

# Spray Bottle Choke

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## PURPOSE:

Help students learn the importance of selecting the proper choke to obtain an effective shot pattern density.

## SUPPLIES:

1. Four water spray bottles (one is backup)- labeled
  - a. Labeled: #1 Cylinder choke (adjust spray pattern accordingly)
  - b. Labeled: #2 Modified choke (adjust spray pattern accordingly)
  - c. Labeled: #3 Full choke (adjust spray pattern accordingly)
2. Three ping pong balls (colored balls are easier to see)
3. Blue tape
4. Sharpie
5. Measuring tape
6. Lots of paper towels!



*Continue to next page...*

# Spray Bottle Choke Cont...



## PROCESS:

1. Place a line of blue tape on the table to set the ping pong balls on (helps to keep balls stationary when not being sprayed)
2. Place three ping pong balls on top of the tape
3. Use your measuring tape and mark three distances away from the row of ping pong balls; mark with tape and label the distances:
  - a. 12" equals 20 yards
  - b. 24" equals 30 yards
  - c. 36" equals 40 yards
4. Start: 40 yards using spray bottle 1, then 2, then 3. Select a different student for each yardage
  - a. Classroom: makes observations
  - b. Continue the activity at 30 and 20 yards



## WRAP UP:

5. Discuss the results. How did the choke changes at each distance effect the movement of the ball?

<b>BOTTLE NUMBER</b>	<b>40 YARDS (STUDENT ONE)</b>	<b>30 YARDS (STUDENT TWO)</b>	<b>20 YARDS (STUDENT THREE)</b>
1: Cylinder/Improved	Not Effective	Not Effective	Kill Shot!
2: Modified	Not Effective	Kill Shot!	Kill Shot!
3: Full	Kill Shot!	Kill Shot!	Miss or Destroyed Meat

*General guidelines; results will vary depending on the bird shot size selected.*

# Make Sure of Your Target

SEE WHAT YOU REALLY SEE, NOT WHAT YOU WANT TO!



## PURPOSE:

Use the following signs to help students determine if what they see is actually what is there. Note: the signs must look exactly as presented below (same spacing and layout, but not the red!).



## PROCESS:

1. Use the posters on the following three pages to test accuracy.
2. Ask a student to read one of the signs aloud to the class. Ask another to read the same sign. Switch to the other two signs, each time asking several students to read the sign aloud.
3. If everyone misses the mistake, ask the class to look more carefully. Usually, someone will see the repeated word error when they take the time to concentrate.



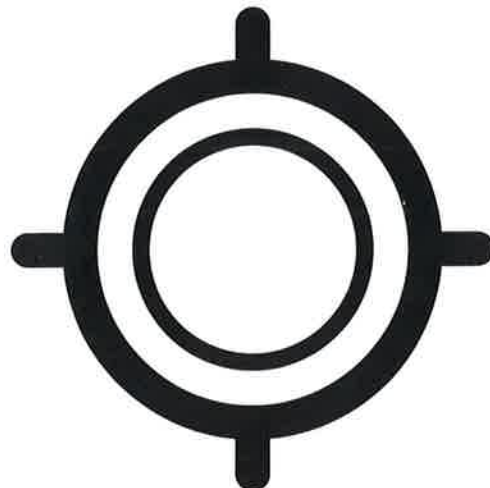
## WRAP UP:

4. This provides a great opportunity to discuss the importance of positively identifying a target before shooting, and how our minds can fool us into thinking something is what it is not.

A bird in **the**  
**the** hand

Once in **a**  
**a** lifetime

Look before **you**  
**you** leap





# Once in a lifetime



**Look  
before you  
leap**





# A bird in the the hand



# Field Dressing with Chocolate



## PURPOSE:

Students observe a demonstration of how to properly field dress a deer using a large chocolate bar and a few miniature chocolates.



## PROCESS:

1. Purchase a large Hershey bar and a couple bags of mini chocolate pieces and bring a large and small knife to class. Use the Hershey bar and minis to demonstrate how to field dress a deer.
2. Start by placing the chocolate bar face down. This is the way most deer die (on their belly). See example above. Your first job after downing a deer is to make sure it's dead. Do this by getting a long stick to poke the deer in the eye. If it doesn't move, it's dead. (Demonstrate)
3. Explain how to immediately tag your deer.
4. Put on rubber gloves before starting. Cut the deer open. Cut from inside out to keep from getting hair on the meat. Do this with a small knife. Be careful not to cut too deeply. Cut only through the hide, being careful not to puncture the stomach. Cut at rib cage down. Cut around the rear end. Then up to neck. Grab windpipe and arteries and other internal organs and cut, then pull it out. Either bury these items or leave them for other animals to eat. (Throw a few out to the students).
5. Cut off the tail, the legs at knees, and the head if you're not mounting it. (You could throw out some of these pieces to the students too!) Cut off musk gland from the rear legs if it is an antlered deer. Put it in a Ziploc bag. It will smell, and you don't want to get that smell to get everywhere! Some people like to use it when they are bowhunting. Change knives. If you use the same knife, the musk gland will spoil any future meat you cut.



**Note:** Evidence of sex must be left naturally attached to the carcass or the largest portion of the meat if boned. The tail may be necessary to identify species.

Cut deer open



Cut off legs at the knee

6. Skin the deer. Make angled cuts in from the legs to the line you originally cut. Peel back the hide from the body of the deer to the legs. You'll want to get the hide off as quickly as you can, especially in warm weather. Getting the hide off cools the deer more quickly. Heat, bacteria and dirt spoil the meat.

Angled cut



Skinning the deer



7. Before you start cutting and handling the meat, put on a pair of clean gloves. Cut the deer into packable loads. It's best to do this in four pieces that you can easily handle when packing to your vehicle or back to camp. Move your tag from antlers to the first piece you're taking back to your vehicle. Remember to write a Proxy Statement if you have someone else transport your game.

Quartered meat



8. Once back home, you can butcher the meat into serving sizes.



### WRAP UP:

9. Best part serving and eating! Cut candy bar into small pieces and choose a student to serve the other students.



10. Share chocolate with students and review the concepts shared. Add your own personal experiences and steps!

**The instructions are tied with the DVD titled "Field Dressing Big Game"**

# Wilderness Backpack

## SURVIVAL DEMONSTRATION



### PURPOSE:

Share with students the importance of being prepared in all situations by discussing items that should be included in a survival backpack.



### PROCESS:

1. Fill a backpack with the items on page 57 in “Today’s Hunter in N.M.!”
2. Go through the items in the backpack with your students. Engage in discussion about each item and give demonstration if applicable. Ask students why they should include certain items.
3. Discuss filling out the hunting plan sheet.



### WRAP UP:

To evaluate, offer scenarios and see what they come up with for solutions.



# Hunting Plan

Leave this completed form with a person who can notify the authorities in case you do not return as scheduled. A word of caution: In case you are delayed, and it is not an emergency, inform those with your hunting plan of your delay in order to avoid an unnecessary search!

Name of person completing form: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Names of others on hunt:	Age:	Address:	Phone:
_____	_____	_____	( ) _____
_____	_____	_____	( ) _____
_____	_____	_____	( ) _____

List any medical conditions of hunting party members that might warrant special consideration, such as heart conditions, diabetes, asthma, or severe allergies.

Name	Condition
_____	_____
_____	_____
_____	_____

## Trip Plans

Leaving from: \_\_\_\_\_

Going to: \_\_\_\_\_

Route details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Departing on: (Date/Time) \_\_\_\_\_

Returning on: (Date/Time) \_\_\_\_\_

Alternate route if bad weather is encountered: \_\_\_\_\_

Radio: Yes/No \_\_\_\_\_ Type: \_\_\_\_\_

Description of automobile: \_\_\_\_\_ Make: \_\_\_\_\_ Color: \_\_\_\_\_

License #: \_\_\_\_\_

Where parked: \_\_\_\_\_

# Lecturing Guidelines

## Preparation

- Thorough preparation of a lecture will increase your confidence, improve your delivery style, and enhance the effectiveness of your presentation. When preparation time is limited, focus on the following:
  - Craft an introduction that will set a clear and engaging agenda.
  - Create an outline of your main points, examples, or demonstration.
  - Prepare and practice a short conclusion that will tie the strands of the lecture together and place the lecture in the wider context of the course.
  - If you plan to use technology aids, prepare backups in case of technological difficulties.

## Keep Your Focus

- Limit the main points in a lecture to five or fewer.
- Create effective visuals, analogies, demonstrations, and examples to reinforce the main points.
- Emphasize your objectives and key points in the beginning, as you get to them, and as a summary at the end.

## Basic Presentation Skills

- You don't need to be a charismatic showman to deliver a strong lecture; begin by refining your basic presentation skills.
- Avoid reading your lectures verbatim; if you must refer to your notes frequently, combine this with lots of eye contact.
- When making eye contact, actually look at specific individuals while you make a point; don't just continually scan the room. Individuals seem most comfortable with about five seconds of sustained eye contact.
- When you lecture, speak clearly and not too rapidly. If students are busy taking notes, go even slower.
- Face the students as much as possible, rather than facing the blackboard, projection screen, or laptop.
- Try taping your lecture and listen to yourself.

## Engage Your Audience

- Focus attention early on using a quote, a dramatic visual, an anecdote, or other material relevant to the topic.
- Integrate visuals, multimedia, discussion, active learning strategies, small-group techniques, and peer instruction.
- Link new material to students' prior knowledge, such as common experiences or previous coursework. Can what you're teaching explain a phenomenon that students may have wondered about? Does what you're teaching contradict ideas that students may have about how the world works?
- Show enthusiasm for the topic and information. Remember, you are modeling your discipline.
- Give students time to think and genuine opportunities to respond.
- Plan for diverse learners. Use verbal, visual, and kinesthetic approaches such as hands-on exercises and simulations.

## Get Feedback

- Observe students' non-verbal communication: note taking, response to questions, eye contact, seating patterns, and response to humor. Are they "with" you?
- Give verbal quizzes periodically on lecture objectives, not obscure material. Are they getting it?

## Handling Questions

- You should go out of your way to encourage questions, although instructors have different preferences for how they take them. Let your students know if they can interrupt with questions or should save them for the end of the session. In either case, avoid going overtime, so there is a reasonable chance for students to formulate and ask questions. Here are some tips for encouraging, and responding to, questions:
- When asking if there are any questions, don't simply ask "Any questions?" with your back turned to the audience. Phrase it as a genuine invitation, such as "What parts of this are still a little unclear or confusing for you?" or "What do I need to explain again?" or "What are you wondering about that I haven't yet addressed?"
- Make sure you understand the student's question before launching into a long explanation. Restate the question and let the student clarify, if necessary.
- In a large class, repeat a student's question so that all the students know what question you're answering.
- Consider reserving two- to three-minute blocks for questions at transition points in your lecture. Let students have the full time to think, even if nobody asks a question. This reinforces your commitment to answering questions and will encourage students to review the material recently covered.
- If you don't know the answer to a question, don't bluff. You can let the student know that the question goes well beyond what you can address in lecture, volunteer to find the answer and report back, or ask the student to investigate and report back to the class. Or, consider trying to work out an answer with the students.  
(refer to the Effective Questioning Techniques handout for additional pointers)



## **Field Day Break Out Sessions**

For the average class of 25-30 you will want to break up your class into three to four groups. If you should run three groups, each session will run 20-25 minutes then the groups will rotate. For four groups, you will run 15-20 minute sessions. This should allow you adequate time with your students to complete the session.

### **Group 1:**

#### **Firearm Matching & Loading**

You will need 1-2 instructors, especially with larger groups.

Things you will need:

- 1-2 tables.
- One of each of the different action types of rifles/shotguns (or as many as you can round up). The firearms used must be **DEACTIVATED, HUNTER ED GUNS ONLY!**
- A few dummy ammunition rounds that match all or some of the caliber/gauges that you have. Throw some in the mix that don't match any of the caliber's to make it more challenging.
- Truck bed /car trunk and gun case.

Place firearms on a table with the muzzles facing a safe direction.

Have the students 1 or 2 at a time match the correct ammunition to the proper caliber or gauge using the data stamp on the firearm. Start one student at one end of the table and the other student at the opposite end. Work your students to the opposite ends.

Each student should work each of the action types, paying attention to the location of the safety location on each firearm.

If you have a firearm that will allow you to do so, have the students show you how to safely load and unload a firearm (this typically works best on the pump/break actions).

For larger groups break this group into two. Instruct how to properly store a firearm in a gun case/vehicle. Be sure to demonstrate how to **COMPLETELY** unload a firearm (shotguns and firearms with magazines).

If time allows demonstrate proper technique and fit when using a gun sling.



## **Field Day**

### **Break Out Sessions**

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### **Group2:**

#### **Zones of Fire**

This session utilizes 2 instructors.

You will need:

- Today's Hunter DVD - show Zones of Fire segment prior to going outside.
- 3 rubber/plastic balls of various sizes (frisbees and remote controlled cars work great too).
- 3-4 firearms.
- gun rack/table.

Have your firearms in the gun rack. 2-4 students, one-at-a-time, safely choose a firearm off the rack/table and line up side-by-side approximately 10 ft. apart. One instructor is at one end of the line, the other instructor at the other end.

Discuss how a hunting line works and some of the safety concerns that occur.

Begin by rolling/tossing the larger ball across the line to the other instructor. The students need to follow the ball with their firearm as it enters and exits their zone of fire. They should go back to a two-hand carry after it exits their zone.

Explain how each hunter should only shoot the bird/rabbit (ball) in his or her own zone. Once the bird (ball) enters another's zone, it is the next hunter's bird.

After this group understands the basics, begin challenging them by throwing multiple balls and change the angle at which the ball enters/exits their zone of fire.

Have a student in the line walk in front of the line a few steps and explain the safety hazard with this and how to handle it. If a hunter in the line harvests a bird and it is down a few yards in front of the line how should the line operate? Have the students work through this. How does this hunting situation change when using dogs?

Run your entire group through this exercise. Don't use all your "tricks" on the first group, save some for the second so the entire group can stay engaged and learn.

Add information regarding proper identification of a hen and a rooster when upland bird hunting and the importance of recognizing game on the wing when waterfowl hunting. Bag limits and use of plugs, types of shot, patterning and proper use of chokes are great information to interject during your activity also.



## **Field Day**

### **Break Out Sessions**

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### **Group 3:**

#### **Shoot/Don't Shoot**

This session utilizes 1 instructor.

Things you will need:

- Daisy Lazer Ed rifle set
- Animal overlays
- TV
- VCR/DVD or a laptop and projector, mouse

Introduce the group to the importance of hunter responsibility, ethics and proper shot placement.

Run the video until it reaches the anatomy scenes. Pause the video and talk about the vitals of a game animal. Utilizing the deer/elk/bear overlays to reinforce proper shot placement into the vital area works best. Have the students poke a hole through the animal where they think the vitals are located.

Once students understand where the vitals lie on the animal and where to shoot to make a quick, humane kill, move on to the live video scenes. Give each student at least 4-5 scenes. Have them determine on their own if the scene given is a shoot/don't shoot situation. If the student feels it is a safe, ethical shot, they can "shoot" the animal. You can use the Lazer Ed rifle, a laser pointer or a computer mouse.

Test the rest of the group who is waiting their turn if they made the correct decision by pausing the scene once the student has shot. If the student shoots a no shoot, utilize this as a teachable moment for the group. Encourage interaction if the student makes a good shot as well.

Encourage students to be patient and wait for the best possible shot. Also, encourage students that it is ok to pass up any opportunity if they do not feel 100% comfortable with the shot and/or situation.

Be sure to keep the group focused, it is easy for them to get excited about the activity and they begin treating it like a game. It is fun, but serious exercise.

Some suggested additional groups you may wish to add are:

- Wildlife ID
- Basics of Survival
- Game Care
- Game Rules and Regulations
- Basic Map and Compass Reading



# Using the Big Game Rules & Information Booklet



## Instructions:

Using your Big Game Rules & Information Booklet, please answer the following questions.

If you would like to work on this with your neighbor, you can do so.

1. What are the legal shooting hours (morning and evening), if you will be hunting on Sept. 5<sup>th</sup> in the Albuquerque area?

*Answer:*

2. What is "Proof of Legal Game" when transporting a harvested mule deer buck?

*Answer:*

3. Where would you find regulations in reference to vehicle use on public lands?

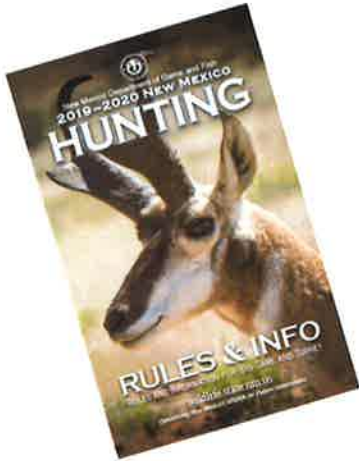
*Answer:*

4. You want to apply for a Youth Only elk hunt in Unit 2 on Dec. 14-18. What is the legal sporting arm, hunt code and bag limit for this hunt?

*Answer:*

# KEY

## Using the Big Game Rules & Information Booklet



### Instructions:

Using your Big Game Rules & Information Booklet, please answer the following questions.

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1. What are the legal shooting hours (morning and evening), in Albuquerque if you will be hunting on Sept. 5<sup>th</sup>?

**Answer:** *Sunrise is 6:42 am - 30 minutes is 6:12 am and sunset is 7:27pm + 30 minutes is 7:57 pm (pg.40)*

2. What is "Proof of Legal Game" when transporting a harvested mule deer buck?

**Answer:** *The antlers must remain attached to the skull or skull plate. (pg. 33)*

3. Where would you find regulations in reference to vehicle use on public lands?

**Answer:** *(pg.23)*

4. You want to apply for a Youth Only elk hunt in Unit 2 on Dec. 14-18. What is the legal sporting arm, hunt code and bag limit for this hunt?

**Answer:** *Any legal sporting arm, ELK-1-105, Antlerless (pg.73)*