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# HUNTER RESPONSIBILITY

AN INNOVATIVE CURRICULUM FOR  
EFFECTIVE INSTRUCTION.



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# **HUNTER RESPONSIBILITY: An Innovative Curriculum for Effective Instruction**

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U.S. DEPARTMENT OF THE INTERIOR  
FISH AND WILDLIFE SERVICE  
WASHINGTON D.C.



HUNTER RESPONSIBILITY  
CURRICULUM UNITS

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# HUNTER RESPONSIBILITY CURRICULUM UNITS

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## HUNTER RESPONSIBILITY CURRICULUM UNITS

### A State Hunter Education Administrator's Perspective

#### INTRODUCTION

As the findings of hunter behavior studies were analyzed in the mid-1970's, it became evident that hunter safety education courses were not significantly improving the responsible behavior of hunters. In fact, one study showed that hunter education graduates violated legal and ethical hunting rules more frequently than nongraduates.

These findings were based on studies of waterfowl and deer hunters conducted by Professors Robert Jackson and Robert Norton, University of Wisconsin-La Crosse. They were funded with federal aid, Pittman-Robertson monies, and conducted through the Wisconsin Department of Natural Resources Hunter Education Program.

The negative hunter image has also made an impact on nonhunting citizens throughout the United States. Two major comparable studies of the general public's attitude toward hunters and hunting were conducted in 1967 and 1981. The findings in the 1981 study, when compared with the earlier study, showed the hunter's image to be significantly less positive with the unfavorable adjectives of "tough," "cruel," "careless," "inconsiderate," and "irresponsible" selected nearly twice as often.

The hunter responsibility curricula units presented here were developed for use in formal and informal hunter education courses to help instill responsible attitudes and acceptable behaviors in hunters of all ages. They include important moral dilemma learning concepts and active hunter-student involvement.

The innovative units target major problems and situations faced by hunters and include such questions or situations as: whether or not to hunt; should hunters take hunter education courses; why we have bag limits; littering; retrieving wounded game; trespass problems; and other important factors that affect the future of hunting.

The goal of these units is to help develop more responsible hunters, leading to a better image for hunters and hunting and assuring that hunting remains an acceptable pursuit in our modern society. The units can be most effective as 1) supplemental units to basic hunter education courses, 2) the core of advanced hunter education courses, and 3) individual units for specialized hunter education clinics or workshops.

To properly and effectively use these hunter responsibility curriculum units, the instructors must be thoroughly trained. The training should include not only a basic understanding of the units and their objectives, but also involvement in conducting a class, using one or more of the units. It is further recommended that team teaching and evaluation be an integral part of the curriculum.

Homer E. Moe  
Wisconsin Hunter Education Administrator

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## FOREWORD

The materials which follow are part of a project which has been designed to strengthen and improve the teaching of hunter ethics and responsibility. The last few years have seen a broadening of the curriculum and objectives of the traditional hunter safety program. Many states and Canadian provinces have renamed their programs Hunter Education. This reflects a growing conviction that gun safety is only one, albeit very significant, aspect in the total development of a responsible hunter.

The research of the authors and other investigators on game law violations and hunter ethics and their causes has consistently reinforced this need for a broader definition of the objectives of hunter education. It is not enough, however, for research to simply point to the importance and extent of the problems facing hunting. Concerned and motivated hunter education coordinators and instructors are pressing for new and improved educational strategies to solve those problems.

Traditional models of moral education have been used in hunter education programs for over a decade. They include moralizing or providing information. Hunter studies suggest there will be little behavior or value change on the part of young or mature hunters using only the old traditional teaching methods.

The materials which follow are an effort to translate certain important concepts and assumptions about moral education into the curriculum and teaching methods of hunter education programs. The first of these ideas is to put hunter responsibility in the context of decision making or situations where hunters have to make choices. By making the student very aware of these situations, the various choices available and the probable consequences of each alternative, the outcome should be more responsible attitudes and behaviors.

The second concept or dimension is that of involvement. All human beings learn in relationship to the degree to which they actively participate in the learning process. The concept of involvement symbolizes that participation. The lesson plans which follow not only focus on the decisions which face young hunters, but also provide a methodology in which the student becomes directly involved in the learning process. In essence, this type of teaching helps the student discover and confirm personally the principles of responsible or ethical behavior he will live and hunt by. Research indicates that students who learn this way are more likely to actually behave responsibly in hunting and in other life situations.

The indirect teaching methods described and utilized in these materials are designed to have an effect on the decision making and the behavior of the learner at some future point. This contrasts with direct teaching methods which are typically used for imparting knowledge. Both, of course, are needed in a total hunter education program.

## STRATEGIES FOR STUDENT LEARNING

The authors suggest two strategies which should: (1) facilitate application of this type of education to later education, and (2) help evaluate the effectiveness of these lessons. The first we describe as a contract, or commitment. It is a strategy we ourselves use at the end of each unit, class, or workshop experience that we offer.

Ask your students to think to themselves for a few minutes and then write out a contract describing what they will do differently (or in addition) because of their exposure to this unit or hunter education class. This could result in a long list or just an item or two. Of course, the behaviors or activities will have been stimulated by these teaching units. Let the students "discover" their own list, although a short class discussion could suggest a number of possible actions (i.e., picking up at least one item of litter left by other hunters; asking permission before the season; wearing at least one piece of blaze orange clothing on every upland bird hunting trip, etc).

The second strategy is to plan a follow-up class meeting. Review and evaluate the units by asking if they faced these decisions (trigger film situations) while hunting and exactly what happened. Not only is this evaluation, but it also is effective education. Let them know that hunter education certification is not a graduation, but rather a first step in a life-long learning sequence.

Finally, it is a must that you read the "Instructor Key-Ideas" and become familiar with the components of indirect teaching.



## INSTRUCTOR KEY IDEAS

### For Using Indirect Teaching Methods

The following units have been developed to assist you in teaching hunter responsibility. They differ in organization and content from what you probably have been using as your primary source of lesson planning. This is due to the fact that having hunters make responsible decisions during hunting is different than teaching the ten commandments of gun safety or the various parts of a gun or bow.

Instructors often assume that if information can be memorized, and repeated on a test, that it has been learned and will change behavior. Direct instruction such as this can best be used to teach specific knowledge and we agree that it should be a continuing part of your hunter education teaching. But we also believe that you as an instructor need very different instructional materials and methods to teach decision making and hunter responsibility. Direct teaching methods have not proved to be effective in changing behavior and making hunters more responsible.

These indirect teaching hunter responsibility units have been developed around three major points: (1) the Trigger Films (Appendix #4); (2) the Open Meeting (Appendix #5); and (3) Processing (Brainstorming, Consensus and Feedback) (Appendix #6). Before you select the unit or units you will be teaching, it is essential that you read and master these new indirect teaching processes. You may be able to master the techniques alone, but if at all possible, attend the in-service programs that your state hunter education coordinator will be providing for you. A two part training film program is also available that will illustrate and explain these techniques; contact your state hunter education coordinator about using these.

If you are not familiar with the indirect teaching model, it may seem awkward as you begin to use it. Just remember how you felt in your first hours of teaching experience! Practice will make it easier and you will soon be comfortable with it. Many instructors report that they have practiced on other instructors with good results. Note that each unit has many specific suggestions and discussion aids for you to select from and use in your teaching.

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UNIT 1  
TO HUNT OR NOT TO HUNT

TEACHING PLAN

IC AND AREA OF DECISION

Do I really want to hunt? Do I know what it means to choose to kill an animal or bird? Am I willing to accept the responsibilities that go with that choice? (Responsibility to the wildlife resource, other hunters, landowners, non-hunters and myself).

T SHOULD STUDENT KNOW?

As background for this decision, the student should have knowledge of the:

1. History of hunting and its justification both historically and in the modern world.
2. Impact of hunting and non-hunting on the wildlife resource for different species and in different locales.
3. Attitudes and values of other hunters as they relate to the questions, "Why do you hunt?" and "What does it mean to kill an animal or bird?"

IMINARY ACTIVITIES

Student Assignments (Optional)

1. Ask the students to interview at least one hunter with at least 10 years of hunting experience. (See Student Assignment Sheet Unit 1-A).
2. Ask a non-hunting adult why he or she doesn't hunt. Does that person have any objections to the sport? Be prepared to report these to the class.
3. Rating scale for hunter motivation to be self-administered or given to experienced hunters (or both). (See Student Assignment Sheet Unit 1-B).

## MOTIVATION

Explain the Trigger film content and dilemma.

Father and son are sharing first hunt. Son shoots first game, a squirrel, but the animal wounded and must be dispatched. Final dialogue by raising the question, "Is the animal suffering?", "triggers" discussion on the impact of hunting on ecological balance, and a hunter's love and feeling for the wildlife he hunts and kills.

Note to Instructor: The actor (Father) in this film really wants his son to hunt. In real life his older boy lost interest after one or two hunting trips with his dad. In that sense, he wasn't "acting", and desperately wants to do the right things during the next year so that this 12-year-old would become a hunter and share his own love of the sport.

## INTRODUCTORY DISCUSSION QUESTIONS

Discussion questions for students to be able to personalize their feelings about whether they want to hunt or not.

1. How many of you have someone in your family who really wants you to be a hunter? (Show of hands).
2. Do any of you have someone in your family who probably would prefer that you didn't hunt?
3. Does anyone have someone who isn't quite sure if he or she wants you to hunt?
4. Why do they seem to feel the way they do?

## VIEW TRIGGER FILM

Watch for student reaction to the question of hunting and killing game.

## FILM DISCUSSION QUESTIONS

Involve students as much as possible, call on those that appear reluctant to comment.

### Hunting Questions

1. How does the boy feel about shooting the squirrel? About killing the wounded animal?
2. How do you think you would feel?

3. What is your reaction to the last question? ("Do I have to?")
4. How should a hunter feel when he has killed a wild bird or animal?
5. What will you do in a similar situation?
6. Could someone decide, after one or two hunts, that they didn't want to hunt anymore? Why?
7. How does hunting relate to the balance of nature?
8. Is there a surplus available for harvest? (Be ready with facts).
9. \_\_\_\_\_  
\_\_\_\_\_

#### Safety and Legal Questions

1. Were firearms safely handled? Why or why not?
2. Was the hunt properly planned? Why or why not?
3. Was the squirrel legally taken? Why or why not?
4. \_\_\_\_\_  
\_\_\_\_\_

NSTORMING

In small groups (6-7 students), through brainstorming, make a list of reasons, "Why do people hunt?" (5 minutes).

Some of the categories students will suggest:

- Nature appreciation
- Seeing wildlife
- Escape
- Solitude
- Food
- Competition
- Exercise

- Developing and testing hunting skills (shooting, tracking, game calling, etc.)
- Developing and testing outdoor skills (hiking, map reading, camping, etc.)
- Companionship
- Using equipment, shooting, etc.
- Working with a hunting dog
- 
- 
- 
- 

CONSENSUS

In each small group, decide (consensus) "What are the THREE most important reasons "Why do people hunt?" (15 minutes)

FEEDBACK

Each small group reports their ideas to the entire class. Discussion and clarification is encouraged. You may also wish to have the entire group gain consensus on the three most important reasons for hunting.

GROUP DISCUSSION QUESTIONS

1. Do most hunters have more than one reason or motive for hunting? Explain.
2. Do you suppose hunters change over time? How might you feel different when you are 30, 50, or 70 years old?
3. Are there some reasons for hunting that are better than others? Explain.
4. What would non-hunting adults or persons who oppose hunting say to us about hunting if they were in this class? How would you answer?

STUDENT EVALUATION

Evaluate answers on final test dealing with history of hunting and objectives and practices of game management.

Have student write a short essay on the theme: "What being a hunter means to me."

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Inter Responsibility  
Student Assignment Sheet - Unit 1-A

EXPERIENCED HUNTER  
INTERVIEW FORM

Age of hunter \_\_\_\_\_

Years of hunting experience \_\_\_\_\_

Why do you hunt?

How have your attitudes and feelings about hunting changed over time?

How do you explain or justify the killing of an animal or a bird to a person that does not hunt?

What is it about your hunting experiences that gives you the greatest satisfaction?

Hunter Responsibility  
Student Assignment Sheet - Unit 1-B

Select from the following items the four factors that you feel hunters would rate as being the most important in answering the question, "Why do you hunt?"

- A. Provision of food \_\_\_\_\_
- B. Exercise and outdoor activity \_\_\_\_\_
- C. Companionship with friends \_\_\_\_\_
- D. Companionship with family \_\_\_\_\_
- E. Showing game I bagged to family and friends \_\_\_\_\_
- F. Nature appreciation \_\_\_\_\_
- G. Utilizing hunting skills (reading deer signs, careful stalking, duck calling, decoy setup, etc.) \_\_\_\_\_
- H. Killing game \_\_\_\_\_
- I. Escape from job or family routine \_\_\_\_\_
- J. Killing and display of trophy \_\_\_\_\_
- K. Use of outdoor skills (challenge of the environment-camping, woodcraft, coping with weather, etc.) \_\_\_\_\_
- L. Getting a chance to shoot my gun or bow \_\_\_\_\_
- M. Solitude \_\_\_\_\_
- N. Doing better than my friends \_\_\_\_\_
- O. Good marksmanship \_\_\_\_\_
- P. Seeing game and non-game species \_\_\_\_\_

UNIT 2

SHOULD I TAKE HUNTER EDUCATION?

TEACHING PLAN

IC AND AREA OF DECISION

This unit is designed for the first class in a basic hunter education course, especially when parents are also attending. It is important that goals for the class are clearly established early in the session.

Hunter education exists to teach us to be good hunters and good hunters are responsible hunters. While your students may want to be "good hunters" and gain the respect and admiration of other hunters, the image the young hunter has of "good hunters" comes from various models (the association with family, teachers, the peer group, or perhaps from reading hunting or fishing magazines). Some of those models are strong and positive while others are negative or poor examples. The goal of being a "good" hunter is also consistent with the wishes of the young to be considered grown up or adult. What is adulthood and adult hunting behavior? In essence, it is becoming a responsible person. But do all hunters measure each other in terms of responsibility? If hunter education teaches the young to be grown up (responsible), this unit should help him or her become aware of the decisions and behaviors that will label him/her "adult."

T SHOULD THE STUDENT KNOW?

1. Knowledge of the goals and objectives of the basic hunter education program.
2. Individual assessment of the skills, attitudes, self-limitations, and achievements that go with becoming a responsible or "adult" hunter.
3. Development of personal goals and objectives in terms of what the student will learn in this class and in his/her future growth as a hunter.

PRELIMINARY ACTIVITIES

Have the student interview one experienced hunter and ask him to describe the characteristics of a perfect hunting partner.

MOTIVATION

Explain the Trigger film content and dilemma.

A family of four is seated in the living room. The father announces to his 12-year-old son that he has "signed him up" for a "hunter safety class". The boy doesn't want to go (it's too much like school) and prefers that his father teach him. The 14-year-old daughter shocks her parents by indicating that she, too, wants to attend the class. Both parents are upset that their daughter would want to take the course and want to know her motivation. The final discussions are about who can best offer this education, a father or a trained instructor.

INTRODUCTORY DISCUSSION QUESTIONS

Discussion questions for students and parents to personalize their reasons for participating in a hunter education class. Share some reasons before viewing the trigger film.

1. Write your answer on a sheet of paper: Why are you taking a hunter education course?
2. In some states, hunter education is required for all hunters. What are some reasons for requiring hunter education certification for all hunters?

VIEW TRIGGER FILM

Note Student's and Parent's reaction to it.

FILM DISCUSSION QUESTIONS

1. What do you think the father's decision will be?
2. Will the parents enroll their daughter? Why or why not?
3. Do you think girls and women should take hunter education? Why or why not?
4. What advantages might there be for someone to take the course even if they aren't sure they will ever want to hunt?

5. Why do most parents want someone else to teach their children to hunt, to drive, or to read?
6. Would you add any others to your list of reasons for taking a hunter education course after having seen this film?
7. What do you think was meant when it was suggested that hunter education was about responsibility?
8. \_\_\_\_\_  
\_\_\_\_\_

## MEETING

Refer to open meeting guidelines if necessary.

### Step 1 - Defining

In Step 1, the class is asked to provide a definition of a key word or concept. In this unit, the concept is ADULTHOOD. In introducing the problem to the class, talk about how children seem to want to explore adulthood (and become adults) from the time they start playing. Pre-school children spend much of their free time role-playing. In role-playing, they try out many of the adult roles or behaviors they see around them, whether it is "playing house", "garbage man", "doctor", or "daddy going hunting". These young students in the hunter education class should identify easily with the instructor's contention that one of their major goals is to be grown up, or be an adult.

One authority has said that one is never grown up until one has become responsible for the life of another person. Parenthood has a way of forcing us to grow up. This is in contrast with any personal definition that a person is adult at a certain age, say 18, or when a person can drive a car, drink beer, or stay up all night.

### Step 2 - Personalizing

In asking the student to personalize, the instructor might use questions such as these:

1. Do you consider your parents to be adults? Do they always behave in adult ways?
2. What must it be like to be an adult? Can adults do whatever they want? Are they free to work or not work? Can they behave in any way they choose?
3. Could you give some illustrations of how and when you have behaved in adult ways? When have you not been adult-like? When do your parents say, "you're not grown-up"?
4. In what ways have you modeled or imitated the behaviors of other adults?
5. \_\_\_\_\_  
\_\_\_\_\_

### Step 3 - Probing

In posing questions that challenge or probe the subject, the instructor might refer to these:

1. In what hunting or out-of-doors situations have you found it easiest to behave in an adult or responsible way? Have you ever been praised or recognized for it?
2. What happens when you are with a group? Is it easier or harder to be an adult? Why?
3. What do you do when the group behaves in a way that is against your principles or in a way that you don't approve?
4. Are there times when friends have suggested an activity because it is grown up, but when it probably really isn't? What did you do? give examples.
5. Why would Aldo Leopold have said that, "The ultimate test of a hunter's ethics (sense of responsibility) is when he is hunting alone and no one is there to observe what he does"?
6. \_\_\_\_\_  
\_\_\_\_\_

## LOW-UP STUDENT ASSIGNMENT

Associating with hunting buddies or partners provides important and perhaps ultimate tests of friendship and companionship. Of all the forms of association, the hunting partner is probably the most important. Partnership is exposed to many crucial tests: compatibility; safety (would you want just anyone sharing a duck blind or walking behind you down a trail with a loaded gun in his hands?) and selfishness. Most experienced hunters have learned through experience just what kind of persons they could accept as a hunting partner. A list of those qualities and characteristics that they would hope to find in that partner should clearly reflect the contention that the adult or mature hunter is a responsible person.

Ask the students to approach one experienced hunter and ask that person to list and describe the 10 characteristics or traits that he would look for in the perfect hunting partner. Have each student bring that list to the next class meeting to be shared with others in the group.

## STUDENT EVALUATION

Collect the students lists of reasons for taking the course. Have them add a set of goals and standards for themselves in terms of the adult hunting behaviors to be practiced during the next hunting season. (These could be added just after the open meeting discussion). Explain that the students will be asked by the instructor at a later time by mail, phone, or post-class meeting to review their success in achieving these goals.

UNIT 3

RESPECTING THE BAG LIMIT

TEACHING PLAN

TOPIC AND AREA OF DECISION

Hunting success and satisfaction are often equated with numbers of game bagged or limiting out. If the only standard or measure of hunting success is the number of birds or animals killed, violating probably makes sense.

But a responsible hunter obeys and respects bag limits. Good sportsmen measure satisfaction not only in numbers bagged but through other factors: companionship; clean kill; association with nature, etc. Young hunters, now in the limiting out stage, will tend to measure themselves in terms of bag and "filling out" a limit. As skills develop, they will increasingly be faced with opportunities to exceed the bag limit.

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of principles of resource management, reproductive capacity, seasonal mortality; and the impact of hunting on wildlife historically and today.
2. Knowledge of how seasons are set. (deer quotas, waterfowl species management, etc.; understanding of hunter input to process through county hearings, Conservation Congress, Flyway Councils, etc.)
3. Knowledge of regulations, penalties, and the reasons for their existence.
4. Understanding of hunter psychology: phases of development; expectation and satisfaction; characteristics of violators; and the influence of the group on individual behavior.

PRELIMINARY ACTIVITIES

Rating scale on tendency to violate can be self-administered and/or given to experienced hunters before class and brought to class for discussion. Then ask groups (six or seven per group) to reach consensus on the top four factors offering the greatest temptation and the four with the least tendency to violate. (See Student Assignment Sheet Unit 3-A).

VIOLATION

Explain the Trigger film content and dilemma.

An adult hunter and his partner, a teenage boy, have just pulled their boat out of the water at the landing after a not-too-successful day of waterfowl hunting. Another party lands as they are securing their boat to its trailer. These two men have shot many more ducks than the regulations permit, including a protected canvasback. They have left their decoys out to protect their "hot spot" and have returned for more shells. The first two hunters are tempted to go back out to where the ducks are working even though they aren't sure they can identify the protected "cans."

INTRODUCTORY DISCUSSION  
QUESTIONS

1. What do you think are the most important game laws and regulations? Put these on the board as they are offered.
2. Which of these are designed to protect the resource. Underline these or put stars (asterisks) in front of them. These could include:
  - Closed seasons
  - Bag limits
  - Variable limits by species or sex
  - Refuge areas
  - Shooting hours
  -

---

Give students the 14 point violation quiz. (See Student Assignment Sheet Unit 3-B) DO NOT GIVE ANSWERS YET!

Ask your class to be able to identify any violations or potential violations in the Trigger film.

TRIGGER FILM

Note violations discussed by hunters and student reaction.

DISCUSSION QUESTIONS

Involve as many students as possible.

1. What regulations or game laws had the "successful" hunters broken in bagging their ducks?

2. Do you think the man and boy will go out the area where the other men had been hunting? (Ask for show of hands, yes and no) Why?
3. Why does the boy hesitate about going even though he is likely to get good shooting? Would you go?
4. What would you do if you shot illegal game? In what other types of hunting might this happen? How would you feel?
5. Does violating "pay off" in terms of more successful hunting? Why or why not?
6. \_\_\_\_\_  
\_\_\_\_\_

#### HUNTER VIOLATION QUIZ UNIT 3-A

Have each student complete student assignment sheet Unit 3-A. Share answers and discuss why students answered as they did.

#### BRAINSTORMING

Brainstorm in small groups (6-7 students) the question "Why do hunters violate?" (5 minutes) List the reasons.

#### CONSENSUS

Each small group selects through consensus the three or four most important reasons for hunters to violate game laws. (15 minutes)

#### FEEDBACK

Each small group reports their 3 or 4 most important reasons hunters violate to the entire class. Discussion and clarification is encouraged.

You may also wish to have the entire class gain consensus on the three or four major reasons hunters violate.

#### GROUP DISCUSSION QUESTIONS

1. Do you think you will be more likely to violate 10 years from now? Why?
2. The percentage of violations drop dramatically for hunters over 40. Why?
3. Why might you be more likely to violate a game law while hunting in a group?

4. Do violators affect the success and enjoyment of other hunters? How?
5. Have violators ever affected the enjoyment and success of you or someone you know?
6. Should the first party of hunters have reported the violations of the two lawbreakers? What would you do? Why?

#### TEST EVALUATION

Evaluate answers on final test dealing with management of the resource, setting of seasons, and the nature of hunting regulations.

#### ADDITIONAL MATERIALS

Articles:

PHASES (Jackson and Norton) suggests that all hunters pass through predictable phases and that young hunters are first motivated (1) to shoot and test their gun or bow, and then (2) to get game (and limit out). Article challenges sportsmen to define and act responsibly at each stage.

SOMEONE IS WATCHING YOU HUNT (Jackson and Norton) reports results of violation studies to hunters.



## HUNTER RESPONSIBILITY

### Student Assignment Sheet Unit 3-A

Select from the following list the four factors which hunters would rank as giving them the greatest tendency or temptation to violate. Also, select the four conditions that hunters would rate as providing the least temptation to violate. Write a "G" on the line for four Greatest factors and "L" for four Least factors.

#### Do this individually

1. \_\_\_\_\_ Long distance from home
2. \_\_\_\_\_ Game abundant
3. \_\_\_\_\_ Out of state
4. \_\_\_\_\_ Your children are present
5. \_\_\_\_\_ Opening day
6. \_\_\_\_\_ Late in the season
7. \_\_\_\_\_ Heavy hunting pressure
8. \_\_\_\_\_ Hunting alone - little pressure from others
9. \_\_\_\_\_ Game scarce
10. \_\_\_\_\_ Alcohol usage
11. \_\_\_\_\_ Self-ownership of land
12. \_\_\_\_\_ You personally know the owner of the land
13. \_\_\_\_\_ You do not know the owner
14. \_\_\_\_\_ Public hunting grounds
15. \_\_\_\_\_ Low probability of getting caught
16. \_\_\_\_\_ Don't believe the regulation is necessary
17. \_\_\_\_\_

ER RESPONSIBILITY

ent Assignment Sheet - Unit 3-B

quiz is based on the findings of the Wisconsin Hunter Performance Study. The  
lete hunts of over 600 Wisconsin waterfowl hunters were observed from spy  
ds by trained observers. Other data were derived from observation by  
owners and interviews with hunters.

What percent of Wisconsin waterfowl hunters violated a game law during the  
observed hunt?

5%            10%            20%            30%

What percent of Wisconsin waterfowl hunters admitted to intentional or  
accidental violations when asked in a post-season interview the question, "Do  
you ever violate?"

25%            45%            65%            85%

Were the graduates of hunter safety programs more or less likely to violate a  
game law?

More                            Less

Do violators have higher or lower scores than those who don't violate on a test  
of knowledge of duck identification?

Higher                        Lower

Do violators live near their hunting sites or do they come from longer  
distances and other regions of the state?

0-25 miles            25-50 miles            50-100 miles            100 or more miles from home

What decade of life produced the greatest percentage of violators within its  
ranks?

Teens            20's            30's            40's            50 or older

Are members of sportsmen's clubs more or less likely to commit unethical hunter  
behavior?

More                        Less

Are members of hunting oriented groups more or less likely to violate game laws?

More                        Less

In which party size are duck hunters most likely to violate?

Alone            Partners            Three or more hunters

10. Are duck hunters who use retrievers, decoys and other specialized equipment more or less likely to violate game and ethical rules?

More                      Less

11. What percentage of Wisconsin landowners saw a hunting law violation on their land during the nine day deer-gun season?

20%              30%              40%              50%              60%

12. What percent of Wisconsin deer-gun hunters observed a violation during the season?

15%              25%              35%              45%

13. What percent of Wisconsin deer-gun hunters reported that they had poached deer at some time in their lives?

7%              14%              21%              28%

14. What percent of Wisconsin landowners had at least one hunting party hunt without permission during the deer-gun season?

20%              30%              40%              50%              60%

4885H



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## UNIT 4

### LITTERING

#### TEACHING PLAN

#### AND AREA OF DECISION

Wisconsin hunters, outdoorsmen, and landowners have consistently reported that they are offended and irritated by litter. It is always difficult to understand how we humans can despoil natural beauty or endanger wildlife, other humans, livestock or machinery though the careless handling or failure to remove what then becomes "litter". Many landowners clearly state that they prohibit hunting because of experiences with litter. Decisions include not only what to do with our own litter, but what to do when faced with that left by others.

#### OULD THE STUDENT KNOW?

1. Knowledge of the impact of litter on the landowner (economic), wildlife (mortality), the hunter (posting of land) and the taxpayer (economic costs of clean-up).
2. Familiarity with programs designed to limit or remove litter: (1) pack in and pack out; (2) bottle and can laws; (3) can recycling.
3. Develop an attitude in young hunters to "TAKE OUT YOUR OWN PLUS MORE."

#### NARY ACTIVITIES

1. Develop a slide or print series of litter in your area. Send your students out to specified sites to canvass extent of littering; boat landings, beaches, fishing piers, ice fishing areas, roadsides, city parks, school grounds, etc. The resulting displays could be put in key public areas for local impact.
2. Ask students to conduct research study by observing at designated sites for 1/2 hour each; school grounds, classroom, busses, or lunch rooms are excellent sites. (See Student Assignment Sheet Unit 4 - A).

## MOTIVATION

Explain the trigger film content and dilemma.

A hunting party of four, fathers and sons, are taking a break for lunch. Activities include some plinking with .22 rifles and the eating of their lunch. Debris is left including some empty cans, lunch wrappers, cans, etc.... One boy asks if they shouldn't clean up their litter. An adult responds by saying that it would be a pain to load them down. "Besides, everyone else does it! Plainly bothered, boys talk to each other quietly and ask, "What do we do?"

## INTRODUCTORY DISCUSSION QUESTIONS

1. Ask students to define littering. Personalize by asking them where they have seen litter in the out-of-doors.
2. What was their reaction?
3. Did it bother them?
4. Does littering occur in their school? Neighborhoods?
5. How does this apply to their homes? Their own rooms?

Share results of assignments, if given.  
(Pictures, litter counts, etc.)

## VIEW TRIGGER FILM

Note student reactions

## FILM DISCUSSION QUESTIONS

1. What do you think the boys will do? (Shake hands, i.e., How many of you think the boys will pick up and carry, etc...) Why?
2. What do you think the fathers will say if the boys clean up the area they were in?
3. Have you ever been in this situation? How did you feel? What did you do?
4. Were firearms safely handled? Why or why not?
5. Was shooting safe and responsible? Why or why not?
6. What violations, if any, were committed?
7. \_\_\_\_\_

- STORMING In small groups (6 or 7 students, through brainstorming, make a list of reasons "Why do hunters litter?" (5 minutes)
- NSUS In each small group, decide through consensus what are the three most significant reasons that hunters litter. (15 minutes)
- STORMING In small groups, brainstorm the question "What could be done to eliminate littering?" (5 minutes)
- NSUS In each small group, decide through consensus "What are the three most important actions that could be taken to eliminate littering?" (15 minutes)
- ACK Each small group reports their ideas to the entire class. Discussion and clarification are encouraged.
- You may also have the entire class gain consensus on the three major reasons that hunters litter and three most important actions to eliminate littering.
- SSION QUESTIONS
1. Ask the class to decide if each of the following is an act of littering.
    - not picking up fired shotgun shells
    - field dressing a bird or an animal
    - de-feathering a duck or goose in the field
    - shooting at cans and bottles during a lunch break
- What can we do personally to prevent or eliminate littering?
- NT EVALUATION Create a "mess" in your classroom before the class arrives. Give students a chance to experience this and engage in a discussion among themselves about the classroom atmosphere. Do this at the next meeting after the presentation of this teaching unit. Note that it was not their mess, and not of their doing. What they say and do are real tests of learning.
- As a class project take the group into the field for an hour or more of public service. Clean up a pier, landing, shooting range, or a public hunting area.

Hunter Responsibility  
Student Assignment Sheet - Unit 4-A

LITTERING RESEARCH FORM

(suggested time - 30 minutes)

DATE: \_\_\_\_\_

OBSERVER \_\_\_\_\_

Description of site where observation occurred such as candy machine in high school cafeteria, a school entrance, a boat landing, public hunting ground, parking lot, etc.

Time began: \_\_\_\_\_

Time ended \_\_\_\_\_

Sex of Observee	Littered Yes/No	Description of Behavior	Approximate Age	Time
SAMPLE: Male	Yes	Teacher Dropped Wrapper	40	1:05

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

UNIT 5

INDISCRIMINATE SHOOTING  
(or)  
FAILURE TO CONTROL EMOTIONS

TEACHING PLAN

AND AREA OF DECISION

Some of the most tragic accidents are those where hunters wound or kill members of their own party or family when game flies or runs between hunters. Sometimes shooters don't wait to determine what is behind the game they blaze away at. Almost always, this reflects an individual's spontaneous reaction (shoot) at a moment of high excitement or anticipation. Obviously too, if "limiting out" is not the ultimate measure of the hunter, one excellent standard substitute is the Clean Kill.

European hunting traditions and laws demand competence in marksmanship before licensing to hunt. In contrast, some American hunters brag about "sticking" (wounding with an arrow) a deer.

1. What marksmanship standards should we hold up to ourselves before we begin to hunt?
2. What code do we personally adopt in deciding whether a shot is too long or the angle of fire doesn't promise the clean, quick kill?
3. How can we control our emotions to assure that we do not shoot unless it is absolutely safe?

SHOULD THE STUDENT KNOW?

1. Knowledge of the impact of indiscriminate shooting: (1) gun or bow accidents; (2) economic costs of replacing signs, insulators, etc.; (3) wildlife mortality-shooting of non-game species or crippling through sky-busting or long shots; (4) safety-ricochets, etc.
2. Knowledge of limitations and capabilities of various hunting equipment, bow shotgun, rifle, etc.

3. Understanding the relationship between indiscriminate shooting and failure to control emotions.
4. Experiencing the satisfactions and opportunities of controlled, responsible shooting on ranges.

#### PRELIMINARY ACTIVITIES

Have each student interview one experienced hunter and ask him to describe how accidents prevented in his hunting group.

#### MOTIVATION

Explain the Trigger film content and dilemma:

A deer rifle hunter is on a stand when a young hunter approaches him. The boy has yet to see a deer that day. We discover that he has a new gun, sighted in at 150 yards, and he has never fired at a deer. When the older man watches four deer working their way toward them, the boy's growing excitement is obvious. The deer break across a clearing 400 yards away at a run. The boy reacts instantly with five quick shots.

#### INTRODUCTORY DISCUSSION QUESTIONS

1. How many of you have ever been deer (rifle) hunting? (Show of hands)
2. Have you ever been in the woods during the season and heard firing from one gun like this? (Clap five to seven times in rapid succession). What did you think?
3. How about like this? (Clap once, long pause, and one clap).
4. Which situation is most likely to mean a dead deer? Why?

#### VIEW TRIGGER FILM

Note student reactions.

#### FILM DISCUSSION QUESTIONS

Involve as many students as possible.

#### Hunting Questions

1. If you were the older man, what would you like to tell the boy?

NOTE TO INSTRUCTOR: Some of the points the class is likely to suggest:

- Couldn't know what was behind target
- Few can hit a running target at 400 yards
- Gun not sighted in for that distance
- Couldn't know sex of deer at that range
- Offhand is the worst position for accuracy
- Shots were too rapid for accurate aiming
- Not really the boy's shot - it was adult's stand and first sighting .
- Stand was too exposed, but if they were hidden and quiet, deer might have come closer.

2. Should the boy have shot? Why?
3. What was the boy's reaction to the approaching deer?
4. What could he have done when he saw the deer?
5. What did he do when he saw the deer? Did he do anything right? What?

#### Safety and Legal Questions

1. Were firearms safely handled? Why or why not?
2. Was the hunter's clothing proper? Why or why not?
3. \_\_\_\_\_  
\_\_\_\_\_

MEETING

Refer to open meeting guidelines if necessary.

#### Step 1 - Defining

1. The film showed indiscriminate shooting. What do we mean by that phrase?

#### Step 2 - Personalizing

Nine Wisconsin fatalities in recent gun-deer seasons were a result of deer running between members of the same hunting party.

1. Do you know of someone who has had an accident or close call because of a similar situation?

2. Have any of you had a close call?

### Step 3 - Probing

NOTE TO INSTRUCTOR: Relay a true anecdote a hunting accident that illustrates this situation. Have a warden attend class to describe investigations he made of a hunting accident or use this: A bow hunting fatality occurred in 1981. Three boys were leaving woods, single file, after hours. The last again saw motion, drew, and released. He knew it was wrong. The arrow pierced the chest and lung of another bowhunter who had just come from a tree stand and was leaning over to pick up his equipment. He died on the spot. The boys sent one of the party for help and stayed to "face the music". The shooter had only used his bow for two weeks.

1. What can we learn from that story? (or whatever anecdote has been related)
2. Have any of you ever taken a shot that you instantly regretted?

(Instructor could tell of one or more such shots, including one of his own)

3. Can you think of other situations, with other types of game, that could provoke indiscriminate shooting?
4. What will you do in those situations?
5. What will you do if your partner shoots indiscriminately?

### FOLLOW-UP STUDENT ASSIGNMENT

Use (1) National Bowhunters Education Program "When to shoot! Where to Aim!" and (2) waterfowl charts indicating size of duck and range estimation (See Student Assignment Sheet Unit 5-A)

Demonstration: Shoot a full tomato juice can

Utilize duelatron and/or duelatron decision-making targets.

### STUDENT EVALUATION

Have students design a shooting range (working as small groups). Write a safety code for use of the range. Now write a safety code for duck hunting parties (or waterfowl, pheasant, etc)

PLEMENTAL MATERIALS

Article:

IN THE MOMENTS OF GREATEST EXCITEMENT (Moe) - an important and clearly developed article about how hunting accidents occur. (Wisconsin Natural Resources Magazine - November-December 1981).

Annual Hunting Accident Reports, North American Association of Hunter Safety Coordinators.

6H



UNIT 6

GAME RETRIEVAL

TEACHING PLAN

TOPIC AND AREA OF DECISION

Attitude studies of non-hunting citizens and people who oppose hunting indicate that their greatest concerns and criticisms of hunting relate to fears of animal suffering, lingering death, and wounded birds and animals never retrieved by hunters. Crippling does occur and much of this game is lost unnecessarily because of the ignorance or lack of concern on the part of the hunter. The skills of "reading sign" and successfully trailing and finding wounded game are among the most important and challenging ever learned by hunters. Some hunters even contend that it is irresponsible to hunt waterfowl or upland birds without the aid of a trained retriever.

WHAT SHOULD THE STUDENT KNOW?

1. Familiarity with research findings which assess hunting concerns and criticisms of non-hunting citizens and those that oppose hunting.
2. Knowledge of facts and estimates of the extent of game lost through failure to retrieve.
3. Ability to translate shot placement, animal or bird behavior after being shot, and other observable signs, into retrieving practices and strategies.
4. Knowledge and appreciation of the assets that retrievers and other dogs bring to hunting in both successful retrieval and increased enjoyment of the hunt.

PRELIMINARY ACTIVITIES

Have each student interview one experienced hunter and ask him to describe the techniques he uses to recover a particular species of wounded or downed game.

IVATION

Explain the trigger film content and dilemma.

A large party of bow hunters organizes and plans a drive at roadside. The party includes two separate smaller groups who have joined forces to make a more successful drive. The drivers do move a deer and one of the standers has a "hit."

Inspection of the recovered arrow and the blood trail indicate that the deer is not well hit and promises a long and difficult retrieval effort. One part of the party wants to move on and conduct new drives. The other group insists that the deer is recoverable and it is their responsibility to make every possible effort to retrieve the wounded animal.

RODUCTORY  
CUSSION QUESTIONS

NOTE TO INSTRUCTOR: William Shaw (1975) studies the attitudes and concerns of men and women in Michigan who were opposed to hunting. These individuals, it was discovered, would be very willing to support legislation making sport hunting illegal for everyone (yes = 68.0 percent; undecided = 16.0 percent). When asked what bothered them most about hunting, the suffering and cruelty to animals that have been shot or wounded was found to be of the greatest concern. In terms of both our responsibility to the wildlife we hunt, and as a defense against those who would criticize or eliminate hunting, good marksmanship and thorough, skilled retrieval are necessary attributes of a responsible hunter.

Explain Shaw's Research Findings to the Students.

1. Do you know someone who has not retrieved downed game successfully? (Show of hands)
2. Have you ever hunted with a group when game was not retrieved successfully? Students share their experience.
3. Retrieval of downed game is not always easy. You may spend most of your hunting time hunting for others' downed game. What would you do if that happened to you?

W TRIGGER FILM

Note student reactions.

## FILM DISCUSSION QUESTIONS

1. How many of you think the group decided to trail the wounded deer? (Show of hands)  
Who feels they did not? (Show of hands)  
Why?
2. Where was the deer hit? What indicated the arrow placement?
3. How do you think you would feel if you were the shooter? If you were another member of the party?
4. In what other kinds of hunting is retrieval of a wounded animal or bird a problem?

NOTE TO INSTRUCTOR: Students should suggest almost all forms of hunting:

- Ducks that sail, or swim when shot
- Squirrels that go into a hole or nest
- Pheasants that are wing shot and start running the minute they hit the ground
- Wounded grouse that land in heavy cover

5. \_\_\_\_\_

## BRAINSTORMING

In small groups (6-7 students through brainstorming, make a list of things that hunters can do to be more successful in retrieving wounded and crippled game.

## CONSENSUS

In each small group, decide (consensus) what are the three or four most important things hunters can do to be more successful in retrieving wounded and crippled game. (15 minutes)

## FEEDBACK

Each small group reports their ideas to the entire class. Discussion and clarification are encouraged.

You may also have the entire class gain consensus on the three most important things hunters can do to be more successful in retrieving wounded game.

DISCUSSION QUESTIONS

1. Is some wounding of game inevitable?
2. When might hunters fail to recognize that they have hit their quarry?
3. Can you think of any shots that could lead to a kill but that should not be taken because retrieval will be unlikely or impossible? (Duck shot downwind over open water when the hunter does not have a boat or a retriever, etc.)
4. Was the hunt on the film properly planned? Why or why not?
5. Did the hunters follow the plan? Why or why not?
6. What could the hunters do in this situation? What would be good or bad about each choice?
7. What will you do in a similar situation?

NOTE TO INSTRUCTOR: This anecdote (true) might help you in "closure" of this unit: The observation of one hunter indicates what could and should be a responsible attitude in all of us. A research assistant working for the Wisconsin Hunter Performance Study broke ice at noon to set up a spy-blind observation on the last day of the season. She watched an "old timer" hunting the marsh until closing time and then approached him for an interview. She knew he hadn't fired a gun and was surprised to find that he had "bagged" some ducks. He told her that he always spends the last day of the season in the field just to savor and experience the flights of ducks and the marsh for one last time. He said that one could never be too sure that opportunity would be available another year. But he also "used" the day to find cripples and kill them quickly and mercifully. He didn't want them to suffer and die slowly as the marsh iced up with approaching winter. He didn't really need a gun for this final hunting act, and so hadn't even carried one into the field.

FOLLOW-UP  
STUDENT ASSIGNMENT

Demonstration of reading deer blood sign. blood from butcher shop or use a substitute material. Set up a simulated retrieval: (1) point of impact; (2) analysis of shot placement; (3) waiting period; (4) marking trail; (5) reading of sign while trailing. (Have a skilled deer hunter describe the tricks of his trade.)

Demonstration of retrieving skills by members of local retriever organization. Demonstration could be conducted in the classroom or in the field.

Role-play an interview with a farmer who has found dead and bloated deer on his land. Landowner is upset and blames city hunters who believes never fully learn hunting skills.

Role-play conversation with non-hunting adult who knows some facts about crippling loss and asks hunter to justify hunting.

STUDENT EVALUATION

Evaluate answers on the final test covering the following:

1. Relationship of shot placement to the behavior of wounded animal.
2. Animal behavior when wounded.
3. Extent of game loss through failure to retrieve wounded birds or animals.
4. A rubberlike model deer with vital organs on one side is available from the National Bowhunter Education Foundation. This 3D training aid can be used to test student shot placement by sticking a pin through the deer from the solid side, then looking to see where the shot went in relation to the vital organs. It is an excellent way to learn proper shot placement and will help to assist retrieval of his deer.

UNIT 7

UTILIZING GAME

TEACHING PLAN

C AND AREA OF DECISION

Now that I've killed the game, what do I do with it? Do I really have to gut that animal or bird out? (One hunter contacted in the research study had killed seven deer but had never had to field dress any of them; somebody else always did it for him). What if a wife (or mother) won't cook it? Would we still hunt? Any warden can verify that a lot fish and game is never utilized. They find it in the dump, ditch, or garbage containers. Most waterfowl hunters have watched coot shot with no effort made by hunters to retrieve or utilize their bag. This unit, then, asks: What are the ethics and skills of field care and use of game bagged?

SHOULD THE STUDENT KNOW?

1. Knowledge of proper field care of game including field dressing, transporting and storage of the animal or bird.
2. Knowledge of laws governing the transporting and storing of game.
3. Knowledge of basic game preparation methods including smoking and pickling.
4. Development of attitude that hunters always eat what they shoot; killing can only be justified if game is consumed and never wasted intentionally or through improper care.

IMINARY ACTIVITIES

Have each student interview one experienced hunter and ask him to describe how the game he harvests is utilized.

VATION

Explain the trigger film content and dilemma.

Mother is ironing clothes in the basement as her son and a friend return from a hunting trip supervised by the boy's uncle. They have bagged two squirrels and are excited by their accomplishment. But a basketball game is about to begin and the boys would rather go to the game and clean the squirrels "later".

Mother reminds them that later may mean the game is never cleaned. She insists that it be done now! The boys go to another part of the basement, but a debate develops over what to do. One says that gutting and skinning an animal is "gross". He argues for going off to the basketball game. The second boy stands for responsibility and says clean first and then go

## INTRODUCTORY DISCUSSION QUESTIONS

Relate the following situation to your class: hunter is on private land with the owner's permission. A bird or animal is jumped but the shot wounds rather than kills. The game flies (or runs) across a boundary onto land clearly posted "No Trespassing".

1. For what reasons should that hunter ask permission and make every effort to recover the game?

Wait for the class to "discover" and name the responsibility: "To make a final kill so that the animal no longer suffers and to find and utilize the game so that it is not wasted or left unused.

2. Are there any similarities between that dilemma and the one you will see in this short film?

## VIEW TRIGGER FILM

Note student's reaction.

## FILM DISCUSSION QUESTIONS

Involve as many students as possible.

1. Why were the boys excited when they came home?
2. What reasons were given for not cleaning and taking care of the squirrels? These should include:

- boys wanted to go to ball game
- squirrels smell, messy to clean
- one boy didn't know what part to eat
- not enough meat to bother with
- one boy said they never clean the fish they catch, just throw them away
- they're just "tree rats", throw them in the garbage
- it would take too long now, so do it
- grandpa taught us to clean and eat our wild game
- when we get game, we clean and eat the
- things that we kill are always utiliz

3. What other reasons are there for properly caring for harvested game?
4. Will the boys clean and eat the squirrels? (Show of hands) Why? Why not?
5. What would other hunters or adults say about this situation?
6. What would you like to say if you saw a hunter or fisherman about to throw game into a garbage can or a dump.

FORMING

In small groups (6 or 7 students), through brainstorming, make a list of excuses people might use for not utilizing wild game they harvest. (5 minutes)

SUS

In each small group, decide (consensus) what are the three most significant reasons or excuses that people waste wild game.

CK

Each small group reports their ideas to the entire class. Discussion and clarification are encouraged.

You may also wish to have the entire class gain consensus on the three most important excuses for not utilizing wild game.

DISCUSSION QUESTIONS

1. What are some other situations where game might be wasted or not utilized?
2. Why might field dressing of game be important in the full utilization of game?
3. How do game laws limit the extent of the field dressing of game?
4. What would appropriate field care be for:
  - ducks and geese?
  - rabbits and squirrels?
  - pheasant and partridge?
  - deer and bear?
5. What special problems would a bow-deer kill create in September or October?
6. Do you have any favorite meals provided by game birds or animals? (personalize) Why are they special?

7. What could you do in this situation?

8. \_\_\_\_\_

FOLLOW-UP STUDENT ASSIGNMENT

1. Bring a sample of game prepared as food to class and ask students to share. Also each student could bring recipes for the preparation of game to share and develop as a class cookbook.

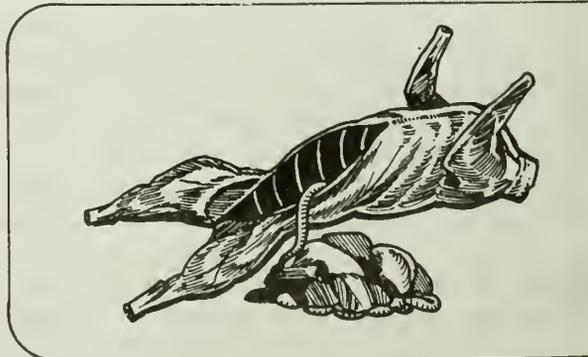
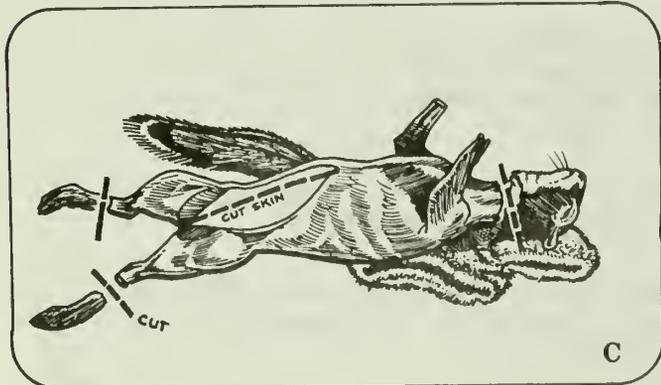
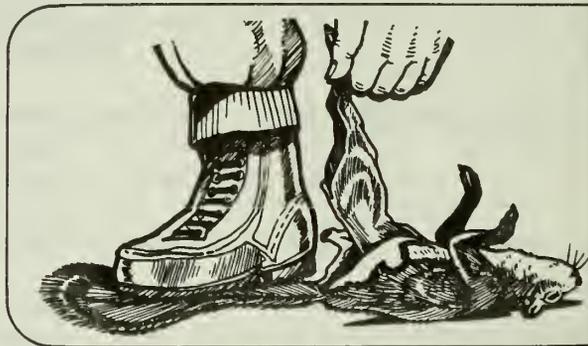
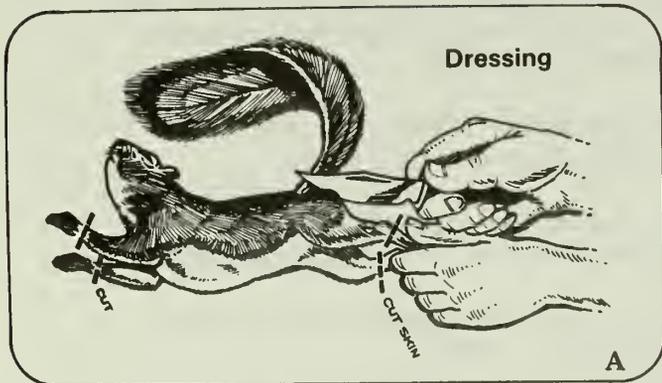
2. Have class bring objects for display that show utilization of animal; leather coat, furs, beaver hat, belts, gun rack made from deer hooves, etc.

3. Provide a demonstration or the results of taxidermy skills.

4. Field dress a bird or an animal.

STUDENT EVALUATION

Evaluate answers on final test dealing with field dressing and proper care of harvested game.



UNIT 8

IMPROVING LANDOWNER RELATIONSHIPS

TEACHING PLAN

C AND AREA OF DECISION

Hunters clearly underestimate the importance of good landowner relationships to their own hunting opportunities as well as to the future of hunting. On an eleven point scale, Wisconsin deer-rifle hunters rated failure to seek permission from landowners as the sixth most serious problem facing hunting. Wisconsin game managers, wardens and landowners rated it first. Eight-five percent of Wisconsin's hunting land is privately owned. Preservation and improvement of the relations between landowners and hunters should clearly be of top priority to every hunter - and hunting group.

SHOULD THE STUDENT KNOW?

1. Knowledge of the concerns and attitudes of landowners as they relate to hunters and hunting.
2. Knowledge of state programs (Project Respect, Sport, etc.) and local initiatives which have been undertaken to increase and improve hunting opportunities.
3. Familiarity with and skill in techniques of asking for and gaining permission to hunt.
4. Understanding why some hunters do not ask permission in all situations and how this relates to themselves.
5. Willingness to ask permission every time.

MINIARY ACTIVITIES

1. Assign each student to interview an area landowner, using the Student Assignment Sheet Unit 8-A. (Refer to results of Wisconsin Hunter Performance Study, Landowner Phase, for comparisons with class results.)
2. Invite a landowner to class to discuss his or her problems and perspectives of hunters and hunting and how they affect landowners.
3. Collect newspaper articles and candid pictures of hunter abuses of private land (animals shot, litter, shots hitting house or machinery, etc.)

## MOTIVATION

Explain the trigger film content and dilemma.

A landowner enters his home obviously agitated and angry. He has a "No Hunting" sign in his hands and is searching for a hammer and nails. A confrontation with hunters has driven him to post his land, which up to now has always been open to hunting. His wife tries to calm him; she wants him to avoid an impulsive decision. She too has had concern about events on the farm which may be caused by hunters. The landowner is also a hunter but seems determined to post. At that point, a hunter is observed walking to the door, apparently to ask permission. He is the high school principal and his son, who have hunted this land responsibly and with permission for many years.

## INTRODUCTORY DISCUSSION QUESTIONS

Discussion questions to personalize their involvement in protecting their property.

1. What is the most important and valued thing you personally own? (Bicycle, gun, pet, sports equipment, game, etc.)
2. What do you do to protect it from theft, damage, abuse, etc.?
3. Has anything ever happened to this possession? How did you feel about it?
4. Have you ever made or built anything of which you were particularly proud? (Garage, woodworking, etc.)
5. How would you feel if it was lost, stolen, damaged?
6. What did you do to protect it?
7. How do you think a farmer might feel about his land or other possessions?
8. How can landowners protect their valued things?

## VIEW TRIGGER FILM

Note student reactions.

DISCUSSION QUESTIONS

Involve as many students as possible.

1. What do you think he will tell the principal? Why?
2. Why was the landowner ready to post his land?
3. What was his wife trying to accomplish as she talked to him?
4. Might he feel and decide differently the next day?
5. Would you want to be a hunter walking up to ask permission at just that time? Why?
6. \_\_\_\_\_

STORMING

In small groups (6-7 students), through brainstorming, make a list based on the question "What problems exist in hunter-landowner relationships in our state?" (5 minutes)

2. What actions or ideas can be developed by hunters, hunter organizations and agencies to improve hunter-landowner relations? (5 minutes)

NSUS

Each small group selects through consensus:

1. The three or four most important or biggest problems. (15 minutes)
2. The three or four best ideas or actions to improve hunter-landowner relations. (15 minutes)

ACK

Each small group reports their 3 or 4 biggest problems and 3 or 4 best ideas or actions affecting hunter-landowner relations to the entire class. Discussion and clarification is encouraged.

You may also wish to have the entire class gain consensus on each of the 3 or 4 biggest problems and best ideas affecting hunter-landowner relations.

NOTE TO INSTRUCTOR: This example could be shared as an example before or after the problem solving: One Wisconsin bowhunter has a banquet each spring to which they invite as guests every landowner (and his wife) on whose land a club member has shot a deer during the preceding season. At the banquet, each landowner is also given a gift of \$10 (\$5 from the club matched by \$5 from the Wisconsin Bowhunters).

#### GROUP DISCUSSION QUESTIONS

1. Do you think hunter-landowner relations will be better or worse during the next 5 years?
2. 10 years from now? 25 years? Why?
3. What would happen in our state if there was no private land to hunt on?
4. If you owned land, would you post it? (No Hunting or Hunting With Permission Only) Why?
5. What would you like to tell this landowner if you had the chance?

#### STUDENT EVALUATION

Have the students work in pairs and interview each other, each taking the role of both hunter and landowner. The purpose of the interview is for the hunter to ask the landowner for permission to hunt. Ask for volunteers to demonstrate the interview to the class. Praise out the good or positive elements, not the mistakes.

ENTER RESPONSIBILITY

STUDENT ASSIGNMENT SHEET - UNIT 8 - A

Student Name \_\_\_\_\_

Description of land and owner relationship:

Actively farming (own land)	_____	Absentee (but land is worked)	_____
Rents farm (sharecropping)	_____	Absentee (but land is not worked)	_____
Hobby Farm	_____	Corporate Farming (or partner)	_____

Describe land, type of land use, characteristics:

Total Acreage	_____	Acreage used for crops	_____	Forest	_____
Open Pasture	_____	Pasture Woodlot	_____	Wetlands	_____

Distinctive land features (marsh, pond, hills, etc.) \_\_\_\_\_

Do you in any way manage land to support game? Yes \_\_\_\_\_ No \_\_\_\_\_  
Explain \_\_\_\_\_

Have you ever had deer damage to crops, landscaping, tree plantings? \_\_\_\_\_

How much (in dollars annually) \_\_\_\_\_

Policy toward use of land by others:

Posted: No hunting or trespassing	_____	Posting with permission	_____
Posted: Allow friends and family	_____	Not Posted	_____

Why? \_\_\_\_\_

How has your policy toward posting and trespass changed over the last ten years? \_\_\_\_\_ stayed the same \_\_\_\_\_ become more restrictive  
\_\_\_\_\_ become less restrictive

Do you see any change in your policy about posting in the years ahead?

What would lead you to change? \_\_\_\_\_

How many deer hunters can you accommodate on your land at one time? \_\_\_\_\_

Gun \_\_\_\_\_ Bow \_\_\_\_\_

Do you hunt? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_

What good or positive behavior have you seen in hunters? \_\_\_\_\_

What bad behavior have you seen? \_\_\_\_\_

UNIT 9

TRESPASSING

TEACHING PLAN

TOPIC AND AREA OF DECISION

Even hunters who are basically committed to asking permission to hunt are faced with difficult and delicate situations. For example, while hunting on private land with the permission of the landowner, the hunter would shoot a deer; the dying deer crosses a fence and moves on to posted land. Also, hunters may have different attitudes about hunting on wooded land, as opposed to that which is cultivated, or on land on which they have traditionally hunted for many years.

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of the laws that apply to the hunter-landowner relationship.
2. Awareness of and attitude toward those situations which arise in the field that create difficult decisions for the hunter and on which the law may or may not be applicable. (For example, when game retrieval responsibilities are in conflict with trespass laws).

PRELIMINARY ACTIVITIES

Have each student interview a landowner that has posted his land against trespass to determine the reason(s) for posting.

INSTRUCTOR NOTE: Invite a landowner to join the class in discussion of hunter-landowner relations.

MOTIVATION

Explain the trigger film content and dilemma.

A deer hunting party with two fathers, each with a son, arrives to hunt a woods traditionally hunted by one of the men. Full of anticipation and expectation, the party walks to a point of entry and finds that an absentee landowner who recently purchased the farm has posted the land. One hunter talks of tearing down the fence so they could say that the land was unposted if they were apprehended. He also comments on the likelihood that the absentee owner is not even in the vicinity. The other adult is uncomfortable and anxious and prefers to move to a different locale where they could gain permission. "What if a warden stops us?" asks the son. The adult answers, "We'll tell him we didn't see the sign." They continue to debate but do not resolve - their dilemma.

INDUCTORY DISCUSSION  
QUESTIONS

1. What does the word "trespassing" mean to you?
2. How would you react to a sign that says NO HUNTING OR TRESPASSING newly placed on your favorite hunting area?
3. How would you react to a sign stating HUNTING WITH PERMISSION ONLY?
4. What "signals" or messages are the two signs sending out to the hunters?
5. How are the messages different?

TRIGGER FILM

Note student reactions.

DISCUSSION QUESTIONS

1. What do you think this hunting party will decide to do? Have you ever been in a similar situation? What did you or your hunting party do?
2. How did they get themselves into this situation? (Deer hunting opener; no place to hunt)
3. What reasons did the first hunter give for hunting this area in spite of the sign?
4. How would you react to him if you owned this land?
5. What could you do when you face this situation?

Explore each option and what could result from each choice, including hunting in defiance of the sign.

6. Were firearms safely handled? Why or why not?

MEETING

Refer to Open Meeting Guidelines if necessary.

Step 1 -- Defining

Why do landowners post their land? (Put on chalkboard, flipcharts, etc.)

Class should list most of the following:

- To know when hunters are on their land and who they are

- To limit the number of hunters
- To protect wildlife
- To protect against damage or because they have experienced damage to crops, fences, livestock, etc.
- To be able to hunt their land themselves
- Because hunting could interfere with farming activities such as harvesting corn, etc.

### Step 2 -- Personalizing

1. Can you relate any incident that you personally are aware of that illustrates why landowners post their land? (One for each reason listed above)
2. What rules or limits do you have which protect your homes, yards or personal possessions?
3. Why do you have these limits or rules?

### Step 3 -- Probing

Use questions that probe or challenge the subject.

1. In what ways can trespassing occur in the city or more urban areas?
2. Why do hunters sometimes not ask permission? (Put on chalkboard, flipchart, etc.) The class should list most of the following:
  - the land is not posted
  - feeling that non-agricultural land is to all
  - afraid to be rejected -- landowner will say "no"
  - time pressures (late in day -- only little time left to hunt)
  - can't find owner (absentee)
  - sees game
  - following wounded game
  - feels best hunting is protected land
  - "always hunted here" - given right to
  - 
  -
3. What could a hunter do to obtain and receive permission? The class should list most of the following:
  - ask before the season
  - limit party size

- give your name
- be careful of your appearance
- show appreciation by sharing game, offering to help with work on farm, etc.
- stop after hunt to thank farmer and report results
- be a responsible hunter!
- earn the privilege of hunting by helping before season

## EVALUATION

Evaluate answers on final test dealing with provisions of state and local laws affecting hunters and hunting on private lands.

Have class formulate a number of activities or projects that they or other hunters could initiate in their areas to improve hunter-landowner relationships.

UNIT 10

POACHING

TEACHING PLAN

TOPIC AND AREA OF DECISION

Poaching is a behavior found around the world. Preferably, it will never be considered a hunting behavior, because poaching by definition is killing game after hours or out of season. Reasons for the practice are varied. Defenders cite economic necessity. Research indicates it may simply be an adolescent adventure or a quest for retribution against authority, an unpopular warden, or a DNR policy. Many young men and women, however, do find themselves in a situation where their peers will suggest, "go get ourselves a deer". The invitation probably be mixed with a bit of alcohol or drugs. What options does the young person have at that point and what factors should be considered in making the choice?

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of the extent of poaching (New Mexico study) and professional estimates of its impact on game and the ecological balance.
2. Knowledge of laws and penalties applicable to poaching.
3. Familiarity with procedures to be followed when an individual observes or obtains knowledge of poaching activities.
4. Understanding of dangers associated with poaching (i.e., night shooting and incidents where humans or livestock have been mistreated for game animals, high speed chases, etc.)

PRELIMINARY ACTIVITIES

1. Collect newspaper clippings and articles indicating extent of poaching, economic aspects, high speed chases; and other dimensions. Be sure young poachers are represented in stories.
2. Have the students ask ten people at random if they know anyone who poaches wild game. Ask if they have ever reported poaching to authorities. Report on findings in class.

3. Invite a landowner to class to describe shots at night, loss of animals, and other fears and realities.
4. Invite a conservation warden or wildlife manager to class to describe the problems associated with poaching, and in particular the loss it can create for all hunters.

VATION

Explain the Trigger Film content and dilemma.

Three hunters return to their vehicle from a grouse hunt with no birds. One of them attempts to convince the others that they should help him try to kill a buck illegally on the way home. One hunter wants no part of poaching, while the other isn't sure what to do. The dialogue opens a wide variety of reasons for NOT poaching and several FOR taking game illegally.

ODUCTORY DISCUSSION  
TIONS

1. Do any of you know what the word "poaching" means?

NOTE TO INSTRUCTOR: Webster - "to poach: to trespass for the purpose of stealing game; to take game illegally." In Wisconsin, poaching seems to define people taking game out of season and beyond legal hunting hours.

2. How many of you know or have heard of someone who has poached wild game or fish? Without using names, can you tell us about it?
3. Share the results of Preliminary Activity No. 1 or have the class share Activity No. 2 if used.

TRIGGER FILM

Note Student Reaction.

DISCUSSION QUESTIONS

1. How many of you think the hunters will try to poach the buck? (Show of hands) Why?
2. How many think they will not try to kill the buck? Why?
3. How were the attitudes of the three hunters different as they completed their hunt?

4. Why did the poacher want to kill a deer?
5. What reasons were given by the others for not wanting to help poach a deer?
6. How did the poacher try to talk the others into helping him kill the buck?
7. If they do try to poach, do you think the hunter who objected to poaching will go along? Would you?
8. Were firearms safely handled? Why or why not?
9. Were any firearms related violations even?
10. \_\_\_\_\_  
\_\_\_\_\_

#### BRAINSTORMING

In small groups (6-7 students) through brainstorming, make a list of reasons, "Why do people poach?" (5 minutes)

#### CONSENSUS

Each small group selects through consensus three most important reasons, "Why do people poach?" Some of the categories students will suggest:

To: Provide food for the table  
Sell game and make money  
Brag to others  
Outwit game warden  
Gain recognition for something  
Have the thrill of "getting by with something"

---

#### FEEDBACK

Each small group reports their three most important reasons why people poach.

You may also wish to have the entire class reach consensus on the three major reasons people poach.

## DISCUSSION QUESTIONS

1. Do most poachers have more than one reason for taking game illegally? Explain.
2. Do you suppose poachers change as they get older? How and Why?
3. What would hunting be like if all hunters were poachers and there were no conservation wardens?
4. What similarities are there between poaching game and young people taking (poaching) apples, berries, or nuts from a tree in the neighborhood or any area farm? Can you think of other ways we poach things other than game birds or animals?
5. How would you feel if you owned that property and lost the fruit, etc.?
6. How do you think people that do not hunt feel about poachers? Why?
7. How might it affect their attitudes toward hunting and all hunters?
8. How do you feel about poachers? Why?
9. What dangers are there to others (farmers, campers, livestock, etc.) when game is poached?
10. What should people do if they witness poaching? Why?
11. What could you do if you were ever in this situation? (As a hunter who doesn't want to poach) What are the possible choices you could make? What are the advantages and disadvantages of each?

NOTE TO INSTRUCTOR: Cite the need for all sportsmen and other people concerned with wildlife to take the responsibility of reporting any poaching or suspicious activity they observe. Make sure students know how and where to make such reports and how they can do it safely and anonymously. Emphasize that they should NEVER confront a poacher themselves.

## T EVALUATION

Evaluate answers on final test dealing with poaching and laws designed to control hunting.

UNIT 11

HUNTER TO HUNTER RELATIONSHIPS

TEACHING PLAN

TOPIC AND AREA OF DECISION

In the Wisconsin Hunter Performance Study, hunters were asked to describe their most dissatisfying experiences as hunters. In response, over half (56%) of the waterfowl hunters interviewed named the poor ethics behavior of other hunters. Their greatest concerns were crowding, territoriality, and theft of wounded game. Both deer-gun and deer-bow hunters expressed similar concerns. Bowhunters repeatedly emphasized that they preferred this form of hunting because of solitude and freedom from "hassles" with other hunters. With large numbers of hunters and limited availability of hunting land, few hunters can have the luxury of hunting with any competition. We have to relate.

In the field, young hunters face numerous decisions concerning what is "too close" in setting up a waterfowl blind or claiming a stand. They will probably encounter selfish hunters who rush to beat them to a choice stand or to claim game mortally wounded or killed by them. This unit will explore responsible hunter response choices in just those kinds of situations.

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of those hunting ethics (unwritten codes) which have evolved concerning hunter to hunter responsibilities. Explore and identify these for each of the major forms of hunting in your state.
2. Knowledge of findings of Wisconsin Hunter Performance Study and other research relative to the concerns of sportsmen and hunter to hunter responsibilities.

MINARY ACTIVITIES

1. Have each student interview one experienced hunter before this class period. Have them ask the hunter: "What have been some of your most dissatisfying experiences with other hunters?"
2. Compare student findings with the following research findings during the class.

Research findings from 600 Wisconsin waterfowl hunters.

% Categories

55.8 Ethics and behavior of hunters toward other hunters: Crowding, theft of game, etc.

14.0 Ethics and behavior of hunters toward game and resources: wasted game, littering, not retrieving cripples, overshooting, sky busting.

7.5 Not seeing game.

6.5 Failure in hunting skills (missing shots, not observant so game gets by, etc.)

5.8 Complexity of laws, arrests, etc.

3.2 Use of equipment (non-functioning firearms, outboards, etc., losing equipment, car problems). Hip boots filled with water.

3.0 Loss of game (crippling).

2.5 Physical conditions of hunt: bad weather, falling in water, early rising.

1.7 Relationships to landowner: negative.

Explain the Trigger film content and dilemma.

A small party of pheasant hunters are preparing to drive a corn field. They have seen birds working and flying into the field ahead. They are too few to post "standers" or "blockers" at the other end, but the birds are likely to hold when they reach a narrow band of marsh and cover at the far end. Another pair of hunters, driving past, stops near the marsh and the driver gets out and readies himself for hunting. He has spotted the beginning of a drive and wants to quickly move in to the cover to take advantage of the drive. His partner hesitates and argues against his move. He cites safety and the selfishness of an action that will affect the shooting, probable success, and satisfaction of the party of drivers.

ATION

INTRODUCTORY DISCUSSION  
QUESTIONS

1. Ask the class to name one of the worst intersections of your community. Ask to describe what the intersection might be like at one of the busiest times of the day if there were: (1) no stop lights or stop signs, (2) no rules or customs or right-of-way, (3) no guides allocating one side of the road to traffic moving in a given direction.
2. What is the relationship between rules, customs, and ethics, and individual freedoms, rights, and satisfactions?
3. What would happen to freedom at the intersection?
4. What would hunting be like with no rules or customs governing our relationships with other hunters?
5. Ask your class to view the trigger film and discuss the light of the rights, freedom and feelings of the two hunting parties.

VIEW TRIGGER FILM

Observe student reaction.

FILM DISCUSSION QUESTIONS

1. What are the best reasons for the two hunters to wait until the first group completes their drive?
2. What are the best reasons for cutting the drive?
3. How many think they will cut in on the hunt? Why?
4. How many think they will wait in their turn? Why?
5. What do you think the party conducting the drive should do if the second party cuts in?
6. What rights does the first party have? What are their legal rights?
7. What rights and obligations does the second party have?

8. When is it right to enter a cover, woods, or field when other hunters are already there?

9. \_\_\_\_\_  
\_\_\_\_\_

10. Were firearms safely handled? Why or why not?

11. What violations, if any, were committed?

FORMING

In small groups (6-7 students) through brainstorming, make a list of common sense rules for hunter to hunter relationships (5 minutes)  
NOTE: suggest (1) hunters should: (2) hunters should not:

SUS

Each small group selects through consensus the three most important rules for positive hunter to hunter relationships. (15 minutes)

CK

Each small group reports their three most important rules for positive hunter to hunter relationships.

You may also wish to have the entire class gain consensus on the three most important rules for positive hunter to hunter relationships.

DISCUSSION QUESTIONS

1. How are hunting rules similar or different from rules of fair play at school? What are some examples?
2. How are the hunter relationship rules similar to rules that would be important at home?
3. Walk through one or two situations with the class (typical of your area and hunting opportunities). For example:

A friend takes you to his favorite squirrel woods. It produces well for you. A week later, you and a different friend are looking for a place to hunt. You remember the squirrel woods. What could you do?

EVALUATION

Evaluate answers on final test dealing with hunter behavior that affects other hunters.

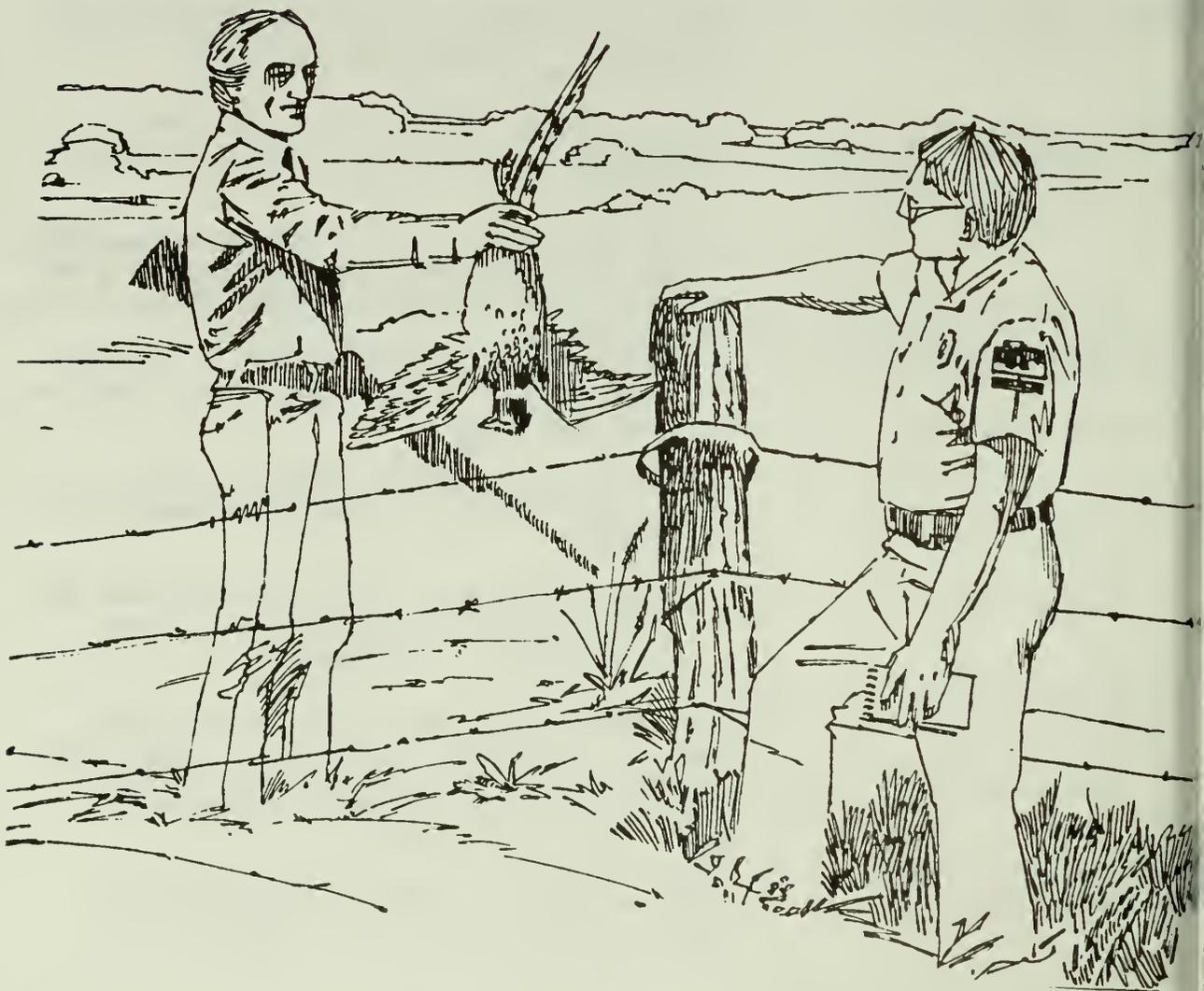
SUPPLEMENTAL MATERIALS

Brochure - "The Ethical Hunter" National Shooting Sports Foundations (NSSF).

Brochure - "You're a Sportsman When:" National Shooting Sports Foundation (NSSF).

Brochure - "The Responsible Hunter", Wisconsin Hunter Education Program.

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UNIT 12

FAIR CHASE

TEACHING PLAN

AND AREA OF DECISION

When game bagged is the only measure of a good hunt or a successful hunt, it may not make a difference how that game is taken. In contrast, because the responsible hunter's attachment to his sport is usually based on the "wild" values of the game he hunts, a strong measure of his respect for wildlife is reflected in the way he hunts. This respect is manifested in rigid codes--the written and unwritten laws observed by responsible hunters. The code dictates that a game animal always be given a sporting chance, and allowed to live or die with dignity. In this context, what decision will the young hunter make when faced with an opportunity to "ground swat" a game bird or shoot waterfowl on the water?

HOULD THE  
T KNOW?

We understand that the hunting practices that the student knows and probably sees as acceptable and universal, may in fact be familial, local or regional. (i.e., while hunters may hunt game birds from cars in one region of the state, or shoot them on the ground, these practices might be called unsportsmanlike in another region.

In spite of these varying local standards, definitions of a fair chase or a sportsmanlike hunt have been suggested. Based on the ideas of Wisconsin's great naturalist, Aldo Leopold, the authors propose the following: A sportsmanlike hunt is defined as the opportunity to practice hunting skills under conditions in which the animal is permitted its normal behavior patterns in its natural habitat, with an opportunity to utilize every natural advantage or defense (speed, surprise, etc.).

Consequently, hunting skills must include an intimate knowledge of the quarry's daily and seasonal activities and of the area being hunted. For example: A hunter cannot practice total recreational hunting under circumstances where gun hunters outnumber deer by ratios as high as 40 to 1. Hunting then merely becomes standing in a likely area and watching for an animal that has been moved by other unknown hunters and then shooting it, or at it, when it passes. This becomes an accepted method of hunting and hunters purposely seek out areas where there are enough other hunters "to move the deer". Fair chase is far more akin to the one on one hunting practices of most bow hunters.

### PRELIMINARY ACTIVITIES

Have each student ask one experienced hunter what they would consider to be an unfair hunting practice, even though it is legal. Report to class.

Two hunters are crouched in a duck blind. A retriever waits patiently. One hunter uses a duck call as birds pass over. When the ducks did not come in to the decoys, he takes the opportunity to explain to his partner how they will handle the situation when they do. "When they hit the water, I'll signal. Take your first shot while they are sitting on the water. Try to get two in line." The partner is shocked and indicates he will wait to shoot until the birds are flushed. He asks the other hunter if he would "ground swat" a grouse, quail, or pheasant. The first hunter nods affirmatively, while he indicates that birds are coming into the decoys. "Don't be stupid, a bird is a bird however you get it."

### INTRODUCTORY DISCUSSION QUESTIONS

1. Why do you think unwritten fair chase rules for hunting were developed?
2. What are some unwritten fair chase rules that are generally followed in your area? Why?

### VIEW TRIGGER FILM

Observe student reaction.

DISCUSSION QUESTIONS

Involve as many students as possible.

1. What are the best reasons for the first hunter to take his ducks "sitting"?
2. What are the best reasons for the second hunter to wait for the ducks to flush?
3. What would other hunters think of these two hunters? Why?
4. What could you do in this situation if you were the second hunter?
5. Are there other alternatives? Which is best?

MEETING

Step 1 - Defining

1. What is "fair chase" in hunting? Think through the trigger film and the fair chase quiz situation in formulating a definition.
2. What did Leopold mean by his definition of sport hunting?

Step 2 - Personalizing

Have you ever had an opportunity to shoot, or taken a shot, where the bird or animal did not have a fair chance? How did you feel?

Can you think of any situation in school or at home where there wasn't fair play or a fair chance?

How would you feel as the winner? The loser?

Step 3 - Probing

1. What might the relationship be between years of hunting experience and a personal code of "fair chase"?
2. Why would some hunters choose a long bow (rather than a compound) or a muzzle loader (rather than an automatic shotgun or rifle)? How could he be satisfied even when he knows he probably won't get as much game?

3. Fair chase may create more chances to wound or cripple game. Isn't this irresponsible? Which is the more important responsibility? Why?
4. Is it ever right to take game without a "fair chase"? Why?

Note: Discuss the preliminary activity findings at this time.

#### FOLLOW-UP STUDENT ASSIGNMENTS

The student is given four or five copies of a short test to take home and give to hunter acquaintances. The test depicts seven hunting situations. The hunter is asked for each, "Would you shoot in this situation?" (See Assignment Sheet - Unit 12-A) Discuss results next meeting.

#### STUDENT EVALUATION

Have each student complete the Fair Chase Quiz (Student Assignment Sheet 12-A). Indicate that there are no right or wrong answers or behaviors for most of the situations. Discuss student answers. (No. 3 would be illegal, No. 6 could be illegal, depending on the bait).

#### SUPPLEMENTAL MATERIALS

THE YOUNG HUNTER (Madsen and Kozicky). A portion of this article is reprinted below.

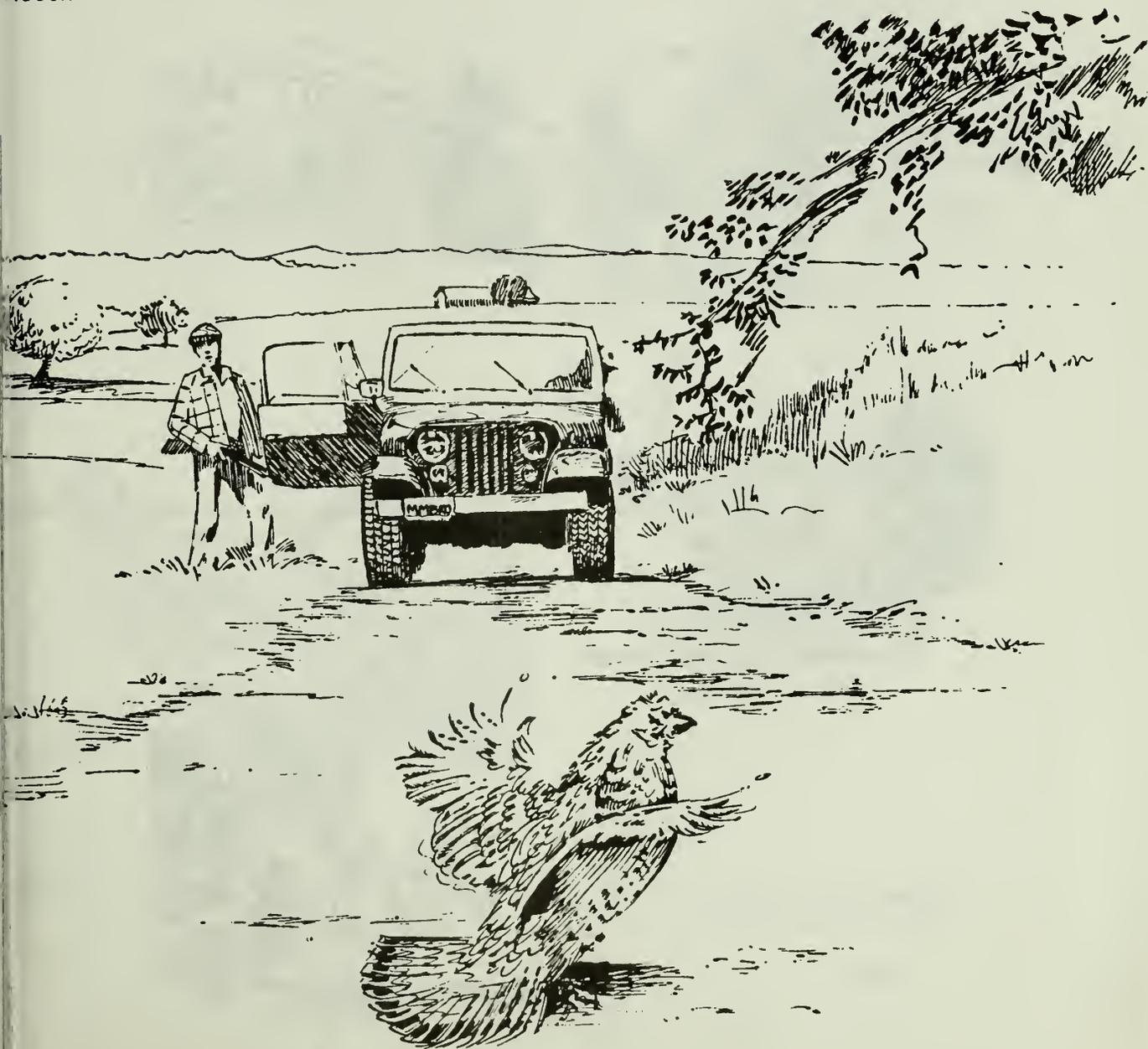
John Madsen and Ed Kozicky provide an excellent background in their booklet, "The Young Hunter" for any discussion of hunter responsibility for "fair chase". They contend this:

"A game bird is shot on the wing and is never "ground-swatted," a deer is never shot under a jacklight, and the real bird hunter never hunts without a dog. In the first case, the dog not only increases the man's chances of bagging grouse, quail, pheasant or waterfowl, but testifies to his respect for game birds by recovering kills and cripples that might otherwise be lost.

The responsible hunter admires game as individuals in the wild more than as statistics in the bag. He's the man who loves to hunt, but who would rather come home empty handed than with a limit of ground-swatted quail. His code also dictates the observance of written laws - another testimony to his respect for the welfare of wildlife, his fellow hunters and hunters yet unborn.

As the hunter's regard for wildlife grows, so does the measure of his sportsmanship. Such respect is fed by experience and sympathy for wildlife, game laws, and the sporting codes under which game is hunted. They are usually stamps of the experienced, thoughtful hunter. This is not simply a matter of age, however. Some hunters never learn, and are case-hardened old game hogs to the end - forever blind to the wonders they have walked among. On the other hand, the young hunter may begin developing his or her personal hunting ethic on their first trip afield and hardly be aware of it - a set of ideals that is roughly based on the sense of "fair play" but which will go far beyond this."

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FAIR CHASE QUIZ

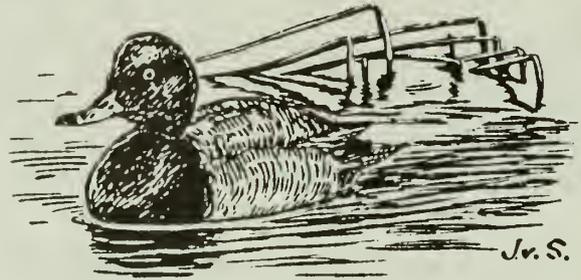


1. *Would you shoot this bird running on the ground?*

YES                  NO

2. *Would you shoot this duck sitting on the water?*

YES                  NO



3. *Would you take this deer by shining jacklighting at night?*

YES                  NO



4. *Would you kill this rabbit in its burrow?*

YES                  NO





5. *Would you shoot a covey of these birds if you found them under a brushpile or bush?*

YES

NO

6. *Would you kill this bear over bait?*

YES

NO



7. *Would you shoot this bird if you saw it perched in a tree or on the road? (grouse)*

YES

NO



UNIT 13

PARTY SIZE AND HUNTING BEHAVIORS:  
WHEN IS SAFE REALLY SAFE?

TEACHING PLAN

TOPIC AND AREA OF DECISION

Review of the hunter accident reports for Wisconsin and other states indicates that the large majority of gunshot wounds are inflicted by self or members of the hunters own party. Clearly the choice of a hunting partner or party is important to both the satisfactions and safety of hunters. The thought of driving for deer, sharing a waterfowl blind, or hunting grouse through tagalder thickets with a fellow hunter who is untested and uninformed in the rules and procedures of safe group hunting, ought to bring shudders of apprehension to any experienced hunter. The choice to hunt with others should never be taken lightly.

The hunting party has other important impacts on both hunting behaviors and hunter-landowner relationships. Our studies indicate that Wisconsin hunters are more likely to violate game laws and hunter ethics when hunting with larger parties as opposed to hunting alone or with a partner. Landowners rate hunting in larger parties as a greater problem than do hunters themselves. Hunters may underestimate it's impact on public and landowner acceptance of hunting. Finally, a party's size and hunting behavior may be inconsistent with what some hunters define as the rules of "fair chase".

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of the rules and procedures necessary to hunt with a party under the following hunting conditions: deer or bird hunting drives; sharing duck hunting blinds; hunting heavy cover for grouse or woodcock, etc.
2. Knowledge of hunter accident statistics, stressing the relationship between safety and party hunting behaviors.
3. Understanding and appreciation of landowner concerns and apprehensions toward large hunting parties.

4. Knowledge of research findings related to party size and violations.

#### IMINARY ACTIVITIES

Ask each student to interview two or more hunters who hunt as a party. Ask some students to interview bird or waterfowl hunters while others talk to deer-gun hunters. Interview questions should probe the practices and rules relating to both safety and the sharing of shooting opportunity and game bagged (See Student Assignment Sheet Unit 13-A).

#### VATION

Explain the trigger film content and dilemma.

A father and son drive up to a roadside clearing where half a dozen hunters are standing about, readying themselves for a hunt. Guns are being uncased, shells put in pockets, a dog running about; the scene is more chaotic than organized.

One of the hunters welcomes the two and indicates the party has been waiting for their arrival. The father looks apprehensive: gun handling in the group is sloppy; a pair of hunters throw a can in the air and fire at it to "test their guns." As the welcoming hunter turns away, the father says softly to his son, "I'm not sure we want to hunt with these fellows. They look dangerous."

The party moves together for a short planning session. They will move through a brushy woodlot hoping to flush grouse, woodcock, or small game. One hunter volunteers himself to go to the end of the woods and "post" himself for any game being driven ahead of the party. No effort is made by anyone to learn where he will be.

The father tells his host that he and his boy "will probably move on... the party is pretty big and we won't know where others might be in this cover." He asks if the party has ever thought of wearing a hat or vest of blaze orange. "Never for small game and bird hunting," claims the friend. The friend reminds the father that there are birds in this cover and they flushed a dozen last week. The film ends with the father still undecided about joining the hunt.

INTRODUCTORY DISCUSSION  
QUESTIONS

Give the class the summary sheet of the annual firearms accidents in your state. (Sample attached). Ask them to evaluate these for the major sources of accidents. They will "discover" that self inflicted and same party accidents make up the large majority of hunting mishaps.

1. What is meant by the statement "control yourself and your hunting partners and you control hunting accidents?"
2. How many people are in your hunting party? Discuss why hunting groups vary in size.

VIEW TRIGGER FILM

Note student reactions.

FILM DISCUSSION QUESTIONS

1. How many of you would join this hunting party if you and your father were making this decision?
2. What are some reasons for joining? Why do people hunt in parties? What other game can be hunted as a group?

NOTE TO INSTRUCTOR: Hunter research suggests that bow hunters clearly prefer to hunt alone and waterfowl hunters prefer to hunt alone or with a single partner.

3. What are some reasons for not joining?
4. What do you think the father and son will do? Why?
5. Show the film one more time and review gun handling and behavior in light of the three cardinal rules of gun safety.

BRAINSTORMING

In small groups (6-7 students) brainstorm the question: What can hunters do to prevent accidents and maximize satisfaction when hunting with a group? (5 minutes).

CONSENSUS

In each small group, decide through consensus the FOUR most important rules for hunting safe (and sanely) in a group. (15 minutes).

DBACK

Each small group reports their ideas to the entire class. Discussion and clarification are encouraged.

You may also wish to have the entire class gain consensus on the four most important rules for safe hunting in groups.

UP DISCUSSION QUESTIONS

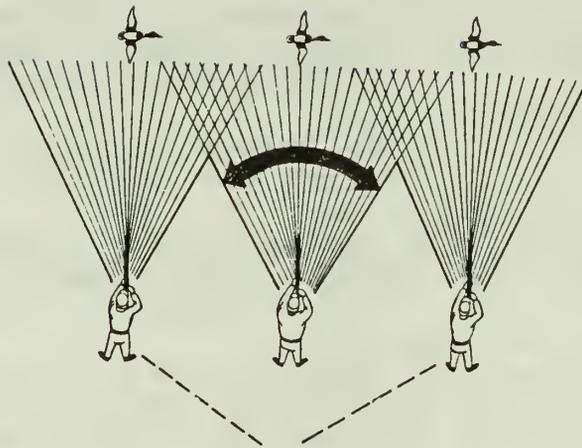
1. How can hunting parties make sure that these rules are applied to planning for the hunt? (Take up individual items separately.)
2. What could a hunting party do to discipline or control a non-conforming member? Do you know of such cases?
3. Are there any activities other than hunting where you enjoy doing things with a group but the group or one of its members could endanger you with their action?
4. Have you ever hesitated to join or stay with a group of friends? What did you do?
5. When could a hunting group be too large?
6. Do you think landowners care how large a hunting party is? Why?
7. Are there any particular hazards to party hunting for deer? Grouse? Pheasants? Rabbits? Why or why not?
8. Do landowners have the right to limit party size? Why? Why not?
9. Can you describe a situation where game wouldn't have a "fair chance" because of the size or behaviors or a group?
10. What could you do if you were ever in this situation? What are the choices you could make? What are the advantages and disadvantages of each?

IDENT EVALUATION

Evaluate answers on final test dealing with firearms safety and hunter-landowner considerations.

Develop a map of deer hunting area showing cover and topography. Ask students to plan and design a safe and effective hunt by indicating on the map placement and direction of standers and drivers and lines of fire. Have students outline a set of rules governing a safe and effective drive including policies on: (1) should drivers be permitted to shoot?; (2) under what conditions may standers leave their posts? (3) loading and unloading guns and vehicle transportation of firearms; (4) skill elements such as use of wind direction, type of cover, retrieval, etc.

4934H



ER RESPONSIBILITY

ent Assignment Sheet - Unit 13-A

In this assignment you are being asked to interview two or more experienced hunters from the same party to survey their party hunting practices in respect to safety, and distribution of shooting opportunities and game bagged. Select one type of hunting (waterfowl, deer-gun, rabbit, etc.) and limit your discussion to that type, but take your time and be thorough in writing down the answers you received. If a tape recorder is available, use it if you like. The name and identity of the hunter is unimportant. Be prepared to comment on what you feel were the best practices of this hunter.

Describe the rules and practices of your hunting party for each of the following: TYPE OF GAME HUNTED: \_\_\_\_\_.

Safety

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Sharing of shooting opportunities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Sharing of game.

1. \_\_\_\_\_
2. \_\_\_\_\_

H

UNIT 14

THE NON-HUNTING CITIZEN DESERVES RESPECT TOO

TEACHING PLAN

TOPIC AND AREA OF DECISION

It has been said that the attitude of the non-hunting public and not the hunters or anti-hunters, will determine the future of hunting in North America. This statement implies that both hunters and anti-hunters need to recognize that this non-aligned group represents the majority in the political process.

Hunting can survive as long as this group supports hunting or remains non-aligned. There are aspects of hunting that offend and anger non-hunting citizens. Awareness of these and working toward their elimination is an important responsibility of all hunters. Conversations with the non-hunting majority should not become debates. This unit is designed to prepare you hunters to make the best choices of those facts, arguments, and attitudes that will earn the support and respect of our non-hunting friends and acquaintances.

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of research findings defining attitudes, concerns and activities of both non-hunting citizens and anti-hunting groups.
2. Awareness of the interests, attitudes, and objectives held in common by both hunters and non-hunting adults.
3. Awareness of those activities and behaviors of hunters that offend the sensibilities of many non-hunting citizens.
4. Development of a sense of responsibility toward the non-hunting public's rights and concerns.

PRELIMINARY ACTIVITIES

1. Collect newspaper columns and news stories that define the concerns and attitudes of non-hunting citizens and anti-hunting groups along with anecdotes that illustrate hunter abuses. Ask students to search out additional stories from any media available in their home (women's magazines; pamphlets or periodicals published by nature organizations, The Wildlife Institute, Audubon Society, etc.) See Student Assignment Sheets - Unit 14-A for examples.

2. Have a friend present a speech hostile and critical of hunting. Present this "actor" to the class as an expert and officer of the "Prevent Hunting and Preserve Wildlife Society". Let the class argue and debate these ideas with your "expert" before revealing that it was a performance and that your motive was to jar them into an awareness of the existence, objectives, and methods of "the other side".
3. Ask your students to conduct at least one interview with a person that chooses not to hunt before teaching this unit. Simply have them ask: (1) How do you feel about hunting? and (2) What objections do you have to hunting and hunting practices?

ATION

Explain the trigger film content and dilemma.

Two bowhunters, walking out of a restaurant, stop to talk to another party of bird and small game hunters. The usual questions about shooting and game bagged are offered. The bowhunters report that they might have "stuck one" but lost it. They say it loud enough for most of the customers to hear it. One of the upland game group responds with his own loud tale of a bird hit hard and its rather remarkable final moments.

As the bowhunters move off, the camera picks up two couples, sitting at a table who respond negatively to the loud dialogue. One claims that all hunters are slobs, while the other suggests that while she can't understand killing, she does know some fine men and women who hunt.

The last shot returns to the three upland hunters. One is concerned about the impression these hunters have had on the non-hunting people in the restaurant. The loud hunter proclaims his rights to hunt and do what he wants with the game he kills. They debate whether they have any responsibility to those who do not hunt.

INTRODUCTORY DISCUSSION  
QUESTIONS

Read and distribute the newspaper clippings and pictures assembled for this unit and ask the class to share any of theirs; or offer the wildlife expert (actor) who role-plays a short talk with anti-hunting facts and assertions.

1. What is your definition of a non-hunting person?
2. How many people choose not to hunt? (Percentage).
3. How many people do hunt?

VIEW TRIGGER FILM

Note student reaction.

FILM DISCUSSION QUESTIONS

1. What did the hunters say that bothered the non-hunting people? What does "stick a deer" mean?
2. What else about hunting or what other hunting behaviors might offend non-hunting persons.

NOTE TO INSTRUCTOR: If the students talked to non-hunters as a preparation for this class, share the results at this point.

3. How did the birdhunter in the film defend his words and actions?
4. How would the bowhunters explain and justify themselves? Are these good arguments?

BRAINSTORMING

In small groups (6-7 students) brainstorm the question "What can hunters do to help non-hunting citizens understand and accept sports hunting?" (5 minutes).

CONSENSUS

In each small group, decide through consensus the three or four most important things that hunters can do to help non-hunting citizens understand and accept hunting. (15 minutes).

FEEDBACK

Each small group reports their ideas to the entire class. Discussion and clarification are encouraged.

You may also wish to have the entire class gain consensus on the three or four most important things that hunters can do to help non-hunting citizens understand and accept hunting.

GROUP DISCUSSION QUESTIONS

1. Who are some of the non-hunting adults or anti-hunters you know? Are there any in your immediate family? Why do you think they feel the way they do?
2. How is a person who chooses not to hunt different from an anti-hunter?
3. What might you have in common with them? (Love and concern for wildlife, etc.)
4. Studies indicate that the major concern of most non-hunting citizens is wounding of animals and possible suffering. How could hunters explain or defend this aspect of the sport?
5. Are there other interests or activities that you personally enjoy that others criticize? How does it make you feel?
6. Does arguing and getting angry seem to help change the attitudes of these people? What could be effective?

STUDENT EVALUATION

Evaluate answers on final test dealing with research findings describing the attitudes and concerns of the non-hunting public.

UNIT 15

FINDING HUNTING SATISFACTION

TEACHING PLAN

TOPIC AND AREA OF DECISION

Most of the decisions and policies made by wildlife managers and outdoor magazine editors seem based on the assumption that hunter satisfaction is equated simply and directly with game in the bag. Both hunters and the non-hunting public seem to reflect this equation with the traditional questions that are asked of a hunter to measure his or her hunt: "Did you get your deer?" or "How many did you get?"

Yet comparative studies find that hunters in certain states with much lower percent of "successful" hunters express more satisfaction with their hunting experience. Apparently we can learn to find satisfaction in hunting experiences other than bag. (i.e., companionship, seeing wildlife, solitude, tradition, etc.) Psychologists report that satisfaction is really based on expectations and expectations are learned. What can hunter educators communicate to young hunters about what to expect from hunting and what satisfaction really is?

WHAT SHOULD THE STUDENT KNOW?

1. Knowledge of research findings on individual and group differences in how much, when, and why hunters are satisfied or dissatisfied with their sport.
2. Awareness that game bagged is not the only measure of a satisfying hunt.
3. Awareness of his or her own expectations from personal hunting experiences and knowledge that expectations can be changed by experience and by their own conscious efforts.

PRELIMINARY ACTIVITIES

Give each student two copies of Student Assignment Sheet 15-A Hunting Satisfaction Rating Scale. One to be completed by student and one by his or her father prior to this class.

IVATION

A deer hunting party is gathered in the kitchen after the days hunt. Four adult males are drinking coffee while a young hunter, the wife of one of the men, and an "old timer" are busy setting the table and preparing for the evening meal. The men talk over their day. One is a first year hunter who saw nothing and has yet to discover any joy in hunting. The second is a griper who only saw hunter orange. The third hunts only for meat.

The wife, who can't "understand" hunters asks the old man what he saw. The old timer without hesitation summarizes his experiences with a mink, a breeding trout and a Canadian jay - "as fine a day as he every had." The boy and the viewer are challenged by the last adult's final questions, "So where do you find satisfaction in hunting, son?"

RODUCTORY DISCUSSION  
ESTIONS

1. Have each student complete the phrase, "Happiness is \_\_\_\_\_". Share them in the class as soon as completed.
2. What is your most satisfying experience in hunting? (or other outdoor activity if they have never hunted). Have students share and clarify what made it so satisfying.
3. Explain that they will see a film where each character seems to have a different definition of happiness and satisfaction. Tell them to be prepared to describe this for each hunter in the trigger film.

EW TRIGGER FILM

Note student reactions.

M DISCUSSION QUESTIONS

1. Describe the satisfaction characteristics of each person in the film:
  - The first time hunter
  - The pre-season hunter
  - The meat hunter
  - The wife and mother
  - The old man
2. On a scale of 1-5, rate the satisfaction of each person. To which person did you give the highest rating? Why? The lowest? Why?

3. Which one would you most like to share a hunt with? Why?

OPEN MEETING

Refer to open meeting guidelines if necessary

Step 1 - Defining

1. What does satisfaction mean to you?

NOTE TO INSTRUCTOR: At this point have the class share the results of the satisfaction rating scales; an alternative would be to give the scale at this point.

Step 2 - Personalizing

1. Which of these kinds of satisfaction have you experienced in hunting or in other outdoor experiences?
2. Can they be found in school activities or home?
3. Can we be satisfied or happy all the time?

Step 3 - Probing

Use questions that probe or challenge the subject.

1. Is it possible to have a satisfying hunt not get any game?
2. Would the hunters in the film agree or disagree with this? Why?
3. What satisfactions can be found in preparation for or in the time period after the hunt?  
(Put on board) Such a list could include:
  - Practice with the gun or bow
  - Dog training
  - Preparing or repairing equipment
  - Group planning
  - Meals together
  - Scouting
  - Dressing and butchering game
  - Cooking and eating game
  - Sharing experiences with old friends
  - Making new friends

4. How might satisfaction with hunting change with age or years of experience?

NOTE TO INSTRUCTOR: The supplementary table (Figure A) describing years of hunting experience and type of satisfaction could be used here.

5. What will your hunting satisfactions be this year?

ENT EVALUATION

Evaluate answers on final test dealing with hunter expectations and satisfactions.

H



HUNTER RESPONSIBILITY

Student Assignment Sheet Unit 15-A

HUNTING SATISFACTION RATING SCALE

AGE OF HUNTER \_\_\_\_\_

YEARS OF HUNTING EXPERIENCE \_\_\_\_\_

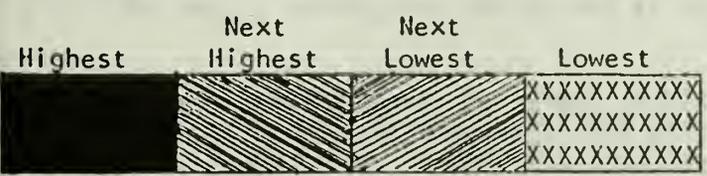
Please indicate on the scale (circle) the importance of each item to your satisfaction as a hunter.

<u>FACTOR</u>	<u>Not at All/Some/Fair Amount/Quite a Bit/Very Much</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Exercise and Outdoor Activity	1	2	3	4	5
Companionship of a Friend	1	2	3	4	5
Companionship of a Family Member	1	2	3	4	5
Utilizing Hunting Skills	1	2	3	4	5
Solitude	1	2	3	4	5
Appreciation of Nature	1	2	3	4	5
Escape from Routine	1	2	3	4	5
Observed Beauty of Nature	1	2	3	4	5
Killing a Trophy Animal	1	2	3	4	5
Doing Better Than My Friends	1	2	3	4	5
Killing Bag Limit	1	2	3	4	5

FIGURE A

ASSOCIATION OF YEARS OF HUNTING EXPERIENCE WITH RATINGS OF HUNTING SATISFACTIONS

	1 and 2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	21-30 Years	31 or More Years
OR							
Exercise and Outdoor Activity	XXXXXXXXXX						
Friendship of a Friend*	XXXXXXXXXX						
Friendship of a Family Member***	XXXXXXXXXX						
Enjoying Hunting Trips*	XXXXXXXXXX						
Attitude**	XXXXXXXXXX						
Appreciation of Nature*		XXXXXXXXXX					
Escape from Routine*	XXXXXXXXXX						
Observed Beauty of Nature**	XXXXXXXXXX						
Getting a Trophy Animal**							XXXXXXXXXX
Feeling Better Than My Friends***							XXXXXXXXXX
Reaching Bag Limit*							XXXXXXXXXX



\*.05 Level of Significance  
 \*\*.01 Level of Significance  
 \*\*\*.001 Level of Significance

"IN THE MOMENTS OF GREATEST EXCITEMENT"

Homer E. Moe  
Wisconsin Hunter Education Coordinator

A quarter of a century ago, the phenomenon was called "early blur". It was understood by very few and rarely admitted to by discerning sportsmen.

Today the vast majority of hunters say it cannot happen to them. Yet it does occur, and with occasionally tragic consequences.

What is this thing that we used to call "early blur"? Who may be involved in experiencing it? How does it happen? Why does it happen? When is it most likely to occur? What factors cause respected citizens to take rash, impulsive actions, sometimes with life-shattering, tragic results?

We do not claim to have all the answers to those perplexing and complicated questions. However, there are many indications of the causes of human accidents that are far beyond the factors documented by accident investigators. We have tended to record only how the accidents occurred and neglected to delve into the psychological factors of why they happened.

To explore those "why" factors, let's take a closer look at a typical deer hunting accident. There are six hunters in the party. All friends and/or relatives. They have hunted together for several years and plan their annual hunt for months in advance.

They hunt familiar area and make a reasonable effort to plan their drives to be both productive and safe. There is a group ethic about shooting or not shooting a deer for someone else in the group, and also shooting or not shooting illegal deer.

Their objective is simple: bag deer. The successful hunter is the one with the filled tag. The unsuccessful hunter is still carrying his or her tag. The one who gets the most razzing is the hunter who misses a good shot at a buck.

This friendly competition and chiding among the group establishes the expectation of shooting a deer. It feeds and nourishes that moment of greatest excitement, the opportunity to bag a buck, to become a successful hunter!

That peer pressure to bag a deer, coupled with years of promotion by the DNR of large numbers of deer available and predictions of high deer harvests, gives our hunters an expectation of "success". They all believe they will shoot a deer. Their physical and emotional beings have that thought foremost in their minds. That is the goal.

In the deer woods, making a drive toward several standers, one of the party spied a big buck sneaking back between him and another driver. He immediately swung his rifle on the buck, forgetting all about his hunting partner that he knew was just beyond the buck. In fact, if he had looked, he could have seen his partner.

He fired four shots at the now running buck, oblivious to safe shooting zones, hunting partners or safe hunting practices. His emotions took over.

Why? He suddenly got his chance to be successful! To bag a buck! To brag! To fill his tag! His mind said "Shoot! Hurry! He's getting away! Shoot again!"

"Help! I'm hit!" It was the hunting partner. He was struck in the chest. He was wearing blaze orange. He did not shoot at the buck. He died. The buck got away.

Unrestrained human emotions were a significant factor in that tragic death, as in many similar hunting accidents. The official report simply stated, "victim struck while shooter swinging on game". That is not enough. We need more to prevent such tragedies.

We need to delve deeper. We must know why the shooters are failing to control their actions. We need to identify specific safety actions hunters can take to assure every shot fired is safe and responsible.

A fired bullet cannot be recalled. Once it leaves the muzzle of your firearm it travels swiftly and surely to its destiny. After the trigger is pulled, it is too late to prevent tragedy!

Accident prevention is within the mind and body of every hunter. Accident prevention is controlling your actions by controlling your emotions. Just as mental discipline is an important factor in developing champion shooters, emotional discipline is an important factor in developing safe hunters.

Emotional discipline can be helped in several ways. I would like to recommend a AAAA approach for controlling emotions while hunting to prevent accidents, injuries and deaths. The four A's are awareness, attitude, action and achievement.

### Awareness

Hunters of all ages must become aware that they can become a victim of high emotional levels when game is seen. We realize it is natural to become excited at an opportunity to bag a buck or any game. However, we should develop an awareness that we can and must control our emotional level to control our actions. We also need to be aware of our individual responsibilities as hunters and our limitations in our ability to control our emotional responses.

### Attitude

Hunters should temper unrealistic hunting expectations and develop more meaningful goals. Hunting rewards are far more than simply killing game. We need to develop an attitude of participating in the sport of hunting for real-world reasons. We should view our hunting as a learning endeavor, a sharing experience and an ecological-awareness undertaking, with any game bagged an extra bonus. Simply stated, let's hunt for the sake of hunting not simply bagging. We should all concentrate on developing an attitude that projects courtesy, safety and responsibility.

### Action

If we can develop an awareness of emotional control and an attitude of enjoying hunting for all of its opportunities, we will be on the right course to taking positive action. We will restrain our urge to shoot before we are sure. This can be done by:

1. Assume every sound or movement in the woods is another human being until positively identified as wild game.
2. Check for other hunters and a safe backstop before raising the firearm.
3. Double-check to determine the legality of the game before shooting.
4. Have safe shooting zones in mind at all times while hunting and stick to them.
5. Control our emotions to control our firearms to prevent tragic accidents.

### Achievement

The rewards of hunting are in direct relation to the expectations of the hunter. Realistic expectations lead to feelings of greater achievement and personal satisfaction. Conversely, unrealistic or unachievable goals often result in frustration and disappointment when the goals are not reached.

Our sense of achievement will directly reflect our individual hunting expectations. Our hunting behavior will often be adversely affected by failure to control our emotions when reacting to an opportunity to bag game. Over-anxiousness to kill game can result from having unrealistic expectations. Over-anxiousness to kill game also can and does result in tragic hunting accidents.

Every hunter should develop a safety awareness and be conscious of accident prevention techniques. They should portray an attitude that reflects realistic hunting expectations, and take actions that personify individual hunter responsibility.

Then, and only then, will we realize safe and responsible hunting behavior, a major achievement that will help assure the future of hunting in Wisconsin and throughout North America.

0858D

# Someone watching you hunt

Preliminary research shows that 20% of Wisconsin waterfowl hunters violate game laws and 30% commit ethical lapses. Some of the most dedicated and successful are the biggest lawbreakers. On the other hand, 55% perform notable acts of good sportsmanship. Statistics were gathered while observing hunters in action. The authors have some ideas on what it all means.

## *ROBERT JACKSON AND ROBERT NORTON, UW-La Crosse*

How good or bad are hunter ethics in our state? To find out, the U.S. Fish and Wildlife Service and DNR have jointly financed a Wisconsin Hunter Performance Study by a UW-La Crosse research team. In it, trained observers watched the behavior of more than 600 waterfowl hunters. Afterwards hunters were interviewed in the field (583 of them representing 596 hunts) and this was followed up by a post season interview at home.

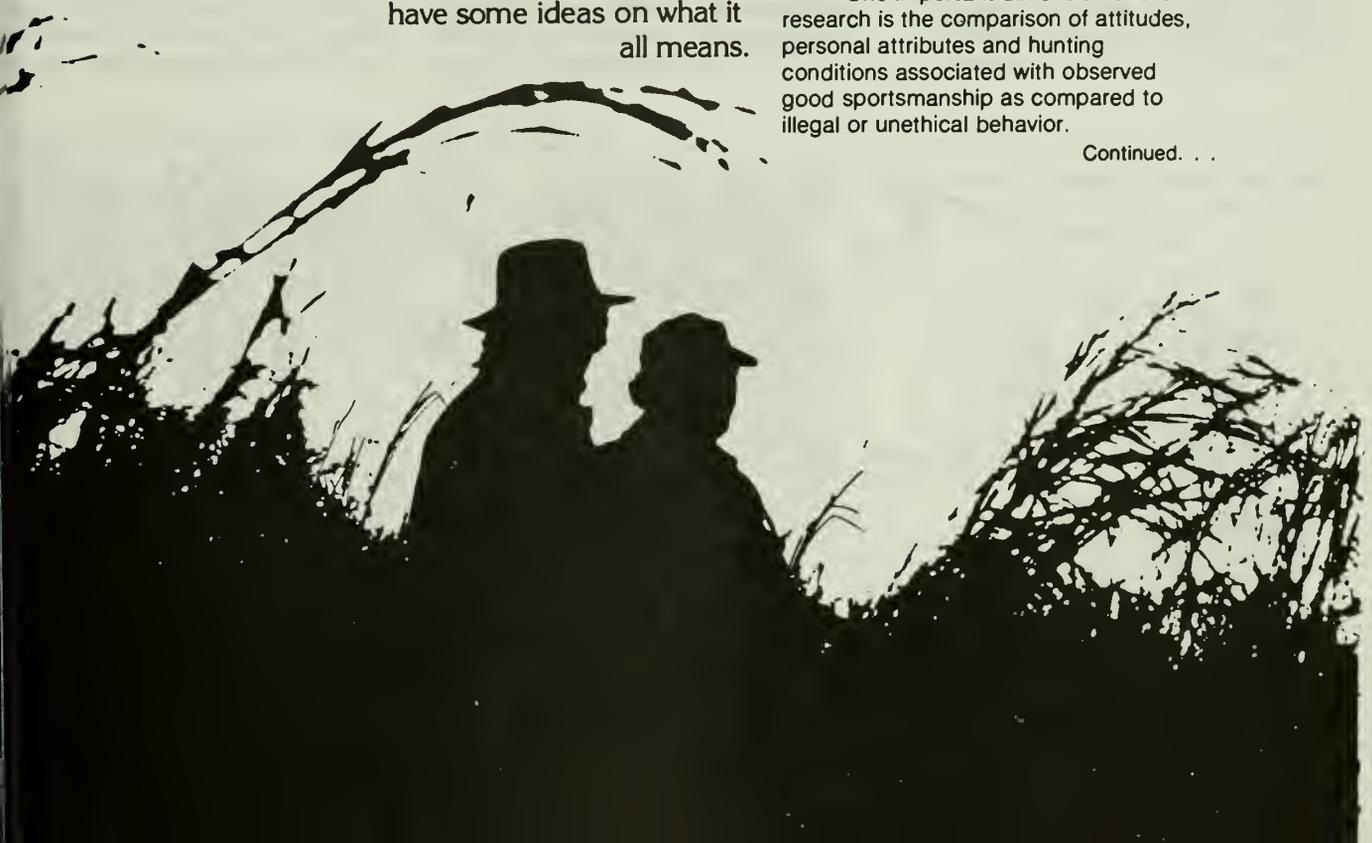
The study reveals that most hunters are deeply bothered by irresponsible acts. Asked about dissatisfying experiences, three out of four cited behavior of others toward wildlife or hunters. Increased posting of land carried a strong message to them about attitudes of landowners and also about hunter behavior.

The observations indicated that 55% showed good sportsmanship, but 20% were observed violating a game law and 30% did something unethical. These figures are surprisingly high, but hunters are aware of the problems and now seem ready and motivated to do something about them.

The study took place during the 1976 and '77 seasons and covered five representative waterfowl hunting areas around the state.

One important dimension of the research is the comparison of attitudes, personal attributes and hunting conditions associated with observed good sportsmanship as compared to illegal or unethical behavior.

Continued. . .



**OPPORTUNITY TO VIOLATE-**

Obviously, in order to violate the opportunity to do so must be present. Hunters seen violating or behaving unethically had more opportunities to do so. Twice as many flights of birds passed within shooting range of them, they took more than twice as many shots, and killed greater daily and seasonal bags. And they didn't hunt any more days or hours over the entire season than the law abiding.

**HUNTING CONDITIONS** - Many local people blame outsiders or city slickers for hunting violations but the study shows the hometowner is the one to watch. Of the hunters less than 25 miles from home, 25% were violating. In comparison, the rate dropped to 17% for those 25 to 150 miles from home and fell to 9% for those who traveled more than 150 miles. While the proportion of violating was higher on weekends than weekdays, the highest percentages were on Friday. More locals were out on Fridays and their interviews revealed that they try to get a jump on the non-locals who have to drive long distances for the weekend hunt. Higher rates of violation were also associated with the early season (before the split) and among those hunting the Mississippi or central Wisconsin wildlife areas. In general, state wildlife areas had fewer violations.

**HUNTING METHODS AND EXPERIENCE** - Duck hunters 20 to 40 years old violate most. The percentage is low for beginners and also drops significantly for those over 40 and for those with 20 or more years experience.



Retired Warden Bill Hiebing checks student observer Terry Anderson.

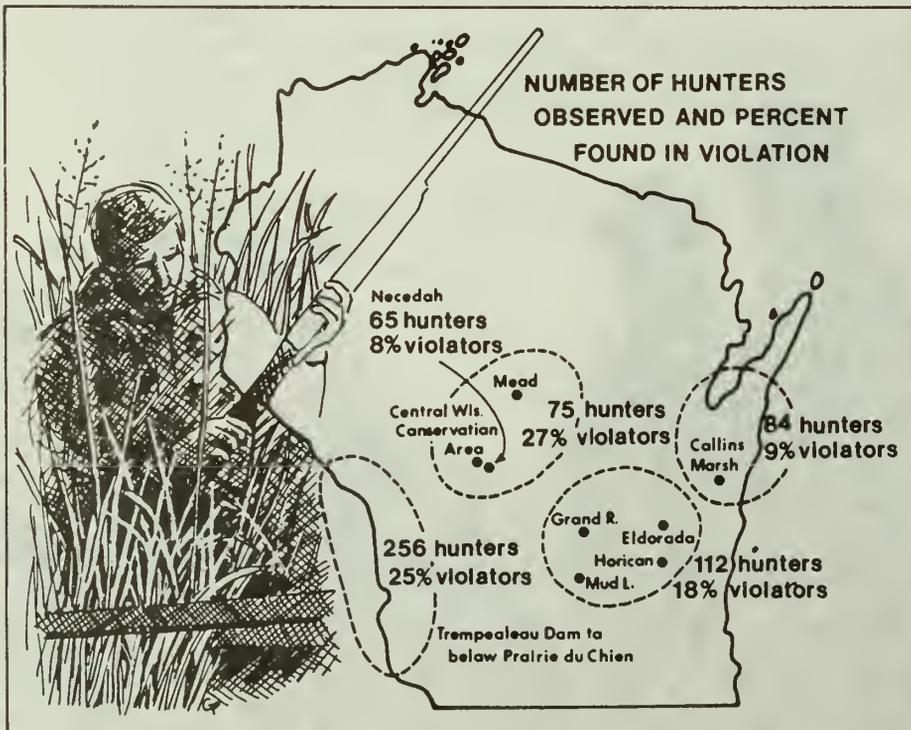
Surprisingly, the violator is often deeply involved with the sport. He is likely to shoot trap and skeet, to use a retriever, a duck call, and a special duck hunting skill or boat.

**HUNTING ATTITUDES** - Almost 50% of the hunters interviewed described their day afield as poor, the bottom rating on a four-point scale. Hunters who violated or had ethical lapses, however, reported more satisfaction than non-violators. Their enjoyment came from bagging game, shooting opportunities, and competition with other hunters. By contrast, companionship, seeing game, and the opportunity to observe nature were most satisfying for non-violators.

Those who broke game laws were

also significantly more likely to be violators. But ethical lapses without lawbreaking happened a lot in group five or more. These parties were also judged to be less intense about it all. One such party member exclaimed, "It was great! I shot two boxes of shells. Altogether his party of six bagged two ducks."

**GOOD SPORTSMANSHIP** - Good sportsmanship (helping another hunter retrieve a duck, passing up a shot to give another hunter a better opportunity, etc.) was observed much more frequently than violations. Good sportsmen exhibited special characteristics: they were *more skilled* than other hunters, yet had fewer opportunities, and took fewer shots;



Trained observers watch from a distance



re older, most frequently 50 or more. They were upset by unethical behavior; and in particular felt the point system encouraged violations through ordering. Good sportsmanship was early associated with age. Not many young hunters had it.

Nearly half of those interviewed thought hunting ethics could be improved through education and these comments were evenly divided between those advocating better juvenile, as opposed to better adult, education programs.

The study indicates there are five developmental stages in the evolution of a duck hunter. We call them shooter, limit bagger, trophy hunter, technical expert and waterfowler.

The shooter needs to pull the trigger and test the weapon. Targets may be bullseyes or clay pigeons but they can also be songbirds, insulators, falcons or a hawk. For the limit bagger, success is measured by the number of birds or animals shot. The trophy hunter might take only greenheads or cans and set up good shots on birds with less success. The technical expert has an almost religious fervor about the sport. Only skilled, this hunter usually owns some equipment: retriever, decoys, blind, camouflaged boat and other gear. For the trophy hunter, hunting is the most important life activity. Many never grow beyond this stage to accept the self-imposed regulations Aldo Leopold felt marked the local hunter. On the other hand, in the waterfowler stage, which is the highest stage, the total experience brings



Most hunters consented to a follow-up interview at home.

satisfaction—contacts with nature, familiar and treasured surroundings and other important associations. Bagging game is more symbolic than essential.

Hunting ethics might be improved all around if programs existed to help individuals progress through these stages toward the ideal. Chances for unethical behavior would be minimized and the time lag from shooter to waterfowler cut significantly.

Individuals behave differently depending on whether they're a few miles from home or out of state, or whether they're with a large, gregarious peer group or with their own children. These behavioral differences are important and there is no single answer to improving hunter ethics.

The quality of both regulations and law enforcement have an effect. In post-season interviews hunters confided that personality and attitude of the local wardens are important as to whether or not they violate. Given respect for the individual, they choose not to violate. Without respect, violating becomes a way to test and defy the authority figure. Others indicate high game population forecasts push them toward violation.

Many said fines don't bother them, but that they fear that their names might appear in the paper as violators. Social approval or disapproval carries weight. Moral and ethical standards are social as well as individual functions. A society is law abiding when citizens take

Continued. . .

Interviewees must score 19 out of 20 in duck identification to be accepted.



Hunters say these conditions affect the tendency to violate—ranked from most likely to least likely.

1. Hunting on their own land
2. Not much chance of getting caught
3. Game is abundant
4. It's late in the season\*
5. Hunting alone and few others nearby
6. Don't believe the regulation is necessary
7. Personally know the landowner
8. Game scarce
9. Far from home
10. Drinking
11. Opening day
12. Heavy hunting pressure
13. Hunting out of state
14. Don't know the landowner
15. Using a public hunting ground
16. Your children present

\*Violators ranked this #1. Violators and those who obey the law showed a slight variation in rankings, but it was minimal.

responsibility for each other and become directly involved in demanding legal and ethical behavior of others. This means hunters themselves must take the ultimate responsibility for setting standards and that they must demand that others adopt them.

Values, however, cannot be taught like parts of a gun. In fact, they are caught, not taught. But even the individual without a conscience will act ethically to achieve and maintain a place in the group. This fact needs exploiting. Hunters must demand ethical behavior and recognize and reinforce quality rather than quantity of bag.

Finally, those of us who hunt need to remind ourselves that our ultimate responsibility is to the wildlife resource itself. Hunters fall into two groups: the naturalistic, and those who see animals as meat or as a trophy to be hunted competitively as a symbol of skill or superiority over others. Naturalistic hunters have strong feelings of responsibility and compassion towards animals. They are more deeply involved with wildlife than non-hunters. For them hunting is a way to communicate with

and be close to nature. Such involvement develops responsibility and by implication can be a major tool for improving hunter ethics. Hunters need to be more directly associated with wildlife programs and education. Just buying a sportsman's license, or joining Ducks Unlimited or a sportsman's club isn't enough.

In summary: individual hunters should challenge themselves to serve as responsible models for all other hunters and non-hunters, and work towards that fifth stage of development symbolized by the "waterfowler."

Sportsmen's clubs should reach beyond their roles as social organizations and reinforcers of those who are successful (legally or illegally) and instead make their major goal establishment, promotion, and enforcement of sportsmen's responsibilities. And finally, DNR should reevaluate its programs in game management, enforcement, and education to find new and appropriate ways for hunters to become more directly involved with wildlife.

None of these changes will be

easy to make. In fact they may be impossible given the interim recreational character of today's hunt and the limited time people can devote to it. But the time to move them from the casual to the committed has to be made. Otherwise hunting as we know it may wipe itself out.

VIOLATIONS*		
Categories	% of all hunters	% of violators
 FIREARMS: Uncased, loaded gun in boat or vehicle, shooting from motorboat or vehicle.	3.2	15.6
 LICENSING: Unsupervised juveniles.	.5	2.5
 GAME: Late or early shooting, does not retrieve immediately, illegal duck, over limit, shoots coot and leaves it, hazes birds, illegal blind.	8.0	38.5
 NON-GAME: Shoots protected species.	2.9	13.9
 TRESPASSING: Hunting on posted land, reserve or closed area; entering closed area with gun.	1.0	4.9
 ENVIRONMENT: Litters, breaks oak branches for blind, crushes muskrat house.	3.9	18.8
 BOAT: Boat number illegible, no lifejackets, no running lights.	.7	3.3
 USE OF EQUIPMENT: Decoys out too far, in too late (20 min.), out too early (1 hour), unattended.	.5	2.5

\* 70% were intentional, 30% accidental.

Illustrations by Georgine Price

ETHICAL VIOLATIONS		
Categories	% of all hunters	% of violators
 FIREARMS: Handles or points gun at another, crosses fence with loaded gun, unsafe with respect to another party.	2.4	6.6
 RESPECT FOR OTHER HUNTERS: Shoots at unsafe angle, shot hits too close to others, boat not covered, sets up too close, shoots at another's probable game without reasonable expectation of success, crowding, creates a nuisance, scares game away, takes another's game.	9.1	25.6
 RESPECT FOR GAME ANIMAL: Shoots too low or high, sky busts, indiscriminate shooting.	21.3	59.7
SPECTS NON-GAME SPECIES.	1.4	3.8
 LANDOWNER'S RIGHTS: Knocks down or cuts fences.	0	0
 RESPECT FOR NATURAL ENVIRONMENT: Leaves smoldering campfires, cigarette butts.	1.4	3.8
 BOAT HANDLING: No respect for others, cuts in front, doesn't slow down, doesn't wait turn at landing.	0	0
USE OF EQUIPMENT: Ethical violations other than boat or gun.	.2	.5

# “Phases”

## THE PERSONAL EVOLUTION OF THE SPORT HUNTER

By ROBERT JACKSON and ROBERT NORTON

Research indicates that the best hunters are people who know, understand, and love the out-of-doors. They have insights and a perspective about natural things built upon “experiencing” — the only true way of knowing. These experiences, have been varied, unexpected, exciting, sometimes depressing, frustrating, and forever accumulating. For many of us these hunting experiences ultimately develop into a philosophy and a way of life. The lessons learned and accumulated from hunting affect all of our values, relationships and appreciations. And so a hunter can experience and grow in his understanding of what life is about and a greater awareness of who and what he is. For the last five years the writers have been conducting a series of comprehensive studies of Wisconsin hunters. Over six hundred individuals were both

observed in the field and interviewed in depth as a means of describing the behaviors, life, experiences, values and satisfactions of Wisconsin waterfowl hunters. Additional studies have put the researchers in field contact with over 1,000 Wisconsin deer-gun hunters in ten representative management units plus intensive home interviews with a sample group. These contacts and discussion with waterfowl and deer hunters have provided the writers with a unique opportunity to evaluate the experiences that mature and change the values and lifestyles of many hunters. It has been a privilege to hear hunters reflect on key and significant experiences with wildlife and the woods, associations with fellow hunters, a unique, shared experience with a son or daughter, and certainly the ambivalent feelings created by the kill.

Both writers are avid hunters and behavioral scientists. We are aware of changes in ourselves over thirty years of hunting experiences as well as changes in the hunting conditions (environment) around us. Both dramatic and subtle developments have occurred as sons and daughters joined us in the field, a good dog matured and aged and eventually had to stop hunting, job changes moved us to new locales, and (not the least), we have probed the nature of hunting and hunters for the last five years with other hunters, non-hunters, wildlife managers and game wardens. Were we unique or did other hunters sense and feel the same growth or change? We were determined to find out and we found that hunters were just as anxious to reflect on their own changes and development.

It's not surprising that hunters

more

saw changes in themselves. What is important is how their statements about satisfactions, motivations, and hunting behaviors fell into predictable patterns of development. Statistical analysis indicates that these patterns are strongly influenced by both hunter age and by years of hunting experience. To illustrate, many older hunters said they had changed dramatically in their need to bag game. Bagging the limit no longer was everything. When asked the question, "If you had only one more hunting day in your lifetime, how would you spend it?", some hunters seemed to discover through reflection in the interview process itself, that hunting satisfactions were now built around a much broader base of experiences.

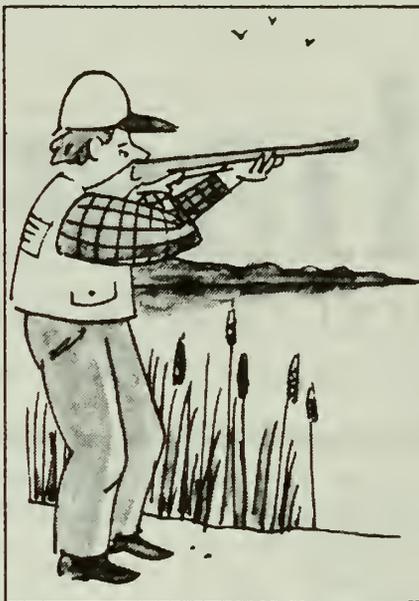
We vividly remember one gentleman who had just completed his fiftieth year as a duck hunter. As he put it — "once it was necessary for me to kill a gunny sack full to feel really good, but now it's different. Now it's important to be in the marsh before daybreak, to be able to smell, hear, and really see the dawn. I watch the frost melt off reeds, hear and see the morning flight, warm my hands around a cup of hot coffee! Yup, I really *don't* need to shoot any more of those birds to have a good day. I know the marsh like the back of my hand, but I'd never have been where I am today if I couldn't have been a hunter." This waterfowler also told us how he had gone alone to the marsh at sundown, once each of the last ten seasons, and there spent the complete night. It permitted him to completely experience, in total solitude, a world that he had discovered through experience and learned to love deeply. Always present was the nagging thought that he might not be around for the next season.

As we listened to hunters re-

late their deep feelings about the outdoor world, we sensed that apparently hunters passed through stages, or as often stated by the hunter, "phases". The phases seemed to fall into five rather distinct clusters. The observational data we were collecting supported this theory as did

audience or reader reaction to our first reports. We are asking Wisconsin sportsmen through this article to measure themselves against these stages and report both their evaluation and explanations of the changes to us through the questionnaire which appears at the end of the article.

## Shooter Stage



Phase No. 1: Shooter Stage: The hunter talked about satisfaction of hunting being closely tied to being able to "get shooting". Often the young, beginning duck hunter would relate to that he had an excellent day hunting and what was excellent was that he had gotten "a lot of shooting". The novice deer hunter would talk about the number of shooting opportunities, and a missing game was of little consequence. The beginning hunter apparently wants to pull the trigger and test out the capability of his weapon.

## Limiting-Out Stage

Phase No. 2: Limiting-Out Stage: The hunter still talked about satisfaction gained from shooting, but what seemed more important was measuring success and self through the killing of game and the number of birds or animals shot. The duck hunter would say: "Had a good day, got four out of five", or refer to days where he had "limited out". The deer hunter seemed to enjoy describing a long or running shot, but the absolute measure of the hunt was filling that tag. Most readers will also recognize this stage in fellow hunters who brag, "Yes, our party filled."



# Trophy Stage



**Phase No. 3: Trophy Stage:** At this stage of development satisfaction was described in terms of selectivity of game, usually reflecting the hunter's idea of a trophy. The duck hunter might take only green heads and pass up good shots on birds with less status. The deer hunter, of course, sought the big buck. Shooting opportunity and skills are now of lesser importance. Deer hunters in this phase would pass up a small buck and wait for the big one — even until the next season. They were also willing to travel distances to hunt areas that might produce a really big buck.

# Method Stage



**Phase No. 4: Method Stage:** is characterized by an intensity or almost religious fervor about hunting. This hunter usually has a lot of the specialized equipment: decoys, calls, camouflaged boat, retriever, etc. Hunting has be-

come one of the most important dimensions of that person's life. It's what he does best and he lives for the opportunity to practice that expertise. Seldom did satisfaction primarily relate to the "taking of game" at this stage but instead switched to method. Hunters bagged to hunt not hunted to bag. Taking of game was necessary and intrinsic but secondary to "how" it was done. Specialization or handicapping became the prime factor in satisfaction. A duck hunter might talk at length about decoying: the lay out; picking a site; wind and weather variables; and the qualities of different kinds of decoys, and then finally describe what it was like to watch as a flock began to "work the blocks". Expert callers told of their special satisfactions in turning a high bird, and then talking it in. In this state the deer hunter now wants to take the white-tail on a one to one basis or with one selected partner in pursuit.

# Hunter Research Questionnaire

State of Residence \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Years of Hunting Experience \_\_\_\_\_

Present Occupation \_\_\_\_\_

Education (Circle last grade completed):

6 7 8 9 10 11 12 1 2 3 4 more  
(College, Etc.)

Have you ever completed a Hunter Safety Course? Yes \_\_\_ No \_\_\_

1. As you reflect on your years as a hunter, did you develop through phases as described in the article? Yes \_\_\_ No \_\_\_  
Explain: \_\_\_\_\_

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2. Rate yourself by hunting stages for any of the following kinds of hunting in which you actually participated during the last five years.

(1=Shooter; 2=Limited Out; 3=Trophy; 4=Method; and 5= Sportsman)

- \_\_\_\_\_ Big Game
- \_\_\_\_\_ Waterfowl
- \_\_\_\_\_ Small Game (rabbit,squirrel, etc.)
- \_\_\_\_\_ Upland Bird (pheasant,grouse,quail, etc.)

3. As you have been introduced to new forms of hunting (different species, bow hunting, etc.) did you need to re-experience the stages of the development progress? Yes \_\_\_\_\_ No \_\_\_\_\_  
Explain: \_\_\_\_\_

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4. Describe some of the most important people, factors or events that helped (or forced) you to develop as a hunter from one stage to the next (the example set by a good model; a hunter safety class; an experience in the field, etc.) Describe them fully and carefully so that we can understand them and report them to other hunters as examples. Use more paper if necessary.

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5. During the past four to five years, has your interest in hunting:

Increased  
Remained about the same  
Decreased

6. If you had only one more hunting day, how would you spend it (what would you hunt, where, etc.)?

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Results of this questionnaire will be published in a future issue.

Send to: QUESTIONNAIRE  
P.O. Box 2266  
Oshkosh, WI 54901

He described observations of signs, pacing, tracking and eventually the seeing and taking of the animal, but always on the animal's terms, in its natural environment. No need to stack the odds of getting in favor of the hunter by hunting in large drives or in the middle of the opening "army" of hunters. Often times the hunter had moved to a more primitive weapon: the black powder muzzle loader or the long bow. While bag limits, limiting out, and the final killing of the game were seldom mentioned, it was still understood that hunting still included the final taking of the bird or animal.

# Sportsman Stage



Phase No. 5: Sportsman Stage: Our research findings indicate a "mellowing out" stage which apparently many hunters do not reach until about 40 years of age and after many years of hunting experience. At this point, the hunter finds satisfaction in the total hunting experience. The hunter seemed to be fully mature as a person and as a hunter (or is it burned out?). As such, he needed no longer to measure his

worth, or control his world, or the taking of game. Instead I talked of hunter satisfaction terms of a total appreciation nature or the companionship partners or family. He is the duck hunter at the beginning the article, satisfied to be able to experience the out-of-doors its completeness, to anticipate and appreciate, and to feel completely satisfied with that experience. Not many talked this stage, but those that do know who they were.

How does a person get to this stage of oneness with the environment, what are the ingredients? Time, as indicated earlier, is certainly one factor. But perhaps certain unique experiences provide the second element. The writers challenge readers to reflect on their own hunting behaviors and experiences.

As you think back on this past season, where were you in regards to your satisfaction as a hunter? At what stage would you place yourself? Our study also indicate that you may be different stages for different forms of hunting (method stage for waterfowl but limiting-out stage for upland birds). At how did you get there? You can contribute to this unique study by completing the following questionnaire. In particular are trying to identify those experiences that contribute to the maturing of a hunter. Can this provide an opportunity to show trap, or range fire a rifle, pull a beginning hunter through the shooting stage without shooting hawks, insulators or signs? If we can learn more about these experiences (good models, significant books, important events) we in turn can help those who seek to preserve and improve hunting through expanded hunter education and better management and enforcement policies.

# “Phases”

## THE PERSONAL EVOLUTION OF THE SPORT HUNTER

By ROBERT JACKSON

Do hunters evolve through “phases” as suggested in the November/December 1980 issue of Wisconsin Sportsman last winter? Among those hunters who returned the questionnaire, 75 percent agreed that they had developed through the suggested stages. One 24 year old stated, “When starting out on all game it was not the game I was thinking about, but rather just pulling the trigger. The thrill of hitting something, anything.” Another stated, “I’ve gone through the sign and insuring thing, filling up and waiting for the big buck. Now I feel I’m moving into the method.” Some qualified their disagreement with the phases idea like the Wisconsin hunter who indicated that during an entire season he could find himself, at different times, in all of the stages. He commented, “I can have a good day out, I enjoy myself, and not get anything, but yet, I still want to get something during the season.” A 34 year old hunter who emphatically said, “No, I didn’t go through the phases!” credited his father who was a competitive target shooter, firearms instructor, and hunter from the old school. I had fired many different types of firearms before I

started hunting . . . and I was taught to respect my quarry. I started at the trophy stage, quickly advancing to the method stage and consider myself a sportsman.”

What kind of person took the time to return the questionnaire? Not just any hunter. The reader should not assume that these respondents are typical of all mid-west hunters.

Hunters were asked to rate their stage of development for each of four major kinds of hunting: waterfowl, big game, upland bird, and small game. Less than 10% of the hunters rated themselves as in the shooter stage for any kind of hunting. However, a significantly greater number of young hunters (12-19 years of age) placed themselves in the shooter and limiting out phases for each of the four hunting types. The largest number of those declaring themselves to have reached the sportsman levels were found in upland bird hunting (70 percent). Trophy (hunting), as might be expected, was most often reported by big game hunters. (17 percent)

In analyzing their own development, four out of every five hunters felt that they were at different stages for different kinds

of hunting. In response to a related question, two out of five found that they re-experienced the stages of development as they were introduced to new forms of hunting. One 24 year old hunter commented, “While bowhunting the urge came back to try and hit something.” Another hunter stated, “When first starting to hunt with blackpowder, I had to prove to myself that I could get my game with the new weapon. Now I know that I can and I only take headshots at standing animals.”

Perhaps the key question asked by the researcher is “What factors, or events, helped you to develop from one stage to the next?” More than half of the respondents told us that *models were the key*. They wrote of parents, relatives, and hunting partners that had challenged or stimulated them to move toward becoming true sportsmen. Not one hunter cited an arrest as the stimulus. This supports the writer’s contention that the principle hope for improving hunter behavior rests on the examples of real sportsmen, and their responses to the behaviors and attitudes of other hunters. There are strong implications to the fact that respondents in their

teens were significantly more likely than older hunters to name models and the media as influential in their development. There was a 13 year old who wrote, "I think the best gift given to me was from my grandpa teaching me and taking me in the outdoors. I love that man and I'll never forget him or the treasure he gave me," or the simple statement of an 18 year old youth, "I learned to hunt from magazines and books," which emphasizes the importance and responsibility of magazines and other media in defining hunting satis-

factions and goals for young hunters.

The foundation for that good sportsmanship could be found in many of the responses and letters sent by readers. In a question designed to probe some of the deeper motivations and satisfactions of hunting for the individual, hunters were asked to describe how they would spend one last hunting day: 47 percent pictured that day in terms of nature appreciation and community with wildlife, 24 percent wrote principally of companionship with family and friends; another

24 percent described using hunting skills and bagging game, and the final 5 percent felt they would spend the last trip with a camera. One young woman, a 23 year housewife, said it for many who she commented, "I would spend it in complete seclusion deep in the north woods . . . that's what you see and experience everything nature has . . . the deer so mysterious . . . many times I have sat in the woods just to watch them." That, fellow hunters, is a model for your children, my children and your children's children! ■

# Reader Research Results:

## PERCENTAGE RATING FOR HUNTING STAGES

	Big Game	Waterfowl	Small Game	Upland Bird
Shooter	9	10	8	6
Limiting Out	16	21	29	23
Trophy	17	6	2	2
Method	29	36	25	34
Sportsman	29	27	36	35

## PERCENTAGE OF RESPONSE TO QUESTION, "HOW WOULD YOU SPEND YOUR LAST HUNTING DAY?"

Big Game — Rifle	31
Waterfowl (Ducks and Geese)	29
Grouse and Partridge	17
Big Game — Bow	11
Pheasant	8
Small Game (Rabbit, squirrel)	4

## TYPE OF SATISFactions ANTICIPATED FROM THE "LAST DAY OF HUNTING"

Nature Appreciation and Escape	47
Utilization of Hunting skills and bag	24
Companionship of Family and Friends	24
Photographing Wildlife	5

## Age

10 - 19	11%
20 - 29	40%
30 - 39	33%
40 - 49	9%
50 - Over	7%

## Sex

Male	98%
Female	2%

## Years of Hunting Experience

Mean(arithmetic ave.)	17.7
Mode(most frequent)	20

## Present Occupation

Professional (white-collar)	32%
Farm - Owner	1%
Blue - Collar skilled	51%
semi-skilled	
unskilled	
Student	11%
Other (armed forces, retired, etc.)	5%

## Education Completed

High School Grad. or Less	33%
College or Tech. School	51%
Graduate School	16%

## Completed Hunter Safety Course

Yes	39%
No	61%

EXPLANATORY NOTES CONCERNING THE WISCONSIN HUNTER EDUCATION TRIGGER FILMS  
AND HUNTING RESPONSIBILITY CURRICULUM

WHAT IS A TRIGGER FILM?

A trigger film is a three or four minute film that depicts a dilemma or set of circumstances that will "trigger" a reaction, classroom discussion, and a decision making process in the mind of the viewer. (You will learn that there are many alternate ways to trigger those reactions including role playing, or a written or narrated story )

HOW DO TRIGGER FILMS WORK?

An effective trigger film stimulates viewers to evaluate and analyze the situation depicted. Students want to get involved in a discussion of the situation and relate how they are affected by it. The teacher, in turn, helps them walk through the dilemma. In their minds and through class discussion, they consider what they would do in a similar situation...carefully evaluating each alternative.

WHY ARE TRIGGER FILMS AN EFFECTIVE AID TO LEARNING?

Meaningful learning ultimately results in changes in human behavior. The trigger film as a classroom aid provokes immediate reaction, discussion and resolution of a situation involving conflicting choices. Once they have consciously analyzed, discussed and selected a course of action to resolve the dilemma, they are more likely to choose that course of action whenever the same or a similar situation confronts them. Thus responsible choices and behaviors discovered and made by the learner in the classroom should "trigger" similar responsible behaviors in the field.

WHY ARE TRIGGER FILMS IMPORTANT TO HUNTERS?

Hunting is being attacked more vociferously every year. One of the major complaints about hunting is the irresponsible behavior of some hunters. This "negative image" of hunters is applied to all hunters by many of our non-hunting citizens. "Hunter responsibility" is very difficult to teach, as is any type of modification of human behavior. The trigger films, when properly used, can have both an immediate and long-term positive impact on the behavior of the students. Through peer group pressure, awareness of responsibilities, and sharing with others, the students (young or adult) can contribute significantly to improving the behavior and the image of all hunters.

HOW SHOULD TRIGGER FILMS BE USED TO BE MOST EFFECTIVE?

The instructor should first review the description of the trigger film to be used, including the questions. Next, if possible, view the film, mentally noting the key ideas, problems, etc., depicted. The dialogue has been carefully developed to simulate the actual thoughts, motives, arguments, and rationalizations of hunters. As such, they need to be discussed, probed, and analyzed by your class. Almost every "line" spoken by the actors is a potential topic for discussion. USE THEM!

Check the questions; you may wish to ask additional ones. Try teaching a unit using a small group of fellow instructors as a "pilot class." It will make you more comfortable and confident to have this experience "under your belt."

Introduce the trigger film by telling the students what they will see. A short description of each trigger film is included. The course outlines suggest specific introductory approaches that you may find helpful.

View the trigger film. Use the set of questions as a guide to assure that major ideas are discussed. Encourage students to evaluate the alternative solutions and decide on one or more courses of action. (Walking through). Let them suggest the best solution and tell you and each other why. The key to your teaching success is in letting them "discover" these truths and persuade others. That is the key to real behavior change. Remember how much more you learned when you started to teach others.

Involve students in a discussion of similar situations to the one depicted on the trigger film. Encourage them to decide now what they will do if they are confronted by a similar situation.

Two models are offered for the involvement teaching methods recommended for effective teaching of hunter responsibility. These are: (1) the Open Meeting; and (2) Processing (Brainstorming, Consensus, and Feedback). Certainly other methods could be equally effective, but these two have been tried and tested and they work. Note that these approaches offer definite structure to the learning situation, not just a free discussion format. The instructor has clear objectives and a series of personalizing and probing questions that point the way to these objectives. But it is imperative that each student discover his own resolution to these hunting dilemmas and the reasons for those decisions. If a student suggests an irresponsible solution, don't panic, let the class react and respond. RESPONSIBILITY MAKES SENSE!

#### HOW CAN I WRITE MY OWN QUESTIONS?

In order to help students further explore the reasoning behind their decisions regarding what a dilemma's central character "should" do, teachers can develop their own questions; these are called "probing questions." (Room has been left in the units to write in these additions). Questions can be asked for a number of purposes.

- T0:
- 1) involve more students in the discussion
  - 2) promote a more mature level of reasoning
  - 3) introduce or focus on issues not yet attended to in the discussion

Types of probing questions:

1. General, all purpose:

1. What is the best reason for 'X' to do this?
2. What is the best reason for 'X' not to do this?

2. Issue related.

1. What obligation, if any does 'X' have to (individual, group, etc.)?
2. Which is more important...? Why?

3. Stage-higher:

1. What would others (your parents, fellow hunters, etc.) think of this?  
Is that good? Why?

4. Role switch:

1. If you were (someone involved with the story), what do you think 'X' should do?

5. Universal consequences:

1. Is it ever right to...? Why?
2. When is it *right* to...? Why?

TEACHING METHOD #1

THE OPEN MEETING: INSTRUCTIONAL APPROACH TO GROUP DISCUSSION

Louis Raths, a noted educator of teaching values, believed that values are arrived at through a process of choosing freely, choosing from alternatives, choosing after thoughtful consideration of the consequences of each alternatives; prizing and cherishing the value, giving it affirmation, acting upon the choice and repeating the value as a pattern of life.

An ethic is the acceptance of individual values that a group decides should be the standard of conduct. Consequently, the first stage of development of an individual hunter's code of ethics comes through his or her opportunity to share the values of an already developed code of ethics for hunters, to exchange ideas in an atmosphere that is non-judgmental and non-threatening, to raise questions, explore possibilities, and eventually decide upon a course of action that is right for the individual, and understand the consequences of the chosen course of action.

One process used for the teaching of values is the open-ended group meeting. The following are suggestions for effective open-ended meetings, which has as its primary teaching technique the development of a questioning process. As we work through the remainder of the workshop, add ideas, suggestions, etc. to your guidebook. This is the initial phase of development, and your ideas as you perfect the technique, raise questions, try topics, and have successes and failures, will be the strength of the final development of your guidebook.

## Open-Ended Meeting for Development of Hunter Values and Responsibility

### Description

The open-ended meeting - the instructor leading a class in a discussion free of right and wrong answers about topics that relate to responsible hunter behavior in relationship to self, fellow hunters, the game being pursued and landowners. The open-ended meeting encourages possibilities for numerous alternative opinions and solutions, and promotes individual involvement and contribution.

### Purpose of the open-ended meetings

To provide an atmosphere for the free exchange of ideas and possible solutions of issues about positive and negative hunter behavior.

To assist the young hunter in developing a positive value system about his or her hunting actions.

To help the young hunter realize that responsible behavior is a must in the world of hunting, as the visibility of the hunter is where the general public develops many ideas of hunters and hunting.

An individual code of ethics for the hunter should include ideas and actions in reference to the following:

- A. Respect for fellow hunters.
- B. Respect for landowners.
- C. Respect for the non-hunting public.
- D. Respect for self.

### The Process

The following ideas are designed to provide you with a basic framework for conducting your open-ended meetings. It will allow you to be more or less structured, depending on your style of instructing or on the needs of the group with which you are working.

#### 1. Plan your physical setting

The ideal setting is a tight circle of movable chairs.

If it is impossible to have movable chairs, approximate a circle with the usable furniture. If you have a large group try an inner/outer circle arrangement. Or, ask for student suggestions as to an arrangement that allows for the best visual/audio arrangement for each student.

If possible, have the circle set up prior to opening your discussion. The instructor should sit in a different place for each discussion. Students should be seated to promote as much good discussion as possible, and to minimize pupil-to-pupil distraction.

## 2. Establish Rules

All activities need rules or procedures. Discussions are no different. Usually this is done in one of two ways: first, establish your own rules - it is best to keep them simple. Two or three are all that are needed. Second, ask the students to set their own rules.

Some examples of beginning rules are:

- raise hands
- one person talks at a time
- listen respectfully
- no derogatory discussion of anyone either present or not present

After a while you may want to dispense with raised hands and generally allow the discussion to proceed as people normally talk in a courteous manner.

## 3. Starting the discussion

When starting with the large group use Level I defining questions.

Occasionally, you may want to start with short discussion in pairs or three to a group. In this way, every small group will be able to develop some information to bring to the large group discussion and each person will be able to participate.

Other techniques to get the discussion going may be to brainstorm on the discussion topic or have the students write individual ideas about the topic on a 3 x 5 card. Then at the end of the discussion have them share what they wrote down, and check if they have changed an idea.

## 4. Keeping the discussion going

The questioning process should continue through Level II personalizing questions and then on the Level III challenging or probing questions. A majority of the discussion time is usually spent at Level III. You may find yourself moving around quite a bit from level to level, this is perfectly all right.

Occasionally you may wish to break into smaller groups at Level II or III. If you do this always return the small groups to the total discussion for a final sharing before stopping the discussion.

## 5. Ending the discussion

Usually a discussion will last approximately 30 minutes, but if it isn't going well, stop it at any time by saying, "things don't seem to be working well today. Let's stop now and we'll try it again next week." Often the student will ask for a second chance. Give them one.

If it seems natural to do so, the discussion can be ended by a summary statement, either from you or one of the students. But generally it is best to stop at a high point, leaving the topic "open ended."

### Guidelines for Instructors

Show warmth and enthusiasm. Students need to become aware that you really care about listening to them.

Be non-judgmental; there are no right or wrong answer in open-ended meetings.

Set simple ground rules.

During the first meetings, keep the atmosphere comfortable, and provide support through as much direction as needed. The directiveness should taper off as students grow to trust the meeting atmosphere.

Develop the art of questioning.

Define

Personalize

Challenge or Probe

Avoid the use of the third person. Direct your statements or questions directly to the person involved.

Refrain from giving the answer. If you as the instructor wish to state a position, clarify to the group that it is how you feel about the topic.

## Developing Questions

### Level 1 - Define

Define the concern, problem, situation, etc. by asking for the student's definitions. Guide and control the discussion to focus and generally limit the area to be discussed.

### Level 2

Questions that personalize the topic. Relate the topic to the students world, ask questions using the word you, your family, etc.

### Level 3 - Questions that Challenge or Probe

Probe for diverse ideas

Ask questions that search for: why? what if? could we? etc.

Request clarification

Look for relationships

Encourage examination of assumptions

Help transfer generalizations and underlying principles

Guide discussion to encourage extension, application of ideas

Play role of "devil's advocate"

Search for unusual ways of doing or looking at something

Encourage students to question opinions, to build on others ideas

### Evaluation of of the open-ended meeting

What satisfied me most about the class?

Did any especially positive occurrences happen?

How did I encourage an increase of involvement and thinking?

Is there anything I would do differently?

Review the following criteria of "What Open Meetings Can Do."

WHAT OPEN MEETINGS CAN DO

1. Provide the opportunity for a person to experience success.
  - a. Each person has an equal chance for success.
2. Provide a place to promote self-concept. You do not analyze self. You promote and build up.
  - a. Each person knows she/he will be listened to without judgement or evaluation.
3. Provide a reasonable place to build trust.
  - a. Between participant and facilitator.
  - b. Between participant and participant.
4. Help develop critical thinking.
  - a. Persons are not asked to recall facts or details, but are asked to really think to solve problems, to be creative and critical in their thinking.
5. Provide a channel for relevancy.
  - a. Topics are ones participants are interested in, ones that apply and relate to their lives now.
6. Teach the process of respectful interaction.
  - a. It is a situation where participants can be courteous with one another.
  - b. A place where people respectfully listen to one another.
7. Develop a basis of group cohesiveness and productivity. The result is unity or oneness.
  - a. A sense of "together we can work it out."

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Appendix #6

TEACHING METHOD #2

PROCESSING: BRAINSTORMING, CONSENSUS AND FEEDBACK

Brainstorming

In keeping with the phrase "anything goes", one can best describe brainstorming as an open-ended exercise with few rules or parameters. The key to implementing brainstorming is "involvement". Each member of your group needs to be and can be an active one. There are no "winners" or "losers", no good or bad ideas. Brainstorming opens the door to allow the creative juices of your group to flow.

WHAT IS BRAINSTORMING? As stated earlier, brainstorming is a form of student involvement in the learning process. It is the first of three steps that make up this concept that we call processing: brainstorming, consensus and feedback. Brainstorming is creating and listing ideas as they pertain to a specific topic. It is used to draw out and expand ideas, attitudes, and beliefs. Here are some examples when a topical approach is used:

- Why are there problems with hunter-landowner relationships?
- Why do hunters violate rules and regulations?
- What steps should be taken when preparing for a weekend of hunting?

The questions can also be open-ended such as these:

- When I'm holding a gun, I feel . . .?
- While sitting in a blind, I will experience . . .?
- When faced with a decision to shoot or not to, I will choose to . . .?

A third way to implement brainstorming is to assign each small group a particular role. Thus, the broad topic might be, "What can be done to improve the quality of hunting in Wisconsin?" One group would approach it for hunters, another for landowners, another game wardens, etc. The topic should address itself to a concern or idea suggested by the unit plan. The suggestions made by the authors in each unit can, of course, be modified by the group to best fit their needs.

Procedures

Break your larger group into several small groups of six to seven members each (Even slightly larger groups tend to break into sub-units and are more likely to have non-participating members). Have the group choose a recorder who is given flip chart or butcher paper and a felt tip pen or marker. The recorder is responsible for writing all group ideas on the large paper. Rules for participants are as follows: (1) stick to the topic; (2) follow the concept

of "anything goes" (all ideas are recorded and accepted - none are rejected); (3) make unique, non-traditional and "off-the-wall" ideas the rule and not the exception; (4) everyone needs to participate - there should be no mind idle; and (5) create as many ideas as possible within the set time (usually 5-10 minutes).

Rules for the Teacher-Leader are: (1) give positive reinforcement for all ideas given whether they are considered realistic and acceptable or not; (2) refrain from negative responses or gestures to individuals or ideas; (3) create an atmosphere of openness and acceptance among the groups; (4) see that there is no discussion or evaluation of ideas - for now the groups are just collecting ideas; and (5) check on the progress of each group and, in some cases, guide them to get them started correctly.

### Consensus

Remaining in small groups, each group will be asked to choose three or four ideas that best represent the attitude of the group. The decision is reached by consensus. This can be achieved in a number of ways. The members of the group should first be able to visualize their ideas. This can be done by taping the brainstorming idea sheets on the wall. At this point, the group can go through each idea mentioned during the brainstorming session and raise questions as to the feasibility and practicality of ideas. Explanations can be given and pros and cons can be brought out through discussion. the group can combine ideas, create new ones, or choose from those already listed. But each group needs to come to an agreement as to which three or four ideas they will present to the whole class. The key is that everyone must be in agreement without voting (i.e. by consensus).

Through this process, the leader needs to move from group to group, encouraging and guiding discussion. Facilitate group interaction by helping the leader pull non-participating members into the discussion. Push the groups to come to a consensus by the end of the time allotted, (usually 20 minutes). At the end of this time, the group is ready for the next step.

### Feedback

For this portion of the exercise, the group convenes as a whole. Each small group is asked to present their ideas to the class (feedback). As the groups report, there is time for the class to question or ask for clarification. Thus, each group is given the opportunity to present, explain, and defend their ideas. After each group has had its turn, the class may be challenged to come up with a final master list by choosing and combining from the ideas in front of them or simply listing them in one master list.

When "processing" is used to seek out and clarify attitudes or ideas, the teacher's role is to see that there is sufficient discussion and class involvement so that each member of the class fully understands and accepts the ideas or suggestions that have been raised. If, however, "processing" is to be used for a specific task, such as deciding on a course of action, or

implementing a specific goal or objective of hunter education, the instructor might consider these suggestions: (1) process twice, asking first, "What are the problems?" and second, "What are the suggested solutions . . .?" (2) Personalize the feedback action stage after the discussion is over by having each individual commit himself or herself to a personal plan of action. It works well to have them put it in writing as a contract that they promise to fulfill. This becomes a "commitment" step for every participant.

Finally, the leader should compile the ideas produced through processing and duplicate them so that copies can be given to the group members for use as a reference. This method of follow-through is important if the exercise is to have real impact. When participants receive copies of the finished product, they get a total picture of what was done. If a contract was written by the student, the leader could make a record of the commitment and then follow-up several months later by mail or phone call to remind the students and determine results.

2128M

Wisconsin Hunter Performance Study

LANDOWNER PHASE

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit Waushara County
<u>Total N =</u>	<u>54</u>	<u>47</u>	<u>41</u>	<u>39</u>	<u>37</u>

N in ( ) designates response of less than 90% of total N for that group

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit Waushara County
<u>Description of landowner relationship</u>					
Actively farming (own land)	96.2	60.0	25.6	71.7	58
Absentee (but land is worked)	0.0	0.0	2.6	2.6	2
Absentee (land not worked)	1.9	4.4	12.8	0.0	5
Rent farm (sharecropping)	1.9	17.8	2.6	15.4	17
Corporate farming (or partner)	0.0	2.2	0.0	0.0	11
Hobby farm (principal interest is recreation)	0.0	15.6	35.9	10.3	2
Forest (principal interest - income)	----	----	20.5	----	----

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit Waushara County
<u>Description of land - total acreage</u>					
Less than 40 acres	0.0	15.5	2.6	5.1	13
40-80 acres	11.1	4.4	43.5	15.4	24
80-120 acres	1.9	2.2	7.7	15.4	5
121-160 acres	14.8	6.7	10.3	17.9	8
161-200 acres	11.1	6.7	0.0	12.8	18
201-300 acres	25.9	26.6	10.3	15.4	13
301-400 acres	22.2	11.3	2.6	7.7	2
401-500 acres	5.6	13.3	5.1	10.3	10
500 or more acres	7.4	13.3	17.9	0.0	2

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit Waushara County
<u>Do you in any way manage land to support game?</u>					
Yes	30.8	29.8	30.8	23.1	40
No	69.2	70.2	69.2	76.9	59

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit Waushara County
<u>Do you ever have deer damage to crops, landscaping, tree planting?</u>					
Yes	58.0	63.8	41.5	73.7	75
No	42.0	36.2	58.5	26.3	24

earch suggests that development of one's skills of reasoning requires abstract  
nking and a widening societal perspective. Probe questions are designed to stimu-  
e both of these facilities.

COMPLETE DESCRIPTION OF HOW TO USE THE OPEN MEETING AND PROCESSING (BRAINSTORMING,  
SENSUS, AND FEEDBACK), SEE APPENDIXES #4 AND #5

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupada County	Unit 6 Waushara County
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How much damage (in dollars annually)?

	(N=39)	(N=31)	(N=27)	(N=31)	(N=32)
No damage	53.8	45.0	85.2	38.7	28.1
0-\$99.00	17.9	6.5	11.1	9.7	15.6
\$100.00-\$249.00	23.1	25.8	3.7	9.7	15.6
\$250.00-\$499.00	5.2	9.7	0.0	12.9	6.3
\$500.00-\$749.00	0.0	6.5	0.0	9.7	0.0
\$750.00-\$999.00	0.0	0.0	0.0	3.2	3.1
\$1,000.00-\$2,000.00	0.0	6.5	0.0	12.9	12.5
\$2,000.00-\$3,000.00	0.0	0.0	0.0	0.0	6.3
Over \$3,000.00	0.0	0.0	0.0	3.2	12.5

Policy towards land use by others:

Not posted	68.1	21.3	43.6	43.7	10.8
Posted with permission	16.9	21.3	15.4	17.9	21.6
Posted -no hunting or trespassing	5.6	31.9	5.1	5.1	10.8
Posted -allow family and friends	9.4	25.5	33.3	33.3	56.8
Posted -some part only (e.g. lake)	0.0	0.0	2.6	0.0	0.0

Why?

	(N=32)	(N=36)	(N=32)	(N=24)	(N=29)
No restrictions - give opportunity to others, feels he should share land	31.2	0.0	9.4	12.5	0.0
No restrictions - game belongs to all	6.3	0.0	15.6	0.0	3.4
No restrictions - futility, doesn't work anyway, people don't like it.	12.5	11.1	9.4	16.7	0.0
Restraints - preserve for self, family and friends	9.4	16.7	21.9	16.7	17.2
Restraints - wants to control number, know who and when hunter is on land	28.1	47.2	15.6	37.4	51.8
Restraints - prior abuse to fence, dogs, cattle, etc.	6.3	11.1	15.6	0.0	6.9
Restraints - safety, shooting near buildings, wild shooting, shooting from woods	0.0	5.6	3.1	4.2	20.7
Restraints - hunters have abused wildlife, cut trees, left dead animals in woods, etc.	3.1	8.3	6.3	4.2	0.0
Restraints - person-to-person relationships: rudeness from hunters	3.1	0.0	3.1	8.3	0.0

How has your policy towards posting and trespassing changed over the last ten years?

Stayed the same	62.3	41.3	66.7	61.5	70.3
More restricted	35.8	54.4	33.3	28.2	29.7
Less restricted	1.9	4.3	0.0	10.3	0.0

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit 67 Washara County
<u>Do you see any change in your policies about posting in years ahead?</u>					
	35.3	37.0	42.1	22.2	13.9
	64.7	63.0	57.9	77.8	86.1
<u>What would lead you to change?</u>					
	(N=47)	(N=32)	(N=34)	(N=32)	
Change	44.7	56.2	58.9	81.2	91.2
Change: continued abuse or trouble with hunters	48.9	34.4	23.5	9.4	2.9
Change: hunters not asking permission	4.3	3.1	2.9	3.1	0.0
Change: controlling who and how many	2.1	6.3	5.9	0.0	0.0
Change: more hunters, too many on land	0.0	0.0	8.8	6.3	5.9
<u>How many hunters can you accommodate on your land during the rifle season?</u>					
		(N=40)			
0	12.0	5.0	2.6	2.7	2.7
1	12.0	15.0	30.7	40.6	29.7
2	26.0	30.0	38.4	37.8	48.7
3	10.0	25.0	15.4	18.9	13.5
4	20.0	5.0	12.9	0.0	2.7
5	10.0	2.5	0.0	0.0	2.7
6	0.0	5.0	0.0	0.0	0.0
7 or more	10.0	12.5	0.0	0.0	0.0
<u>How many hunters can you accommodate during bow season?</u>					
	(N=47)	(N=31)	(N=35)		
0	29.8	22.6	48.4	21.6	11.1
1	10.7	22.5	25.7	51.4	33.3
2	17.0	22.7	14.4	16.2	38.8
3	6.4	9.7	8.6	5.4	8.4
4	10.6	3.2	2.9	2.7	2.8
5	8.6	0.0	0.0	2.7	5.6
6	8.5	0.0	0.0	0.0	0.0
7 or more	8.4	19.3	0.0	0.0	0.0
<u>What good or positive things have you seen in hunters?</u>					
	(N=46)	(N=38)	(N=30)	(N=35)	(N=31)
Asking permission	13.0	13.2	10.0	22.9	29.0
Asking permission and tell what's shot, report at end of hunt	56.6	47.4	13.3	34.2	29.0
Appreciation, thanks for letting them hunt	0.0	0.0	0.0	0.0	0.0
	0.0	18.4	6.7	17.1	0.0

(Continued on next page)

	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit 6 Waushara County
<u>What good or positive things have you seen in hunters? (Cont.)</u>					
Respect for fences, cattle, buildings, land, etc.	15.2	7.9	10.0	2.9	16.2
More safety conscious, handling guns, not drinking	6.5	0.0	23.3	2.9	9.7
Respect and concern for rights of other hunters	2.2	7.9	3.3	5.7	3.2
Respect for natural environment, less litter	6.5	5.2	3.3	14.3	3.2
Good sportsmanship, courtesy	----	----	30.1	0.0	9.7

	(N=40)	(N=41)	(N=36)	(N=33)	(N=33)
<u>What bad things have you seen?</u>					
Firearms. improper handling, poor marksmanship (safety) leaving shells in gun	2.5	2.4	2.8	0.0	9.1
Lack of respect for rights of other hunters	0.0	4.9	5.6	0.0	9.7
Lack of respect for animal	10.0	14.6	19.4	15.2	3.0
Lack of respect for non-game species	0.0	0.0	0.0	0.0	0.0
Respect for landowner rights, trespassing	57.5	41.4	38.8	42.3	36.1
Respect for natural environment, litter, leaving campfires	5.0	9.8	16.7	18.2	15.0
Not asking permission	15.0	4.9	8.3	15.2	15.0
Road hunting from car, snowmobiles, etc.	10.0	17.1	2.8	9.1	6.0
Drinking Alcohol	0.0	4.9	5.6	0.0	6.0

				(N=33)	
<u>Is the hunter who belongs to a Rod and Gun Club a more responsible hunter?</u>					
1. Not true	21.2	11.4	20.5	18.2	17.0
2.	3.8	6.8	17.9	3.0	8.0
3.	32.7	25.0	15.4	33.4	31.0
4.	13.5	34.1	25.7	24.2	14.0
5. Very true	28.8	22.7	20.5	21.2	28.0
Unit Means	$\bar{X} = 3.25$	$\bar{X} = 3.50$	$\bar{X} = 3.07$	$\bar{X} = 3.27$	$\bar{X} = 3.00$

<u>Game belongs to the public:</u>					
1. No	13.2	9.1	2.4	10.5	16.0
2.	9.4	13.6	0.0	7.9	8.0
3.	18.9	15.9	9.8	23.7	35.0
4.	5.7	15.9	12.2	10.5	8.0
5. Definitely	52.8	45.5	75.6	47.4	32.0
Unit Means	$\bar{X} = 3.75$	$\bar{X} = 3.75$	$\bar{X} = 4.58$	$\bar{X} = 3.76$	$\bar{X} = 3.00$

Game belongs to the private landowner:

No	60.9	37.9	70.7	46.2	40.6
	5.9	24.4	9.8	5.1	5.4
	17.6	13.3	12.2	20.5	29.7
	7.8	11.1	4.9	15.4	13.5
Definitely	7.8	13.3	2.4	12.8	10.8
Unit Means	X= 1.96	X= 2.38	X= 1.58	X= 2.43	X= 2.48
	Unit 59 La Crosse County	Unit 70 Iowa County	Unit 37 Oneida County	Unit 65 Waupaca County	Unit 67 Waushara County

What major suggestion would you make to improve landowner-hunter relationships?

		(N=30)	(N=34)	(N=32)	(N=20)
ays ask permission, need mutual respect for owner's rights, honesty	79.8	43.4	76.5	78.1	60.0
erve all posted property	2.0	0.0	2.9	0.0	0.0
ter educational programs, become certified, carry a card certifying...	2.0	20.0	5.9	9.4	15.0
datory gun safety	2.0	3.3	0.0	0.0	0.0
icter enforcement of law for violators	0.0	16.7	5.9	0.0	5.0
ncational programs in schools	2.0	3.3	8.8	0.0	5.0
bs involving both landowners and hunters	6.1	0.0	0.0	0.0	5.0
p littering, drinking	2.0	0.0	0.0	0.0	5.0
downer should get special permit or special fee for hunting	4.1	13.3	0.0	12.5	5.0

On the following scale, rate hunters' ethics as you have observed them

	5.8	17.4	12.8	8.6	13.9
	9.4	21.7	10.3	25.7	8.3
verage	37.7	26.1	25.6	22.9	50.0
id	37.7	19.6	30.8	31.4	13.9
ellent	9.4	15.2	20.5	11.4	13.9
Unit Means	$\bar{X}$ = 3.35	$\bar{X}$ = 2.73	$\bar{X}$ = 3.36	$\bar{X}$ = 3.11	$\bar{X}$ = 3.05









