
- State/provincial wildlife agency websites
- Hunting access guides or booklets
- Mapping and related software/apps
- Contacts with agency personnel (e.g. wardens)

Agency/landowner considerations (examples):

- Archery rules.
- Practice areas/hunting locations.
- What to do if game travels far/across fence lines.
- What to do with entrails upon proper field dressing.
- More restrictive bag limits that may apply.

A bow hunter has responsibilities to:

- People: self, other hunters, future hunters, landowners, non-hunters, etc.
- Wildlife and the Environment: game hunted, nongame, habitat.

A responsible bow hunter:

- Respects wildlife and the environment.
- Respects landowners and property.
- Shows consideration for non-hunters.
- Hunts safely.
- Knows and obeys hunting laws.
- Supports wildlife conservation.
- Hunts using fair chase methods.
- Becomes knowledgeable about wildlife.
- Hunts only with ethical hunters.

A responsible bow hunter will:

- Display game in a respectful and responsible manner.
- Be aware of how your clothing may impact other people in public places.
- Present a professional image when talking to others about hunting.
- Avoid alcohol and drugs before or during a hunt.
- Be aware of how photos may impact others.
- Harvest only as much game as can be used or shared.

Taking a Good Shot

Responsible and Ethical harvesting of game begins with taking a good shot.

- Select the correct arrow for the bow. Choose the correct arrow spine, weight and length.
- Match the equipment to the individual based on capability and comfort.
- Select the correct broadhead / game-point for game hunted.
- Draw Weight: Select a draw weight that is both comfortable and effective for the game animal being hunted.

- Draw Length: The correct draw length will enable the archer to have correct form, improving accuracy and consistency. To properly adjust draw length, take equipment to a professional archery shop.
- Bow sighting and arrow trajectory make accurate distance estimation a very critical element for accurate shooting (Distance judging becomes more critical at longer ranges).
- Mark the ground in 10 yard increments out to at least 40 or 50 yards and memorize how objects look at these distances.
- Effective range is the maximum shooting distance that a hunter can consistently and comfortably group arrows within a predetermined space.
- Quartering away, broadside, quartering toward, headon, rear end.
- As the angle becomes more severe, the clear path to the vital area becomes smaller because it is shielded by shoulder bones and spine from above and the sternum from below.
- Horizontal distance is what the arrow will travel through its trajectory without any vertical component. However, since gravity pulls an arrow down, it is the horizontal distance an arrow travels, not the actual distance to the uphill or downhill target, that effects arrow trajectory.

Vital organs include the heart, lungs and major arteries. The vital zone will vary depending on specific animals hunted and the shot angle. Using a 3-D model or other visual depiction, pinpoint the exact spot within the vital zone that gives the best chance for a double-lung hit. Vary the shot angle of the animal to change the size of the vital organs exposed to the hunter's shot position.

Keeping the wind in a direction that does not directly blow towards game or the direction the hunter is traveling. Four (4) methods of bow hunting include:

- Spot and stalk.
- Still hunting.
- Elevated stands.
- Ground blinds.

Proper clothing plays an important role in taking a good shot:

- Base layers include insulation, outer shell, and waterproof layer.
- Materials should be quiet.
- Colors should be neutral and match the surrounding environment.

A responsible and ethical bow hunter should never:

- Do NOT attach decoys to the hunter or hunting equipment.
- Do NOT hunt within close proximity to life-like decoys.

Game Recovery and Care

Hunters use harvested game to provide meat for the table Game meat should never be wasted. Big game must generally be tagged immediately. Removing internal organs of all harvested game animals by field dressing should be done as soon as possible after the kill to delay meat spoilage. Heat, dirt and moisture can spoil meat. Latex/rubber gloves protect hunters from wildlife diseases and various parasites while processing game and provide ease for cleanup afterwards.

Recovery Techniques for Game:

- Wait for a period of time before trailing game Normally this time period is at least 1 hour but depends on where animal was hit; could be min 3 to 8 hours if hit in abdomen.

- Make a practice of carefully observing every movement of a game animal after you shoot it.
- Once at the site look for signs:
 - Bright red or dark blood on the ground or vegetation.
 - Broken twigs or branches, or scattered leaves.
 - A “dew” line if early in the morning.
 - Tracks and spoor.
 - Hair, meat or bone fragments.
- Downhill trails, especially towards water.
- When a downed animal is found, approach the animal carefully from above and behind the head.
- Check the animal’s eyes. The eyes of a dead animal are normally open.
- If the animal is still alive it should be finished with a well-placed lethal shot.
- Once the animal is dead, follow the state’s regulations for reporting or recording a kill. You may be required to immediately sign, date and affix a tag to the animal.
- Comply with all tagging and “evidence of sex” requirements.
- Begin field dressing demonstrating safe knife handling.

TRAPPER EDUCATION- Advanced Certification

Instructor Requirements and Expectations

Course Requirements

Course Content

Demonstration Volunteers

TRAPPER EDUCATION INSTRUCTOR REQUIREMENTS AND EXPECTATIONS

Instructor Requirements

The North Carolina Wildlife Resources Commission requires that to be eligible for Trapper Education Instructor certification an individual must:

1. Be 21 years of age upon application.
2. Be a graduate of a basic Trapper Education Course approved by the NCWRC, which includes the in-person class and the on-line North American Trapper Education course (<http://conservationlearning.org/>).
3. Complete the North Carolina Trapper Education Instructors Application.
4. Successfully complete the on-line instructor module, followed by a scheduled meeting with the Education Outreach Manager or a Hunter Education Coordinator to review program procedures and policies.
5. Submit to a background investigation including a record check which reveals no disqualifying convictions. Disqualifying convictions are listed as follows:
 - a. A felony.
 - b. A crime or unlawful act defined as a “Class 1” misdemeanor within the five-year period prior to the date of application; or
 - c. Any conviction of the game and fish law which would require a mandatory suspension and or revocation of a license as indicated in G.S. 113-276.3 within the three-year period prior to the date of application.

Selection of Instructors and the Appeal Process

Recruitment and selection of volunteer instructors is done at the discretion of the Hunter Education Staff to select those persons that they feel are most qualified and possess the necessary skills to become effective instructors. Recommendations for volunteer instructors can also be made by the NCWRC Surveys and Research Biologist and members of the NC Trappers Association.

Any appeal concerning a failure to be selected should be made to the State Hunter Education Coordinator(s) in writing within 10 days of receiving a denial letter.

Instructor Application and Training Process

Beginning in January 2020, Trapper Education Volunteer Instructors will not have to be certified as a Hunter Education Volunteer Instructors prior to becoming a Trapper Education Instructor.

- Step 1. Contact the Education Outreach Manager for the volunteer instructor application and hour tracking sheet.
- Step 2. Receive the background release form and background rights form. Complete both forms and submit to the education outreach manager.

- List a minimum of four benefits regulated trapping provides to society.
 - Choose correctly that trapping is an individual privilege, not an individual right.
 - Identify a minimum of two state or national trappers' associations that provide materials and continuing education for trappers.
 - Know the legal types of traps that may be used in your state.
 - Know that the Trapper Education Course is based on Best Management Practices developed by wildlife biologists, trappers, and researchers.
2. Chapter 2 - Content Standard - Students use knowledge of history, public attitudes about wildlife, and the North American Model of Wildlife Conservation to understand regulated trapping as a legitimate activity.
- Students become aware of the fur trade's role in the exploration and settlement of North America.
 - Students recognize that fish and wildlife resources are publicly owned, and managed according to society's laws, values, and attitudes.
 - Students identify key components of the North American Model of Wildlife Conservation.
 - Students use their knowledge of history, public attitudes about wildlife, and the North American Model of Wildlife Conservation to participate in discussions about regulated trapping and the role of trappers in today's society.
3. Chapter 3 - Content Standard - Students use knowledge of furbearer management principles, practices, and issues to explain current management programs in their state.
- Identify the government agency with the authority to manage furbearer resources and regulate trapping in your state.
 - Explain the difference between a renewable and a non-renewable resource.
 - Identify the components of habitat and name three types of habitats used by furbearers.
 - Identify two key concepts of sustainable management of wildlife resources.
 - Name three principles that are applied in the harvest of wild animals in North America.
 - Identify the major factors that affect wildlife populations.
 - Explain the difference between managing furbearers for compensatory mortality and additive mortality.
 - Identify regulated trapping as the most efficient and practical means available to accomplish regular furbearer population reductions.
 - Identify situations where trapping is used to directly manage wildlife.
 - Explain the three major issues related to furbearer management.
 - Identify two funding sources for furbearer management programs.
4. Chapter 4 - Content Standard - Students demonstrate the ability to understand, support, and comply with trapping regulations.
- Identify two specific places to obtain current trapping regulations.
 - Explain the process for setting or changing trapping regulations in your state.
 - Explain conditions that could lead to changes in trapping regulations.
 - Demonstrate the use of your current state regulation brochures to find trapping seasons, legal trap types, legal trap sets, and tagging requirements for common furbearers.

- Demonstrate the use of your state’s regulation brochure to find requirements regarding permission to trap on private property.
 - Demonstrate use of current state trapping regulations to determine legal restrictions for trapping nuisance animals.
 - State the maximum penalties for trapping out of season, trapping without a license, trapping without permission, and trapping protected animals.
 - Explain the process for reporting wildlife violations.
5. Chapter 5 - Content Standard - Students understand Best Management Practices for Trapping are needed to address animal welfare, trapping efficiency, selectivity, and safety in furbearer management programs.
- State the name of the organization that coordinates development of best management practices for trapping.
 - Explain that BMPs are based on scientific information and professional experience about current traps and trapping technology.
 - Recognize that the Trapping BMP Project is designed to provide wildlife management professionals in the United States with the data necessary to assist in improvements to animal welfare in trapping programs.
 - Recognize that trapping BMPs are intended to be a practical tool for trappers and wildlife biologists to use for decision-making in the field.
 - Identify BMP criteria for the evaluation of trapping devices including animal welfare, efficiency, selectivity, practicality, and safety.
 - Identify where to find detailed BMP information for each furbearer.
6. Chapter 6 - Content Standard - Students demonstrate the ability to identify types of traps, prepare traps for use, and safely operate traps.
- Identify traps as kill-type or live-restraining devices.
 - Identify live-restraining traps, including long-spring and coil-spring foothold traps, guarded traps, enclosed foothold traps, and cable devices.
 - Identify jaw frame characteristics and modifications including plain jaws, padded jaws, offset jaws, double jaws, and laminated or wide jaws.
 - Know that foothold traps can be used in submersion sets for muskrats, mink, river otters, nutria, and beaver.
 - Identify kill-type devices including body-gripping traps.
 - Identify live-restraining cage traps and kill-type colony traps for use in submersion sets.
 - Identify non-powered cable devices, powered cable devices, relaxing locks, and non-relaxing locks.
 - Identify trap anchoring systems including single stakes, cross stakes, earth anchors, drags, grapples, and springs.
 - Explain how swivels are used and why they are important.
 - Demonstrate methods of measuring jaw spread at dog and jaw spread at hinge posts.
 - Demonstrate trap-tuning procedures including the abilities to file a trap jaw to remove sharp edges, level trap pans, adjust pan tension, and adjust the pan throw.
 - Explain the process and the purpose for cleaning, rusting, dyeing, and waxing new traps; and why body-gripping traps should not be waxed.

- Demonstrate how to safely set and release at least one type of foothold trap and to safely set one common kill-type device.
7. Chapter 7 - Content Standard - Students identify essential and non-essential clothing and equipment used to set traps and run a trapline.
 - Describe clothing needed for various trapping methods and weather conditions.
 - Identify tools, materials, and supplies needed to make sets and run a trapline.
 8. Chapter 8 - Content Standard - Students explain responsible use of lure, bait, and urine to attract furbearers to sets.
 - Explain when and how to use bait, glandular lures, food lures, curiosity lures, and urine to attract specific furbearers.
 9. Chapter 9 - Content Standard - Students demonstrate an understanding of trapping principles and techniques that increase selectivity of sets.
 - Use knowledge of furbearers and their habits to select the best locations and make selective sets.
 - Describe the use of sticks, rocks, or other material to guide target animals to a trap or divert non-target animals away from traps.
 - Describe the use of baits and lures that attract a target species and avoid non-target animals.
 - Explain that properly tuned BMP traps have been tested for selectivity and efficiency.
 - Describe the importance of avoiding trails and other areas used by livestock, domestic animals, non-target wildlife, and humans.
 - Explain the importance of discussions with landowners and people who regularly use private lands where you intend to trap.
 - Explain the importance of planning when, where, and how to trap on public land to avoid catching hunting dogs.
 - Explain how variations in trap placement at a dirt hole set can increase selectivity.
 - Explain how trigger adjustments on body-gripping traps can increase selectivity.
 10. Chapter 10 - Content Standard - Students demonstrate an understanding of the procedures for making safe, effective, and selective sets in or near water.
 - Explain the benefits of using traps that meet Best Management Practice (BMP) specifications for water sets.
 - Describe three reasons new trappers should start with water sets using kill-type traps or submersion trapping techniques.
 - Describe two basic techniques for making submersion sets.
 - Explain or demonstrate the procedures for making three common water sets and name the furbearers that can be captured in them.
 11. Chapter 11 - Content Standard - Students demonstrate an understanding of the procedures for making safe, effective, and selective sets on land.
 - Know that land trap locations influence animal welfare and the selectivity of trap sets.
 - Explain the benefits of using traps that meet Best Management Practice (BMP) specifications for land sets.
 - Identify four good places to make land sets.

- Explain or demonstrate the proper use of stakes, cross-stakes, cable stakes, drags, and grapples for anchoring traps on land.
 - Demonstrate the proper method for bedding a foothold trap at a land set.
 - Demonstrate the proper method for covering a foothold trap set on land.
 - Explain or demonstrate the procedures for making three common land sets and name the furbearers that can be captured in them.
12. Chapter 12 - Content Standard - Students demonstrate an understanding of cable devices, and responsible techniques for using them.
- Identify cable device equipment and materials.
 - Explain the procedure for treating cable devices.
 - Explain procedures for making selective sets using cable devices.
13. Chapter 13 - Content Standard - Students demonstrate an understanding of potential risks to their personal health, safety, and welfare from trapping activities.
- Describe the conditions that cause hypothermia, symptoms of its presence, and treatment procedures.
 - Explain how to prevent hypothermia.
 - Recognize the symptoms of frostbite and treatment procedures.
 - Recognize the danger of traveling on ice covered lakes, ponds, rivers, and streams.
 - Recognize dangers related to drowning while wading or trapping near water.
 - Explain how to manage the risks for contracting diseases or parasites including rabies, West Nile virus, tularemia, Lyme disease, mange, and trichinosis.
 - Recognize and manage the risks for being bitten or injured by wild or domestic animals.
 - Recognize the importance of making yourself visible to hunters.
 - Recognize and manage the risks of setting large body-gripping traps for beaver.
 - Describe the rules of firearm safety that apply to trapping.
 - Know the importance of carrying a map and compass when trapping.
 - Explain important rules for survival including the use of a buddy system, the need to tell someone where you are going and when you plan to return, the value of a wireless phone, and the need to carry matches or fire starters.
 - Explain the importance of wearing a seatbelt when traveling to or from trapping areas.
14. Chapter 14 - Content Standard - Students demonstrate an understanding of the knowledge, skills, and attitudes needed to safely and responsibly harvest furbearing animals using best management practices.
- Explain the importance of obtaining permission to trap on private land before the season opens.
 - Describe the advantages of pre-season scouting.
 - Make a commitment to check your traps at least once every day.
 - State three or more reasons to check your traps early each morning.
 - Describe two ways to safely, quickly, and humanely kill a furbearing animal.
 - Describe two ways to release a non-target animal from a foothold trap.
 - Describe what to do if a domestic animal or a pet is caught in a foothold trap.
 - Compare the decision to make a few good sets for furbearers versus setting as many traps as possible.

- Describe responsible fur handling procedures in the field and why it is important.
 - State three reasons a trapper should keep a daily journal.
15. Chapter 15 - Content Standard - Students demonstrate an understanding of the full value of harvested furbearers.
- Know the advantages, disadvantages, and procedures for four ways to sell furbearers or pelts.
 - Know that furbuyers will grade animals or pelts by primeness, size, color, texture, fur density, damage, and other characteristics.
 - Know that meat from some furbearers can be used for human consumption.
 - Know that meat from some furbearers can be fed to dogs or used for food at mink farms.
 - Know that glands from some furbearers can be made into lure or sold for commercial use as perfume.
 - Know that furbearer skulls are sometimes needed for science classes or nature interpretation.
 - Describe why it is important to properly dispose of any animal parts that remain after processing.
16. Chapter 16 - Content Standard - Students demonstrate an understanding of the knowledge, skills, and equipment needed to safely skin animals and prepare the pelts for market.
- Explain the importance of wearing latex gloves when processing furbearers.
 - Explain the terms “cased furs” and “open furs”.
 - Explain the terms “market fur in” and “market fur out”
 - Explain why the tails of some furbearers are split and left on the pelt while the tails of others are removed.
 - Know the purpose of a fleshing board and fleshing tools.
 - Describe the proper use of wire and wooden stretchers.
 - Explain the process of drying pelts and why it is important.
 - Explain the process for freezing pelts.
 - Explain the procedure for “boarding beaver”.
17. Chapter 17 - Content Standard - Students demonstrate an awareness of their responsibilities to landowners, wildlife, other outdoor users, and the public.
- Know that there are legal and social obligations to follow trapping regulations.
 - Know that responsible trapping involves many decisions that cannot be defined by law.
 - Know that ethics is a system of principles for good conduct.
 - List three specific ways trappers can demonstrate responsible behavior concerning wildlife.
 - List three specific ways trappers can demonstrate responsible behavior to the public.
 - List three specific ways trappers can demonstrate responsible behavior to other trappers.
 - List three specific ways trappers can demonstrate responsible behavior to hunters and other outdoor users.
 - List three ways trappers can care for and respect natural resources while pursuing and taking furbearers.

- Participate in open discussions on the ethics and responsibilities associated with trapping.

Second Part: In-person Trapper Education Course

1. North Carolina State Laws and Regulations on Trapping (0.5 hour)
 - This will be instructed by the local Wildlife Enforcement Officer. A presentation will be provided to the WEO by the Surveys and Research Biologist I.
 - The Trapper Education Instructor should work with the WEO to keep the presentation and Q&A to 30 minutes.
2. Demonstration of terrestrial and aquatic furbearer trapping (2 hours and 15 minutes)
 - The Trapper Education Instructors will have flexibility in determining the species-specific trap demonstration. However, one demonstration should be on a terrestrial furbearer using a foothold trap and one demonstration should be on an aquatic furbearer using a body-gripping trap.
 - Most classes have three trapping demonstration sites with each lasting 45 minutes.
 - The purpose of the trapping demonstrations is to help students learn different trapping techniques (land, water, species-specific), know the proper tools and techniques used in trapping, understand trap maintenance and modifications, and connect state laws and regulations to the trap demonstrations.
3. Fur Preparation and Handling (30-45 minutes)
 - The Trapper Education Instructor will demonstrate how to handle, skin and flesh a furbearer species. The species selected is based on what is available to the trapper education instructor. Common species used for this demonstration are beaver, otter, bobcat and raccoons.
 - The purpose of this demonstration is for students to know the proper tools and techniques for skinning and fleshing furs, learn techniques that increase the quality of a finished fur, and know basic safety precautions (e.g., wearing gloves, handling of sharp tools, etc.).
4. Optional Question and Answer session with Instructors (1-2 hours)
 - Based on feedback from students and instructors, Trapper Education Instructors can offer an optional Q&A session that includes additional fur handling and hands-on trap instruction.

Example agenda for the in-person portion of the NC Trapper Education Course:

9:00 – 9:05 AM	Orientation of Facilities, Introductions	Trapper Ed. Instructor
9:05 – 9:45 AM	Trapping Regulations	NCWRC WEO
9:45 – 10:00 AM	Break	
10:00 – 10:45 AM	Coyote, Fox & Bobcat Trapping	Trapper Ed. Instructor
10:45 – 11:30 AM	Coon, Mink, and Muskrat Trapping	Trapper Ed. Instructor
11:30 – 12:15 PM	Beaver and Otter Trapping	Trapper Ed. Instructor
12:15 – 12:45 PM	Fur Handling Demo	Trapper Ed. Instructor
12:45 – 1:00 PM	Closing - Q&A?	Trapper Ed. Instructor
1:00 – 2:00 pm	OPTIONAL- Fur Handling & Hand-On Instruction	

DEMONSTRATION VOLUNTEERS

Trapper Education Volunteer Instructors may invite Demonstration Volunteers to assist with a Trapper Education Course who are not certified volunteer instructors.

Demonstration Volunteers must meet the following requirements:

- Be recommended by Wildlife Management Staff and a Trapper Education Volunteer Instructor
- Adhere to Section HE3 of the Procedure Manual
- Submit time sheet after each course he/she assisted with.
- Submit to a background investigation including a record check which reveals no disqualifying convictions. Disqualifying convictions are listed as follows:
 - A felony.
 - A crime or unlawful act defined as a “Class 1” misdemeanor within the five-year period prior to the date of application; or
 - Any conviction of the game and fish law which would require a mandatory suspension and or revocation of a license as indicated in G.S. 113-276.3 within the three-year period prior to the date of application

ADVANCED TRAININGS

SECTION HE12

Additional Instructor Requirements

Course Requirements

Course Content

Muzzleloading

Orienteering

Range Safety Officer

ADDITIONAL INSTRUCTOR REQUIREMENTS

The Hunter Education Program offers advanced trainings in the following areas:

- Orienteering
- Muzzleloading
- Range Safety Officer

Hunter Education Volunteer Instructors may instruct the Advanced Training Courses if they meet the following requirements:

1. Retain an active instructor status in the Hunter Education Program.
2. Successfully pass the Advanced Training Course as a student or can present a Certificate of Completion for the course.
3. Assist with instruction for a minimum of one of the specific Advance Training Course with another certified instructor.
 - a. The Range Safety Officer requires the instructor to hold NRA Chief Range Safety Officer Certification in addition to teaching with NCWRC staff member.

COURSE REQUIREMENTS

It is the expectation that all Hunter Education Program adhere to the same standards and requirements.

The Advance Training Courses will be expected to meet the course requirements found in the Hunter Education Program Procedure Manual. Requirements include:

- Class Size Section HE8
- Class Sequence Section HE8
- Pre-registration Section HE8
- Canceling Classes Section HE8
- Student Information Section HE8
- Persons with Disabilities Section HE8

Course Offering Cycle for Advanced Training Courses:

Required public course offerings:

Orienteering

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	1/Zone			1/Zone			1/Zone				1/Zone

The offerings in Feb and Dec should be YHEST focused for coaches.

Muzzleloading

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
							1/Region	1/Region			

The offering should rotate from Northern Zone to Southern Zone (vice-versa) in a particular region during the 2-month cycle.

Range Safety Officer

Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1/District	1/District									1/District	1/District

This is NOT a public course. The offering is by YHEST District and must be offered at least twice during Nov/Dec and Jan/Feb.

Additional public course offerings may be scheduled if a need is identified.

Private courses may also be scheduled for conservation partners and collegiate courses.

COURSE CONTENT

Map and Compass/Orienteering Lesson Plan Wildlife Education Division, December 2020
Revised by: CP White III, Southern Piedmont Hunter Education Coordinator
Audience: There are no minimum age requirements, however, both a written test and practical exercise must be completed without assistance. This course requires four “4” hours minimum.
Concept: The use of a compass and topographic (topo) map is a very reliable way to navigate. The tools and technology have improved overtime, but the map and compass method is tried and true. Global Positioning System (GPS) is also a reliable way of navigation but other factors must be considered such as battery life and signal strength for each device. There are also many mobile applications that can be used to assist with navigation as well. Having more than one navigational tool will help you find your way. This course focuses on using the traditional needle-type magnetic compass combined with a topographic map to establish a foundation for successful navigation.
Objectives: <ul style="list-style-type: none">• List all parts of a compass and describe their function.• Describe three “3” types of compasses.• With a compass, be able to take a bearing.• Discuss Declination• Establish and practice individual pace or step count.• With a compass, successfully navigate a short orienteering course.• Locate and understand the various measuring systems on a USGS Topographic Map.• With a compass, navigate to a point by using a topographic map.
Method: <ul style="list-style-type: none">• Lecture• Demonstration• Practical Exercise
Materials: (** Required Material) <ul style="list-style-type: none">• **Pencil & Erasers• **Paper• ** Masking Tape• **Rulers• **USGS Topographic Maps (topo)• **Declination Scale• **Tape Measure (100’)• Compass “three basic types”<ul style="list-style-type: none">- **Base Plate Compass (card type)- Mirror Compass

- Lensatic Compass (military type compass)
- Electronic Compass (gyrocompass)
- Flagging
- Map and Compass Power Point
- Videos

Background:

A compass is an instrument that is used for navigation and orientation. A Compass is also a device that indicates direction.

Magnetic compasses are the most well know type of compass. A magnetic compass consists of a magnetized needle that freely rotates so it lines up with the Earth’s magnetic field. This is magnetic north and magnetic south.

Historians think China may have been the first civilization to develop a magnetic compass that could be used for navigation. Chinese scientist may have developed navigational compasses as early as the 11th or 12th century.

Compasses were likely used as a backup when the sun, stars and other landmarks could not be seen. Eventually the compass became more reliable and critical to navigation.

(Source- NationalGeographic.org)

Procedure:

The following is the lesson plan for the North Carolina Wildlife Resources Commission Map and Compass course.

Body

I. Compass

1. Parts of a compass

- A. Base
- B. Azimuth Ring
- C. Orienteering Arrow/Needle
- D. Magnetic Arrow/Needle
- E. Direction of Travel Point

2. Types of Compasses

- A. Base Plate Compass “Magnetic” “Used for mapping “
- B. Mirror Compass “Magnetic”
- C. Lensatic Compass “Magnetic”
- D. Electronic Compass (gyrocompass) “Used mainly on ships, uses true north”
- E. Declination Scale

3. Reading a Compass

- A. Keep the compass level.
- B. Point the compass in the direction of travel.
- C. Allow the magnetic needle time to stop moving.
- D. Rotate the azimuth ring until the orienteering arrow surrounds the magnetic needle.

- E. Read the bearing at the direction of travel point.
- F. When given a bearing, rotate the azimuth ring to that bearing, as read at the direction of travel point. Then rotate your body until the magnetic needle and the orienteering arrow are aligned. Now the compass will be facing the assigned bearing.

Activity 1

Establish a series of targets and let the participant's practice taking bearings. This could be used to simulate reference points following a successful shot, in preparations for beginning to follow a blood trail.

Activity 2

To determine a person's pace or stride. Lay a tape measure on the ground and have participants walk beside the tape at a normal pace. This can be measured in feet, yards or even meters.

Activity 3

To practice the skill of land navigation, establish a three "3" point compass course with a total length of approximately 300 feet "if possible". The course can be longer and contain more points based on the skill of the participants and the amount of time allotted for the activity. This activity can be used to simulate establishing a trail while scouting or trailing game.

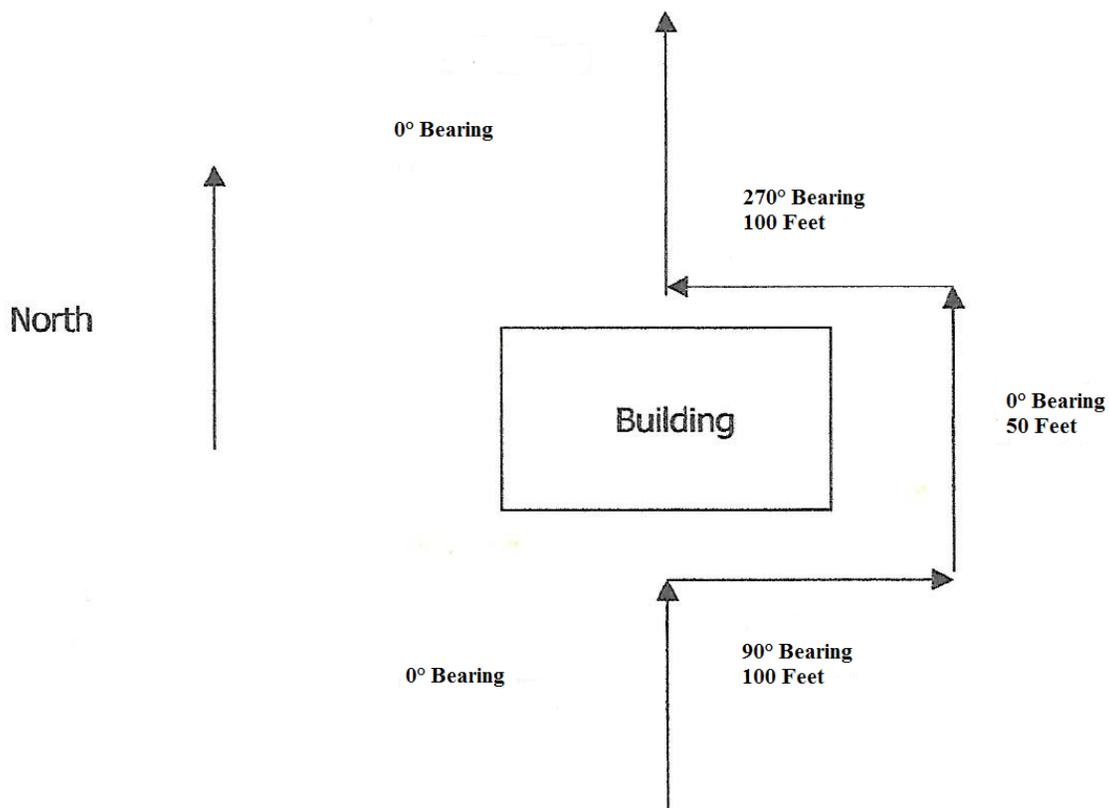
II. Topographic Maps

1. Parts of a US Geological Survey Map
 - A. Scales
 - B. Contour Lines
 - C. Symbols
 - D. North Arrow and Declination
 - E. Coordinate Systems
 - F. Land Features
 - G. Declination Scale (declination is the difference between true north and magnetic north.)

2. Combining the Topographic Map and the Compass
 - A. Place the map on a non-metal table (be sure there is no metal hardware underneath the table.)
 - B. Locate the declination scale at the bottom of the map. Adjust the compass "some will have an adjustment and others you will have to add easterly or subtract westerly."
 - C. Orient your compass to North.
 - D. Place the compass along either the right or left outside border of the topographic map.
 - E. Rotate the map until the orienteering arrow surrounds the magnetic needle.
 - F. Now the map is properly oriented to north. Tape the map in place.
 - G. Restore the compass declination back to zero.
 - H. Locate your beginning and ending points.
 - I. Place a ruler on the map so that it intersects both points.

- J. Place the compass on the map against the edge of the ruler. Be sure the compass is pointed in the direction of travel.
- K. Record the bearing.
- L. Use the appropriate scale to measure the distance between two points. Remember that the scale is straight line and does not take land features into account.
- M. If there are additional points, use the same procedures to plot the course.
- N. Go out to the beginning point and with a compass, set the azimuth ring to the reading determined from the map.
- O. Rotate your body until the orienteering arrow surrounds the magnetic needle.
- P. Locate a landmark along the bearing and head towards it. You should not walk and watch the compass. This will usually get you off course.
- Q. Travel along the determined bearing at the estimated distance to the ending point. Be sure to adjust for terrain and land features.
- R. If you approach an obstacle that cannot be traversed “a building, gullies, rocks ect....”
 - a. Step 1: Rotate the compass 90° and walk on the 90° bearing until the obstacle is cleared. Be sure to measure this distance carefully.
 - b. Step 2: Turn the compass back to the original bearing. Walk this bearing until you have cleared the depth of the obstacle.
 - c. Step 3: Rotate the compass 90° opposite Step 1 and walk along this bearing at the distance equal to step 1.
 - d. Step 4: Rotate to compass back 90° . This will put you back on the original bearing.

Example below:



- S. At times your end point will not be visible. When this occurs, locate a landmark along the required bearing or have a hunting partner to walk along the bearing, stop and allow the compass reader to come to their position and continue following the assigned bearing.

Activity

Using a topographic map of the area have the participants plot a course that would include at least one obstacle maneuver and 3 to 5 course changes. This would simulate initial preparation for getting to a stand or hunting site when a hunter has limited or no knowledge of the area.

Conclusion

Being familiar with the area that is to be hunted is necessary for success and safety. Being able to safely and efficiently locate and navigate specific hunting areas is a must for organized hunters. Maps and compasses can be easily overlooked in the preparation for a hunt. However, these simple tools can easily mean the difference between an enjoyable experience and a waste of time and effort.

Adapting the course:

The Map and Compass course adaptability will depend on the instructors. Many different methods and exercises can be utilized for instruction. It will also depend on the participants. Delivery can be adapted to best serve the participants with age and experience level in mind.

Evaluation:

Take a written Exam and demonstrate objectives (3) (5) (6) (7)

Post Activities:

Participants should be made aware of other courses offered by NCWRC and directed as to where to find and sign up for such courses. Those that may need a mentor could be put in touch with such if one is known of.

1. Which is not a component of a compass
 - A. Base
 - B. Chamber
 - C. Azimuth Ring
 - D. Magnetic Arrow

2. What compass component is adjusted when taking a bearing?
 - A. Base
 - B. Direction of travel
 - C. Azimuth ring
 - D. Magnetic Arrow

3. Which of the following is not a type of compass?
 - A. Lensatic
 - B. Base Plate Compass
 - C. Mirror Compass
 - D. Text Compass

4. Which of the following can be found on a USGS Topographic Map?
 - A. Latitude/longitude

- B. Contour lines
 - C. Scales
 - D. All the above
5. Which is the best size of USGS Topographic Map for orienteering.?
- A. 1:24000
 - B. 1:50000
 - C. 1:100,000
 - D. 1:250,000

Skill Demonstrations

1. Demonstrate how to take a bearing with a compass.
2. Successfully navigate a short orienteering course.
3. Demonstrate the ability to interpret a USGS Topography Map.
4. Using a USGS 7.5 Quadrangle Map, lay out a 3-point orienteering course.
5. Navigate the above course.

Answer Key

1. B
2. C
3. D
4. D
5. A

<p>Muzzleloading Lesson Plan Wildlife Education Division, December 2020</p>
<p>Revised by: Wes Blair -Hunter Education Coordinator-Northern Mountain region</p>
<p>Audience: Advanced Hunter Education students who have as prerequisite graduated from a Basic Hunter Education course</p>
<p>Concept: To familiarize the Advanced Hunter Education student with the history of black powder and various configurations of muzzleloaders. To introduce the instructor to the practical aspects of loading, firing, and cleaning a black powder muzzleloader.</p>
<p>Objectives: At the end of this course, the student will be able to achieve the following objectives in accordance with information received during the instructional period: 4-6 Hours</p> <ul style="list-style-type: none"> • Give a brief history of the discovery and use of black powder • Name the four basic types of muzzleloaders and describe their methods of operation • Describe different types of powders and ammunition that can be used in a muzzleloader and safety steps when using these materials • Name the basic parts of a muzzleloader and the equipment associated with it • Properly load and fire a muzzleloader • Demonstrate the proper cleaning techniques used in the care of a muzzleloader
<p>Method: Lecture/ Demonstration/ Practical Exercise</p>
<p>Materials:</p> <ul style="list-style-type: none"> -Black powder firearms to include percussion, in-line, flintlock (if available) -Black powder / black powder equivalent, percussion caps -Accessories to include bullet starter, capper, jag, powder measurer -Projectiles-round balls, lead bullets, jacketed sabots -Targets -Cleaning supplies
<p>Background:</p> <p>Understanding and knowing the history of the black powder firearm and how it has advanced through time to become one of the most used tools in hunting. The development of black powder is also important for without it there would not have been a firearm. The invention of the percussion cap which ultimately led to the creation of modern ammunition greatly increased the effectiveness of the modern firearm. This knowledge and familiarity with the nomenclature and equipment will instruct the student to safely load, fire, and clean muzzleloader firearms.</p>
<p>Procedure: The instructor will use the prescribed lecture / demonstration/ practical exercise methods with black powder firearms and associated equipment (2-4 hours classroom instruction) (1-2 hours live fire range demonstration)</p>
<p>ADVANCED HUNTER EDUCATION MUZZLELOADER LESSON PLAN</p>
<p>UNIT 1: INTRODUCING MUZZLELOADER SHOOTING</p>
<p>TOPIC 1:</p>
<p><u>FIREARM SAFETY RULES</u></p>
<p>Muzzleloading firearms have evolved over many years. In the 19th century, the survival of settlers depended on their expertise with muzzleloaders.</p> <p>Technological advances eventually made these firearms obsolete. Early in the 20th century, an interest in antique firearms expanded from a curiosity into numerous specialized sports, including muzzleloader shooting.</p>

Recently, in-line muzzleloaders have gained in popularity and use. While the basics of loading and firing a muzzleloader remain unchanged, these improvements in modern muzzleloaders can make for a more satisfying shooting experience:

- Convenient loading components, such as black powder substitute pellets
- More modern look and feel
- Removable breech plug that simplifies cleaning
- Modern sights
- Mechanical safeties

Today, muzzleloading firearm enthusiasts include antique collectors, historical re-enactors, and hunters just like yourself.

TOPIC 2:

DEFINING “MUZZLELOADER”

- The term “muzzleloader” encompasses a variety of firearms that are loaded through the muzzle of the barrel, from revolvers and single shot pistols to rifles and shotguns.
- When the shooter fires a muzzleloader, the propellant is ignited and expanding gases force a projectile out of the barrel. This is controlled by the ignition system, which is known as the lock. Locks used in muzzleloaders were replaced by actions on modern conventional firearms.
- The earliest muzzleloaders, the matchlock and wheel lock, are generally considered collectibles rather than practical firearms for shoots or hunting. Three of the most popular muzzleloading firearms in use are the in-line, percussion lock (or caplock), and flintlock rifles.
- Muzzleloaders used for shooting are usually rifles. However, there are also smooth-bored muzzleloaders—shotguns, known historically as fowlers or muskets.
 - Shotgun muzzleloaders can have either a single barrel or double barrels joined side-by-side.
 - When loading the double-barreled muzzleloader, be sure to avoid putting two loads down the same barrel. Double-barreled guns usually have two locks, one for each barrel. This allows the shooter to fire each barrel separately before the gun is reloaded. Most double-barreled guns are designed with two triggers.
- Muzzleloading handguns come as both pistols and revolvers. Pistols are mainly single shot. Revolvers contain multiple-shot chambers. Chain firing muzzleloading revolvers can be dangerous. When the chamber round is fired, it produces sparks that could accidentally ignite loads in other cylinders. Protect each load in a cylinder with a coating of grease to prevent sparks from entering the open end of the other cylinders.
- Black powder and approved black powder synthetic substitutes, such as Pyrodex® and Triple Seven®, can be used in muzzleloaders. Unless specifically designed to use smokeless powders, **don’t use smokeless powders in muzzleloading firearms.** Smokeless powders create extremely high pressures, can cause severe damage to muzzleloading firearms, and can injure the shooter seriously.

TOPIC 3:

THE DEVELOPMENT OF MUZZLELOADERS

The Chinese are believed to be the first to use gunpowder, now called “black powder.” The first firearms were tubes closed at one end, usually made of brass or cast iron. They were loaded by pouring black powder and shoving a projectile into the tube from the muzzle end, and then igniting the powder using a lighted wick or match. The powder burned, creating pressure that launched metal objects or arrows. These firearms are now called “muzzleloaders” to distinguish them from more modern guns.

Advances in ignition systems were the major changes that brought about modern firearms:

- **Matchlock ignition** was developed in the early 1400s, enabling portable firearms. When the trigger is pulled, a lighted wick is lowered into a priming pan located next to a vent hole drilled into the closed end of the barrel. When the priming powder ignites, it lights the main charge.
- The faster and more reliable **wheel lock ignition** replaced the matchlock in the 1500s. When the trigger is pulled, a coiled spring forces the rough-edged steel wheel to spin against a piece of iron pyrite, creating sparks to ignite the powder in the priming pan.
- The **flintlock ignition**, still more reliable, appeared in the late 1600s. When the trigger is pulled, the hammer, holding a piece of flint, falls against a steel cover (the frizzen) sitting over the priming pan. The hammer knocks the cover out of the way, and the striking of flint and steel causes sparks that ignite the powder in the priming pan.
- The **percussion lock** (also called “caplock”) replaced the flintlock in the early 1800s. Early percussion locks used priming compounds inside a metallic foil cap placed over the vent hole. When the hammer strikes the cap, the resulting spark ignites the main charge. The percussion lock was more simply and inexpensively built, and easier to clean.
- The next advance, in 1835, was to arrange a series of percussion locks and barrels on a rotating wheel (cylinder) to allow a rapid succession of shots (Paterson revolver). With a single hammer and trigger, multiple shots can be fired without reloading—a **repeating firearm**. The percussion cap revolvers are the forerunners of modern revolvers.
- The **percussion cap** also paved the way to the self-contained ammunition we have today—cartridges and shotshells. In the mid-1800s, gunpowder, the projectile, and the primer were put together into a single housing that could be loaded quickly.
- In 1985, the first modern **in-line** muzzleloader was produced. In this muzzleloader, the ignition system and nipple are located behind, and directly in line with, the powder charge. The result is a firearm that looks more like a modern rifle.

TOPIC 4:

THE DEMASCUS BARELL

Damascus or “Damascus twist” barrels are older shotgun barrels that typically were made before 1900. Iron and steel ribbons were twisted and welded together. Damascus barrels are weaker than modern barrels and are not designed for the high gas pressures created by modern ammunition. Damascus barrels have a distinctive, irregular pattern of short, streak-like marks around the barrel.

If you have a Damascus barrel gun, don’t shoot it. The barrel may burst slightly ahead of the chamber, crippling the shooter’s hand or forearm. If you have an older firearm and are not sure if it has a Damascus barrel, go to a qualified gunsmith to identify its make before shooting it.

TOPIC 5:

KEEPING MUZZLELOADER SHOOTING SAFE

MUZZLELOADER SAFETY

Muzzleloader shooting is a safe activity only when all safety rules are observed.

Three factors play a role in the majority of firearm incidents:

- Safety violations
- Hunter judgment mistakes
- Lack of skill

Almost all hunting incidents are caused by poor judgment, carelessness, or lack of safety training with a firearm—and almost all are preventable.

- Most firearm incidents occur in the home.
 - Store ammunition in a separate location.

- Keep firearms secure.
- Handle firearms safely at all times—not just on the hunt.
- Most incidents involving muzzleloaders are self-inflicted.
- The average hunter involved in a fatal accident is 32 years old.
- For hunters older than 18, most fatal hunting accidents occur for one of two reasons.
 - The hunter fails to identify his target and what lies beyond it.
 - The firearm is discharged in a boat, motor vehicle, or off-road vehicle.
- No single factor has reduced hunting incidents as much as wearing hunter orange.
 - The color is not found in nature, so it is easily seen by other hunters.
 - Most game animals are not alerted because they may see the color differently from humans.
 - Many states require that you wear hunter orange while hunting. Be sure to check your local regulations.

FOCUSING ON SAFETY

When handling or shooting your firearm, always follow the safety recommendations of your firearm manufacturer.

Using Personal Safety Equipment: Always protect your vision and hearing when shooting.

- **Eye protection:** Unburned powder, sparks, hot gases, and metal fragments from the cap can escape when firing a muzzleloader. Shooting glasses with high-impact lenses protect your eyes from these hazards as well as from falling shot, clay target chips, tree branches, and particles in the air. Tinted lenses help reduce glare and prevent tiredness of the eyes.
- **Ear protection:** Shooting will progressively damage a shooter’s hearing unless ear protection is worn. Standard earplugs or earmuffs reduce sound to a harmless level. Electronic earmuffs allow normal or even enhanced hearing but block damaging levels of sound.

Observing the Four Rules of Firearm Safety With Your Muzzleloader

1. **Always control the muzzle of your firearm.**
 - Always point the muzzle of your firearm in a safe direction.
 - Never point at a person, or where a person might be found, such as a building, vehicle, or even the next room.
2. **Keep your finger off the trigger until ready to fire.**
3. **Assume the gun is loaded.**
 - Make it a habit to immediately check any gun you hold and make certain it isn’t loaded—even if you’ve been told it isn’t.
 - Checking a muzzleloader requires a different procedure, described in Chapter Two.
 - Don’t prime or cap a muzzleloader until you’re ready to fire.
4. **Know your target and what is beyond it.**
 - Be absolutely sure of your target before shooting.
 - Never shoot at a “skylined” animal.
 - Bullets from a muzzleloading rifle can travel long distances and fall with enough force to kill a person.

Other Shooting Precautions

- Only one hunter should aim at a target.
- Don’t shoot unless you know what’s beyond the target. Never shoot at a “skylined” animal.
- Don’t shoot if someone is in your zone-of-fire.

Handling Muzzleloaders

In addition to the four rules of firearm safety, you must know and follow safety rules specific to muzzleloading firearms.

- Have an experienced gunsmith examine any used firearm you acquire.
- Never handle a firearm you're unfamiliar with using.
- Never use any firearm without getting training on its operation from a qualified instructor.
- As a rule, avoid using a gun that does not have a mechanical safety. A half-cock hammer position is not a safety.
- If you use one-piece wads in your shotgun, be sure the bore is clear of plastic fouling after you fire.
- Use only appropriate wad materials in your shotgun. Never put newspaper, or other material that does not belong, into the bore.
- Use the granulation of powder recommended in your owner's manual.
- Always keep propellants covered and away from the firing area.
- Always keep percussion caps on the firing line and away from the loading station.
- Load by volume only, using a powder measure.
- Don't overload a muzzleloader. This is dangerous and wasteful and can result in an explosion. Overloading rarely improves accuracy or velocity.
- Focus closely on the tasks while following the steps to load a muzzleloader.
 - Do not lean over, stand in front of, or blow down the muzzle.
 - Don't swing your head or arms over the barrel as you reach for items on the loading bench.
- Keep guns unloaded until you're ready to shoot. Never prime the pan of a muzzleloader or cap the nipple until you're ready to fire.
- After you fire a double-barreled shotgun, be sure the other load remains in place. Loads may move and cause gaps between the powder charge and shot charge.
- Never place any loaded firearm in a vehicle, boat, off-road vehicle, or airplane.
- Do not display firearms in window gun racks.

Important

Never use smokeless powder in a muzzleloader.

UNIT 2: KNOWING YOUR MUZZLELOADER FIREARM

TOPIC 1:

UNDERSTANDING THE BLACKPOWDER LOAD

Conventional firearms fire a cartridge, which simplifies loading and shooting considerably. In the muzzleloader, however, the projectile is loaded along with an easy-to-light, slow-burning black powder or its approved substitute. When the muzzleloader is fired, the propellant is ignited and the expanding gases force the projectile from the gun.

Black Powder

Black powder's basic makeup has changed very little since it was first used around 1200 A.D. to charge cannons. Made of potassium nitrate (saltpeter), sulfur, and charcoal, black powder or its approved substitute is extremely dangerous if mishandled. Use care when handling, storing, loading, or transporting black powder.

During combustion, about half of the powder is converted to gas and about half remains a solid residue in the bore of the firearm. The residue, known as *fouling*, will corrode a firearm.

Always clean your muzzleloader at the end of the day.

Glossary

fouling

Corrosive residue left on the internal surfaces of a muzzleloading firearm after firing

****Explain and demonstrate different blackpowder / equivalent granulation**

****Explain and demonstrate differences in blackpowder ammunition**

Pages 9-10

TOPIC 2:

REVIEWING THE PARTS OF THE MUZZLELOADER

Chapter 2 / pages 11-17

Lock

Flintlock Muzzleloader

Percussion Lock Muzzleloader

In-Line Muzzleloader

Stock

Barrel

Rifling in the Bore

Muzzleloader Rifle Calibers

Muzzleloader Shotgun Gauges

Set Trigger

Sights

Safety Mechanisms

TOPIC 3:

LOADING THE MUZZLELOADER FIREARM PAGES 14-15

Making Sure the Muzzleloader Is Empty

Safety While Loading

Steps for Loading a Muzzleloader

Loading a Muzzleloader, Part 1

Loading a Muzzleloader, Part 2

Loading a Muzzleloader, Part 3

Seating the Projectile

Loading and Cleaning Accessories / Disassembly for cleaning

UNIT 3: SHOOTING YOUR MUZZLOADER SAFELY AND ACCURATELY

TOPIC 1:

BECOMING A RESPONSIBLE MUZZLELOADER HUNTER

Comparing Muzzleloaders to Conventional Firearms

Understanding Maximum Point-Blank Range

Determining Velocity and Trajectory

Factors Affecting Maximum Point-Blank Range

Expanding Hunting Opportunities Using Muzzleloading Firearms

Hunting: A Tool For Wildlife Managers

Selecting a Firearm for Shooting and Hunting

Safe Hunting Habits

TOPIC 2:

LEARNING THE BASICS OF FIRING A MUZZLELOADER RIFLE

Sight Alignment

Aligning an Open Sight

Identifying Your Master Eye

Sighting In Your Muzzleloading Rifle

Rifle-Firing Techniques: Shooting from a Rest

Rifle-Firing Techniques: Practicing the Five Fundamentals

Protecting Your Firearm for Dry-Firing Practice

Positioning Your Body for Accurate Rifle Shooting: Prone

Positioning Your Body for Accurate Rifle Shooting: Standing

Positioning Your Body for Accurate Rifle Shooting: Sitting

Positioning Your Body for Accurate Rifle Shooting: Kneeling

TOPIC 3:

LEARNING THE BASICS OF FIRING A MUZZLOADER SHOTGUN

Using Correct Shotgun-Firing Techniques

Patterning Your Shotgun

Swing-Through Lead

Sustained Lead

Shotgun Choke and Shot String

TOPIC 4:

DETERMENING CORRECT LOADS

Understanding the Importance of Loads in Accurate Shooting

Using Bench-Rest Testing

Setting Up for the Test

Determining Loads with Bench-Rest Testing

Steps for Testing Firearm Performance

TOPIC 5:

IMPROVING MARKSMANSHIP

Good Marksmanship

A fair amount of knowledge, skill, and experience is required to become a successful hunter. One of the essential skills is good marksmanship, which is accurately and consistently hitting the target where planned. When hunting, accuracy is critical for a clean kill.

Protect and make the most of your natural tools for hunting—your senses as well as your intelligence and knowledge. Build upon that knowledge to improve your skills.

- Schedule an examination to test your vision and the possibility of color-blindness. Color-blind hunters may have trouble identifying game and hunter orange and must take extra safety precautions.
- Always wear prescription glasses if you need them.
- Always wear protective shooting glasses with high-impact lenses to protect your eyes.
- Develop good “peripheral vision.” While hunting, move your eyes slowly from side to side. Not only will you see more game and locate other hunters, but your natural vision also will become more alert to the area just outside your direct line of vision. Tunnel vision, or focusing straight ahead, can be unsafe.
- Use proper hearing protection.
- Practice your marksmanship under conditions similar to hunting conditions.
 - Outfit yourself in your hunting clothing and gear.

- Practice correct shooting positions.
- Select a wooded area to condition yourself for the environment.
- Cultivate extra patience and self-control. Because of your gun's shorter range, you need greater knowledge of the game and more patience while stalking and waiting calmly for that better shot.

Becoming a Responsible Muzzleloader Hunter: Four Steps

1. Practice at the firing range until you know your firearm's capability. Know what size target you can hit reliably at various distances, your firearm's range, and how much your bullet drops.
2. Practice your range estimation skills on targets at known distances.
3. Practice marksmanship in all shooting positions.
4. Study game anatomy to excel at shot selection.

Important

Never fire beyond your effective range.

UNIT 4: HUNTING RESPONSIBLY AND ETHICALLY

TOPIC 1:

HUNTING ETHICALLY

TOPIC 2:

TAKING VITAL SHOTS

TOPIC 3:

PERFORMING FIELD CARE OF GAME

References:

Today's Muzzleloader Hunter: A guide to Hunting Responsibly and Safely With a Muzzleloader

Kalkomey Enterprises Inc Dallas, Texas: 2009

Hogg, Ivan V. The Illustrated Encyclopedia of Firearms. London, England: 1978

Blair, Claude. Pollard's History of Firearms. New York, New York: 1983

MUZZLELOADER EXAM

Questions

1. Muzzleloader development followed in the following order:
 - A. Flintlock, Percussion, Matchlock, Wheel lock
 - B. Matchlock, Flintlock, Wheel lock, Percussion
 - C. Matchlock, Wheel lock, Flintlock, Percussion
 - D. Percussion, Flintlock, Matchlock, Wheel lock
2. When Loading a muzzleloader what do you place in the barrel first?
 - A. Ball
 - B. Patch
 - C. Sabot
 - D. Powder

3. 4Fg powder should be used in which of the following?
 - A. Flintlock flash pans
 - B. Cannons
 - C. Shotguns of greater than 20 gauge
 - D. Rifles of .45 cal and less
4. Which of the following cannot be used in a Black powder muzzleloader?
 - A. Pyrodex
 - B. Black Powder
 - C. Smokeless Powder
 - D. Clean Shot
5. What is the most important thing to remember when dealing with muzzleloading firearms?
 - A. Know if the gun is loaded.
 - B. Keep the muzzle pointed in a safe direction.
 - C. Use the correct percussion cap.
 - D. Keep the powder dry.
6. Black powder is classified as a:
 - A. Oxidizing agent
 - B. Propellant
 - C. Catalyst
 - D. Explosive
7. Muzzleloaders do not require special cleaning procedures.
T or F
8. Black powder handguns are legal hunting arms in North Carolina
T or F
9. Sabots are typically modern handgun bullets encased in a plastic sleeve.
T or F
10. The best method for handling a misfire is to inspect the charge by looking down the barrel.
T or F
11. North Carolina has a special muzzleloading season.
T or F
12. Muzzleloaders can only fire patch and round ball
T or F

Skill Demonstrations

1. Name the key components of a muzzleloading firearm.
2. Correctly determine if the firearm is unloaded.
3. Identify needed materials for loading and prepare the muzzleloader for loading.
4. Properly load the muzzleloader.
5. Safely fire the muzzleloader.
6. Describe steps to take if a misfire or a hang fire should occur.
7. Describe the proper steps to deactivate a powder charge.
8. Properly disassemble and clean a muzzleloader. Reassemble and store the muzzleloader for travel.

MUZZLELOADER EXAM ANSWER KEY

Answer Key

1. C

2. D
3. A
4. C
5. B
6. D
7. F
8. F
9. T
10. F
11. T
12. F

Adapting the course:

This lesson plan is designed to coincide with “*Today’s Muzzleloader Hunter*” (Kalkomey 2009)

NC Wildlife Resources Commission **DOES NOT** require a muzzleloader “certification” in order for hunters to legally hunt with a muzzleloader.

Only training “completion” documents should be issued to students at completion of the course. Instructors will enter the appropriate data on the Hunter Education **EVENT MANAGER** system for Hunter Education Coordinator activation and approval.

Evaluation: Course evaluation submitted by students at the end of the course

Post Activities: None

<p>Range Safety Officer Training Lesson Plan Wildlife Education Division, December 2020</p>
<p>Developed by: Tim Lemon and Carissa Daniels Revised in 2020 by Carissa Daniels, Casey Williams, and Kevin Crabtree</p>
<p>Audience: WRC staff, YHEST coaches and volunteers. No intended for the general public.</p>
<p>Concept: To provide basic knowledge of procedures needed to run ranges at YHEST events in a safe manner and in a uniform fashion across the state.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> • To deliver a NCWRC approved Range Safety Officer Training that meets the requirement for coaches in YHEST Rule 1.1.7a • Provide varied learning activities in all aspects of range safety so participants may learn the information and come away confident and prepared to safely run a range and serve as a Range Safety Office • To have participants take the knowledge gained and create Standard Operating Procedures for their ranges and YHEST teams.
<p>Method: The Range Safety Officer Training (RSO-T) will utilize the NCWRC RSO manual to guide the information presented in the course. Each of the section will be covered as required for participants to complete training; however, some sections will be covered more in depth than others.</p> <p>Methods of instruction will vary and may include discussion, lecture, DVD usage, PowerPoint presentations, question and answer, displays, demonstrations, exercises afield, and hands-on activities.</p> <p>Hands-on activities may include handling of dummy firearms, as well as shooting live firearms. The live firearms training may include basic shotgun and rifle shooting. Archery equipment may also be utilized in the live fire segments of the training. It is not a requirement to include live fire activities to the training.</p>
<p>Materials: Materials will depend on the instructor and facility being used. The following lists materials that may be used. It will be the instructor's responsibility to decide which materials and how many will be needed. There may be additional equipment that may be utilized by some instructors as well i.e. posters, booklets, teaching aids, etc.</p> <p>Materials may include: (**required materials)</p> <ul style="list-style-type: none"> • RSO manuals** • Current YHEST Rules** • District Tournament SOP • RSO Training PowerPoint presentation • HE Tools software program

- Laptop
- Projector
- Projector Screen
- TV
- DVD player
- Dummy firearms
- Dummy ammunition
- Live firearms (shotguns, rifles, archery equipment)
- Live ammunition and arrows
- Targets
- Clay targets
- Clay target throwers and associated equipment

The live firearms and associated equipment would obviously not be needed if a range day is not being included with the course.

Procedure:

Section 1: Introduction and Purpose

Time Commitment:

- Teaching 10 to 15 mins
- DVD 0 mins
- Total 10 to 15 mins

Learning Objectives:

- Historical background to RSO course.
- Purpose of the RSO course.

Suggested Materials:

- RSO Manual
- YHEST Rules

Teaching Plan:

Time:

- ____:____ Discuss historical background of the RSO course.
 (NRA course, development of WRC RSO training)
- ____:____ Discuss purpose of the RSO training.
- ____:____ Give an overview of the RSO course sections and expectations.

Section 2: Range Safety Officer

Time Commitment:

- Teaching 5 mins
- DVD 0 mins
- Total 5 mins

Learning Objectives:

- Define the role of the RSO.

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

- ____:____ Define the role of the Range Safety Officer
- Educate
 - Supervise Range Operations

Section 3: Standard Operating Procedure

Time Commitment:

- Teaching 20 mins
- DVD 0 mins
- Total 20 mins

Learning Objectives:

- Define Standard Operating Procedure (SOP).
- Review and understand each portion of the SOP.

Suggested Materials:

- RSO Manual
- Tournament SOP for example

Teaching Plan:

Time:

- ____:____ Define what an SOP is.
- Document that outlines the team's activities
 - Team RSO contact list
 - Coaches and their roles
 - Team Rules
 - Participant information and medical forms
- ____:____ Define range responsibilities
- Range personnel
 - Range Safety Officer
 - Range personal and duties
 - Range Inspections
 - Check lists
- ____:____ Define range operations
- Range rules
 - Practice information
 - Range Briefings
- ____:____ Define range layouts
- ____:____ Define emergency plan

Section 4: Range Layout

Time Commitment:

- Teaching 10 mins
- DVD 0 mins
- Total 10 mins

Learning Objectives:

- Identify criteria required for a safe range.
- Identify environmental impacts of the range.
- Identify available resources to create range layouts.

Suggested Materials:

- RSO Manual
- Tournament SOP for example

Teaching Plan:

Time:

____:____ Discuss criteria for selecting a range.

- Backstops
- Berms
- Shot fall area
- Access
- Observation area

____:____ Discuss environmental impacts of the range

- Topography
- Soil
- Water
- Other non-environmental impacts
 - Sound
 - Neighboring landowners

____:____ Discuss resources to create range layouts

- Google Earth
- Local GIS maps

Section 5: Range Inspections

Time Commitment:

- Teaching 20 mins
- DVD 0 mins
- Total 20 mins

Learning Objectives:

- Define the purpose of range inspections.
- Identify check-list items needed for range inspections.
- Apply knowledge gained to conduct a range inspection.

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

____:____ Discuss the purpose of range inspections.

- Review the standardized SOP in Appendix I

____:____ Review range inspection list criteria

- Backstop
- Target Lines
- Firing Lines
- Equipment and Supplies
- Spectator and holding areas

____:____ Range Inspection Exercise

- LIVE FIRE OPTION: Conduct range inspections on the range. This can be done prior to the briefing and live fire exercises. Exercise should include identifying range criteria and what should be inspected.
- NO LIVE FIRE OPTION 1: Conduct range inspections using range layouts with missing components. Exercise should open discussion as to what criteria is there and what is missing at the range.
- NO LIVE FIRE OPTION 2: Have participants bring layouts of their current ranges with them to the course. Have each of them review their layout and indicate what criteria is there and what is missing at their range.

Section 6: Range Rules

Time Commitment:

- Teaching 15 mins
- DVD 0 mins
- Total 15 mins

Learning Objectives:

- Identify the purpose of range rules.
- Understand the difference between general range rules and range specific rules.
- Identify hygiene and health concerns to be addressed by range rules.
- Understand rule violations and consequences.

Suggested Materials:

- RSO Manual
- Tournament SOP for example

Teaching Plan:

Time:

____:____ Define general range rules.

- Rules that apply to all the ranges.
- See examples in RSO manual.

____:____ Define specific range rules.

- Rules that only apply to a particular range.

- See examples in RSO manual
- ____:____ Discuss hygiene and health concerns
 - Lead exposure
 - Proper handwashing with cold soapy water
 - Social distancing measures
 - Face covering requirement (under EO180)
- ____:____ Discuss rule violations and consequences
 - All rules and consequences should be posted at each range.
 - A copy of all range rules should be included in the SOP.

Section 7: Range Briefings

Time Commitment:

- Teaching 20 mins
- DVD 0 mins
- Total 20 mins

Learning Objectives:

- Define the purpose of range briefings.
- Define the importance of CEASE FIRE and appropriate use.
- Apply knowledge gained to create a range briefing.

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

- ____:____ Discuss the purpose of range inspections.
 - Commands should be clear, concise and easy to understand.
 - Commands used should be consistent with all RSOs at the range.
 - Review the standardized range commands in Appendix II
- ____:____ Discuss the CEASE FIRE command.
 - Can be called by anyone on the range
 - Cease fire should be used if there is an emergency or issue, not to call the range ‘cold’
 - When cease fire is called, everyone on the range should repeat ‘cease fire’ at least three times until everyone hears the command. Then everyone should wait for commands on how to proceed.
- ____:____ Range Briefing Exercise
 - LIVE FIRE OPTION: Have class separate into three groups and create a briefing for the shooting events of the skills tournament. The briefings can be for either a practice or competition. Have them presented on the range. The last group should be for the live fire event. Shotgun is the simplest, but rifle and/or archery can be used. Regardless of the event, all participants take a turn as the range safety officer. A turn should include a participant change of location. This will require the RSO to use range commands and direct the participant activity.

- NON-LIVE FIRE OPTION 1: Have class separate into three groups and create a briefing for the shooting events of the skills tournament. The briefings can be for either a practice or competition. Have them present their briefings to the entire group.
- NON-LIVE FIRE OPTION 2: Have everyone create their own a briefing for one of shooting events of the skills tournament. Give each person a specific scenario for their briefing (ie- first time shooters, senior members, scrimmage, practice, competition, etc). Have the present their briefings to the entire group.

Section 8: Emergency Plan

Time Commitment:

- Teaching 10 mins
- DVD 0 mins
- Total 10 mins

Learning Objectives:

- Define the importance of an emergency plan in the SOP.
- Identify the information to be included in an emergency plan.
- Identify the importance of documentation of the emergency.

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

____:____ Discuss how to handle an emergency at the range

- Control of the range is the first priority.
- Once the range is secure, address the emergency.
 - Take charge of the situation.
 - Call for help, if needed.
 - Render aid, within the scope of training.
- SOP should include important emergency contact numbers.
- The LAT/LON of the range should be posted at the range and in the SOP.

____:____ Discuss documentation of the emergency

- Take detailed notes as soon as the situation is under control
- Collect witness statements if possible
- Include an emergency notes form in the SOP.

Section 8: Equipment Inspection and Handling

Time Commitment:

- Teaching 10 mins
- DVD 0 mins
- Total 10 mins

Learning Objectives:

- Identify the importance of equipment inspection.
- Identify stoppages.
- Identify malfunctions, both firearm and ammunition.

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

____:____ Discuss the importance of equipment care and maintenance.

____:____ Discuss common causes of firearm functioning issues.

- Stoppages
 - Causes of stoppages
 - If stoppage occurs, allow the participant to clear under RSO direction. If participant cannot clear, RSO may take over. Follow steps outline in RSO manual.
- Malfunctions
 - Malfunctions are either ammunition or the firearm itself.
 - Miss fires
 - Squib loads

Section 10: Appendix Review and Questions

Time Commitment:

- Teaching 20 to 30 mins
- DVD 0 mins
- Total 20 to 30 mins

Suggested Materials:

- RSO Manual

Teaching Plan:

Time:

____:____ Review the Appendix portion of the RSO manual.

____:____ Open the floor for discussion and questions.

Adapting the course:

The RSO training course can be taught in-person or virtually. Live fire activities can be included in the course but are not require.

If teaching an in-person or virtual course without live-fire, the course should be 2 to 3 hours in length.

If teaching an in-person course with live-fire, the course should be 4 to 6 hours in length.

Evaluation:

No formal certification is given. No formal evaluation is required. Course is participation based.

Post Activities:

Non-applicable.

OTHER HUNTER EDUCATION PROGRAMMING

SECTION HE13

Getting Started in Outdoors (GSO)

National Archery in the Schools Program

Coordinated Hunt Opportunities

GETTING STARTED IN OUTDOORS (GSO)

GSO workshops are recruitment programs where specific targeted audiences are selected. The target audience are those of which have little to know prior knowledge in the specific workshop topic and have little to no social support in the way of friends or family. The workshops are information and hands-on training heavy to provide as much of a head start to the participants as possible. When appropriate a mentored trial will follow the workshop. Pre- and post-workshop evaluations will be completed as well as follow-up surveys completed 6-12 months afterwards to provide data on program efficacy. The workshops may include various species specific hunting, fishing, and watchable wildlife topics as well as programs designed around various shooting implements.

NATIONAL ARCHERY IN THE SCHOOLS PROGRAM (NASP)

The National Archery in the Schools Program is an in-school, target archery program aimed at improving educational performance among students in grades 4th - 12th. And through NASP, students are learning focus, self-control, discipline, patience, and the life lessons required to be successful in the classroom and in life.

North Carolina NASP is housed in the Hunter Education Program. The Archery Education Coordinator is responsible program coordination and facilitation and volunteer recruitment.

Hunter Education Volunteer Instructors can assist the NASP program by providing support to programs in their area, and volunteering during NASP state tournament held in February.

COORDINATED HUNT OPPORTUNITIES

Coordinated hunts are specific hunting opportunities coordinated by WRC that may or may not be permitted hunts. The audience can range from open registration for youth, to specific youth participants, to adult-mentored hunts, to women hunts through the Becoming and Outdoors Woman program. The hunts are mentor-based hunts and include some educational programming, scouting, and hunt opportunities on various tracks of land normally closed to hunting, but could be facilitated on any track of land with specific mentor-hunt needs.