

Learning to Hunt

Hosting a hunting-based outdoor skills event in your community



Mary Kay Salwey, Ph.D.
Wisconsin
Department of Natural Resources
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Credits

Project Director

Mary Kay Salwey, Ph.D.
Wisconsin DNR
Bureau of Wildlife Management
Box 7921
Madison, WI 53707-7921

Editorial Assistance

Nancy Williams
Carrie L. Armus

Artwork

Eric DeBoer
Mary Kay Salwey
Dynamic Graphics
Cindie Brunner

Photos

Robert Queen
Mary Kay Salwey
Mike Roach

Design Concept

Blue Raven Graphics

Electronic Layout

Mary Kay Salwey, Wisconsin DNR

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What Should I Do?

Outdoor ethics for everyone

Participants learn to examine their beliefs and actions regarding outdoor behaviors. They learn to distinguish between fact and inference and to determine what is most important when making ethical decisions.



Station 8

What Should I Do?

Learning to Hunt

Objectives

Participants shall:

distinguish between fact and inference.

describe a process to make decisions regarding outdoor ethics and ethical dilemmas.

describe the difference between lawful behavior and ethical behavior.

write a personal code of hunting ethics.

distinguish between the characteristics of a good, responsible hunter and a “slob” hunter.

Equipment

- Paper and pencil for each participant
- 1 easel and marking pen per group of 5-6 participants
- 1 copy per team of the dilemmas described below
- 1 copy per individual of “A Hunter’s Personal Code of Ethics”

Station Setup

Find an area, indoors or out, where participants can gather into small groups for discussion purposes. Set up easels and marking pens for each team. Make copies of dilemma cards. Make copies of “**Hunter’s Code of Ethics**” found on page 94.



Background Information

Ancient people were the first ethical hunters. For them, hunting and eating wild animals was a way of life. They treasured, honored, worshiped and sometimes even managed wildlife because their very existence depended upon these animals. Their hunting skills brought not only food, but skins, furs and feathers for clothing; hides for shelter; sinew for sewing; bones and horns for tools; and claws, teeth, and antlers for decoration.

These early people used the entire animal. They took only what they needed and only when they needed it. They recognized that their existence and that of their descendants depended upon a continuing supply of wild animals. They often tried to think, act and respond as the animals did...to become one with the animal pursued. Our ancestors were ethical hunters in the purest sense: proud of their skills, but bound to use these skills only for a proper objective....survival.

A Modern Ethical Philosophy

Most modern hunters no longer hunt for survival. But their obligation to the animals they pursue must remain just as important as they did to the ancient people. Modern ethical hunters obey the fair chase doctrine that denies taking advantage of technology that can lessen the challenge of the hunt and tilt the balance toward the hunter.



The Modern Ethical Hunter

Learns and understands the ways of wildlife.

Respects the wildlife that is hunted and appreciates the opportunity to continue this ancient heritage.

Makes every effort to make the hunt as fair and equitable as possible by avoiding the use of technology that would place the game at an unfair disadvantage.

Never takes more than allowed and never more than is needed.

Uses all of the animal and shares with the early human hunters an ancient reverence for life.

Properly cares for the meat to ensure that it provides high quality food.

Prepares well before the hunt, continually hones shooting skills, exercises regularly.

Develops and sustains positive relationships with private landowners, asks for permission to hunt, follows the owner's wishes and leaves the property in as good or better condition as it was found.

Acknowledges the landowner's hospitality by expressing thanks and, perhaps, presenting a gift from the game bag.

Chooses hunting companions wisely.

Never brags or complains about a hunt.

Never hogs the shots when hunting with others

Shares responsibilities of the hunt when hunting with others.

Handles firearms and other equipment safely.

Limits shots to within the effective shooting range of the hunting equipment used.

Takes only shots that will result in the quick, humane death of the animal.

Makes every attempt to retrieve animals thought to be hit.

Uses a well-trained dog, when appropriate, to assist in retrieving game.

Counts downed birds as part of the bag even when, for reasons beyond control, the hunter can't bring those birds to hand.

Respects the feelings of non-hunters and doesn't make displays of dead game.

Develops an awareness and concern for the total environment.

Is willing to work for and fund wildlife conservation programs.

Obeys the laws, both the written and unwritten.

Waits until the hunting day is over before drinking alcohol.

Acts, when alone, as though a crowd were watching.

Legal vs. Ethical

Ethical behavior is conduct that is judged as right and good based on a personal set of beliefs, values, codes or notions of right and wrong. Ethics are not written as laws. Ethics begin with the standard of behavior that an individual makes regarding whether a certain behavior is right or wrong. If a person truly believes that a specific behavior is morally right, then it is ethical for that person to act that way. The problem with ethical judgment is that the beliefs, values, codes and notions of right and wrong can vary from one individual to another.

Often groups of hunters who share common ethical beliefs will form a hunting party, club or association to act according to the group's hunting code of ethics. If the rules of the organization are not followed, individuals may be asked to resign or be penalized in some manner. For instance, Quality Deer Management members believe that it is unethical to shoot young bucks or does. Members agree to only harvest large antlered bucks.

Sometimes, when a majority of the people believe that a given standard of behavior is right for all and they expect everyone to act according to that belief, then that ethic may become law. Legislative procedures must be followed in order to create law. The law is put in writing.

Most hunters have a personal, unwritten code of ethics similar to the hunting laws. Usually, hunters

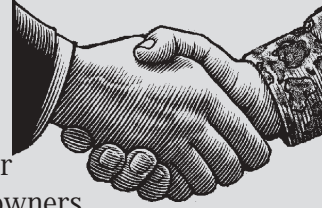
agree that the hunting laws are fair and just and can easily obey the written laws. Occasionally, a hunter's personal code of ethical conduct differs from the law. For instance, the law may say it is illegal to kill a white-tailed doe except during an open hunting season for does and only if the hunter has a valid permit to hunt does in that area. However, a hunter who comes across a severely wounded doe may decide to shoot the doe without proper permit because he or she feels it is more important to end the animal's suffering than it is to obey the law.

Some outdoor activities may be perfectly legal, but considered unethical by most sportspersons. For example, shooting into a covey of quail on the ground, at a ruffed grouse on a tree branch or at a duck on the water are all legal behaviors, but many hunters would consider these examples to be unethical behavior. It's not illegal to take a 100-yard shot at a goose, but it's not right, or ethical either. It's not illegal to shoot at a 500-yard ram or elk, but it's not right, either. It's not illegal to hog shots from your companions, to use an improperly sighted-in rifle, not pick up the other hunter's trash, but these behaviors are not right or ethical either. Some behaviors are both illegal and unethical such as shooting a healthy, pregnant doe in the spring without appropriate permits.



Tips on Landowner Relations

Nowhere in the hunting world is responsible behavior more important than when dealing with private landowners. Here are some tips for improving your relationship with landowners.



1. Always ask permission to hunt BEFORE you attempt to use private land for hunting. Don't wait until the day before you want to hunt.
2. Ask the landowner where you should park and whether there are any times he or she would prefer you not hunt at all.
3. Leave a paper on your dashboard that gives your name and address, phone number and any other information the landowner might require.
4. Never cut any living plant or tree, or alter any fence wire without specific permission of the landowner.
5. If hunting from a tree stand, use only portable stands that do no permanent harm to trees. Do not build permanent stands because these become eyesores and can be very unsafe. Such stands can often destroy the lumber value of the tree.
6. Never use metal wire or nails in any trees as they can ruin the value of the trees for lumber. They pose an extreme danger to those who will cut the tree and unknowingly strike the metal objects at a later time.
7. Pack out EVERYTHING you take in. Don't bury garbage because wild or domestic animals may later dig it up and create eyesores or health hazards.
8. Do not build fires (campfires or fires to burn garbage) at any time unless you have specific permission from the landowner to do so. Even then, refrain from building any fires when dry conditions exist.
9. If you must smoke, be certain to do it on a trail, road, or cleared area and then make sure you crush the butt dead out when you are through.

10. Leave all gates the way you found them, open or closed, unless it is obvious that there is a problem which you correct.
11. Be very careful and conservative in using all vehicles when going through, upon and across the owner's land. Never drive across meadows, fields, croplands, standing crops, or through timber without permission. Never block roadways, trails, crossings or gates.
12. In certain areas, particularly when hunting deer close to towns and cities, be certain to remove not only the animal carcass if successful, but also carry trash bags and remove all organs as well. Nothing could close a fragile hunting area quicker than sick domestic pets who have eaten organs, or children who have come across organ piles in their "play woods."
13. Do not conduct deer drives with large numbers of people. This can be unproductive due to too much noise and odor, plus it can ruin the quiet, natural hunting conditions for other hunters in the area. Keep groups limited to no more than three or four carefully selected hunters, and conduct silent drives.
14. When possible, offer to share the harvest with the landowner and his family. They may decline, but it is the offer that counts.
15. Stop and visit the landowner a number of other times throughout the year—not just when you want to hunt. Send a letter of thanks, a holiday card or a small present to show your appreciation.
16. Respect all trespassing, posted and no hunting signs. If an owner refuses you permission to hunt, thank him politely and go somewhere else. Do not try to sneak onto the land from a hidden direction. Remember, it is the owner's land, not yours.
17. If a landowner gives you permission to hunt the land, don't assume that the permission is automatically extended to your friends and family members. Ask specifically for permission to have others hunt with you.



Source: *International Bowhunter Education Manual*

Station 8

What Should I Do?

Learning to Hunt

Hunter's Code of Ethics

1. I will consider myself an invited guest of the landowner on whose land I hunt, and I will conduct myself so that I will be welcome in the future.
2. I will recognize the rights and privileges of others sharing the same lands and waters that I hunt upon.
3. I will learn to identify the animals I hunt, their habits and habitats.
4. I will recognize and appreciate the fragile nature of the outdoor environment, and treat it and the animals I hunt with profound respect, engaging only in fair chase and focusing more on obtaining a fulfilling outdoor experience rather than on filling the bag limit.
5. I will avoid all hunting practices that degrade the safety and quality of the sport, for I recognize that—in the eyes of the public—my actions represent those of all other hunters.
6. I will avoid irresponsible use of alcohol and other drugs during my hunting experiences and exercise care when dealing with fire and smoking materials.
7. I will support hunting laws and regulations, including bag limits, so that future generations can have the same outdoor experiences I now enjoy.
8. I will review the hunting regulations annually and understand any changes that have been made.
9. I will support conservation organizations working for protection of all natural resources including wildlife, wetlands, forests, soils, clean air and clean water; and I will pass along to younger hunters the attitudes, values and skills essential to becoming an ethical outdoorsperson.
10. I will return a gift to wildlife.



It's a Dilemma!

Discussing our opinions and the reasons for our opinions is a good way to test our ideas. This is especially true if we are both good talkers and good listeners. Sometimes we change our opinions when we hear reasons we had not thought of before. Sometimes learning about new reasons makes us feel even better about our own opinions.

When confronted with a dilemma that requires a decision, it is helpful to remember the difference between three things:

- 1. Facts:** Information that you *KNOW* to be true.
- 2. Guesses or inferences:** Information that you *THINK* may be true.
- 3. Your personal ethics and values:** What is *MOST IMPORTANT* to you?



Station 8

What Should I Do?

Activity A

Learning to Hunt

Outdoor Dilemmas

This activity includes a series of 8 outdoor-related dilemmas. The first two dilemmas include more detailed guidance to help participants come to a conclusion about what they would do in each situation.

Read the following scenario to the group, or make a copy of it and ask them to read it to themselves. Hand out paper and pencils to the group.

Dilemma 1

Jerry and Bill were hiking down a country road when they discovered a recently killed raccoon on the road. While they were looking at the dead animal, they heard something moving in the bushes beside the road. They discovered and captured a young raccoon that was alone in the bushes. Bill decided to take the young animal

home and care for it, since he was convinced it had been orphaned and would die if left alone. Jerry was concerned because their biology teacher

had told them it was against the law to take wild animals home and keep them captive.

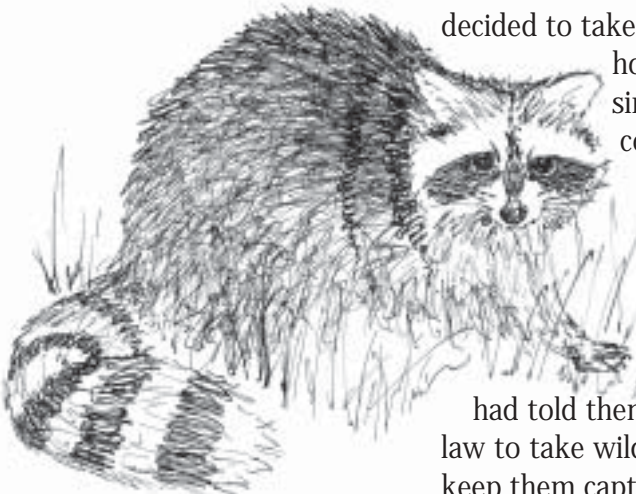
Before discussing this dilemma as a group, ask everyone if Bill should take the young raccoon home. Have them think of their own reasons why Bill should or should not do that, and write their opinions on paper.

Next, break into smaller groups of five or six, so everyone can discuss a position on this problem. Some will say that Bill should take the raccoon, and some will disagree. Each group's task is to list, on the easel, the reasons for both positions and then to select the two best reasons for each. Everyone needs to honor and respect the rights of others to share their opinions.

Discuss the difference between facts and inferences (guesses), what is right and wrong, what we value and what is most important.

To help the group understand these concepts, discuss the following example:

Suppose a farmer saw a fox running toward the woods with a dead chicken in its mouth. The farmer decides to shoot the fox because it killed his chicken. Is the farmer's decision based on fact? No. The **fact** is only that the fox was carrying a dead chicken. Whether the fox killed the chicken or found it already dead cannot be determined without more evidence. The



farmer can **infer** or **guess** that the fox killed the chicken, but he doesn't know for certain.

Sometimes we don't have enough facts, and we have to use inferences to help us make decisions. At other times, things we thought were facts turn out to be inferences. Suppose the fox was really carrying a pheasant and the farmer only thought he saw a chicken. Sometimes this makes it hard to make decisions. Still, we all have to make decisions, and it is important that we do our best to sort out the facts and guesses.

Once we sort out the facts in a problem we still have to decide what is really important to us and what is best for the situation. That means thinking about what we value, and about right and wrong. This doesn't make deciding any easier, but it helps make our decisions better.

Now ask your teams to discuss:

What are the facts in Dilemma #1?

What can you infer or guess?
What is most important?

What is best?

After this discussion, again ask them to decide what Bill should do with the raccoon. Have them carefully consider what all

members have to say, list the reasons on the easel, then select the two best reasons.

Now, have the group jot down answers to the following questions:

What facts from the story about Bill, Jerry, and the raccoon may be important in making a decision?

What inferences can we make (e.g., what *might* be true) that may be important in making the decision?

Before making a decision about what Bill should do with the raccoon, participants have to first decide which values are most important. Here are some values to consider when making this decision:

It is important to obey the law.

The safety and well being of the young raccoon are important.

It is important to respect nature's cycle of life and death.

Bill's safety is important.

Bill's happiness is important.

One of the problems in making these kinds of decisions is that we sometimes fail to consider everything that is important before deciding. For example, someone might decide that Bill should take the raccoon home because of a concern for the raccoon's well being but forget to consider that the wild raccoon might hurt someone in Bill's family. We need to consider all of the things that we feel are important to us before making a decision as to which things are most important.

Remind participants that the relative importance of things can change. Having a pet raccoon may have been the most important thing to Bill when he found it. If he later learned he couldn't take a vacation because he had to care for the raccoon, it might not seem so important anymore.

Even once we have decided what things are most important, we still have to decide what is best. That isn't easy, either. For example, if participants choose the safety and well-being of the raccoon as most important, they still have to sort out the facts and guesses to decide whether the raccoon would be better off left alone, or taken home. They would have to answer questions like "Is the young raccoon big enough to take care of itself?" Or, "Was that really the raccoon's mother on the road?"

Again ask the teams to consider what Bill should do with the raccoon: take it home or not take it home? Select the best two reasons for each response and write them on the easel.

Next, address the individual group members. Have them take a few moments to think again about their own opinions and reasons, and to answer these questions:

What should Bill do with the raccoon? Take it home, or leave it where he found it?

Is this the same opinion you had before?

What new reasons do you have for your opinion?

Did you decide some of your reasons were not so good after the discussion? What were they?

Dilemma 2

The following dilemma may be even a tougher decision than Bill's dilemma with the raccoon.

Ken and Bob are devoted steelhead fishermen. Steelhead are big rainbow trout found in large numbers in some Wisconsin streams at certain times of the year, when they migrate upstream from Lake Michigan. Ken and Bob like to fish on the property of Mr. Morris. Mr. Morris tells them that he has had poachers on his land spearing fish. He is angry and concerned about what the poachers might do to his property. He has informed the local DNR conservation warden, but it is very difficult to catch the poachers. Mr. Morris says if the poaching isn't stopped, he will close his property to everyone.

Ken and Bob know the most frequent poacher is a friend of Bob's named Jake. Jake doesn't like to fish for steelhead in the legal way with hook and line. Instead he spears them at night, and sells the fish for money. Bob has tried to change Jake by talking to him, but Jake doesn't agree with Bob. Bob considers Jake his friend, but he is concerned about the poaching.

As a large group, have individuals write down what they think Bob should do. Then break into smaller groups for discussion.

Have them discuss:

What are the relevant facts? (What things are true that are important in making a decision?)

What are the inferences? (What might be true that may be important in making a decision?)

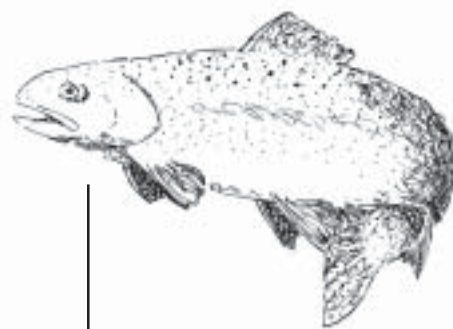
What is important? (What values are important in making a decision?)

What is best?

Now ask the teams to discuss some reasons Bob should turn Jake in for poaching. Select the best two and write them on the easel. Then have them discuss some of the reasons Bob should NOT turn Jake in for poaching. Select the best two and write them on the easel.

Now ask individual participants to consider whether they think Bob should or should NOT turn Jake in for poaching. Write down their answer. Now, compare this answer with the response they jotted down at the beginning of this dilemma.

Is this the same opinion they held before the group discussion?



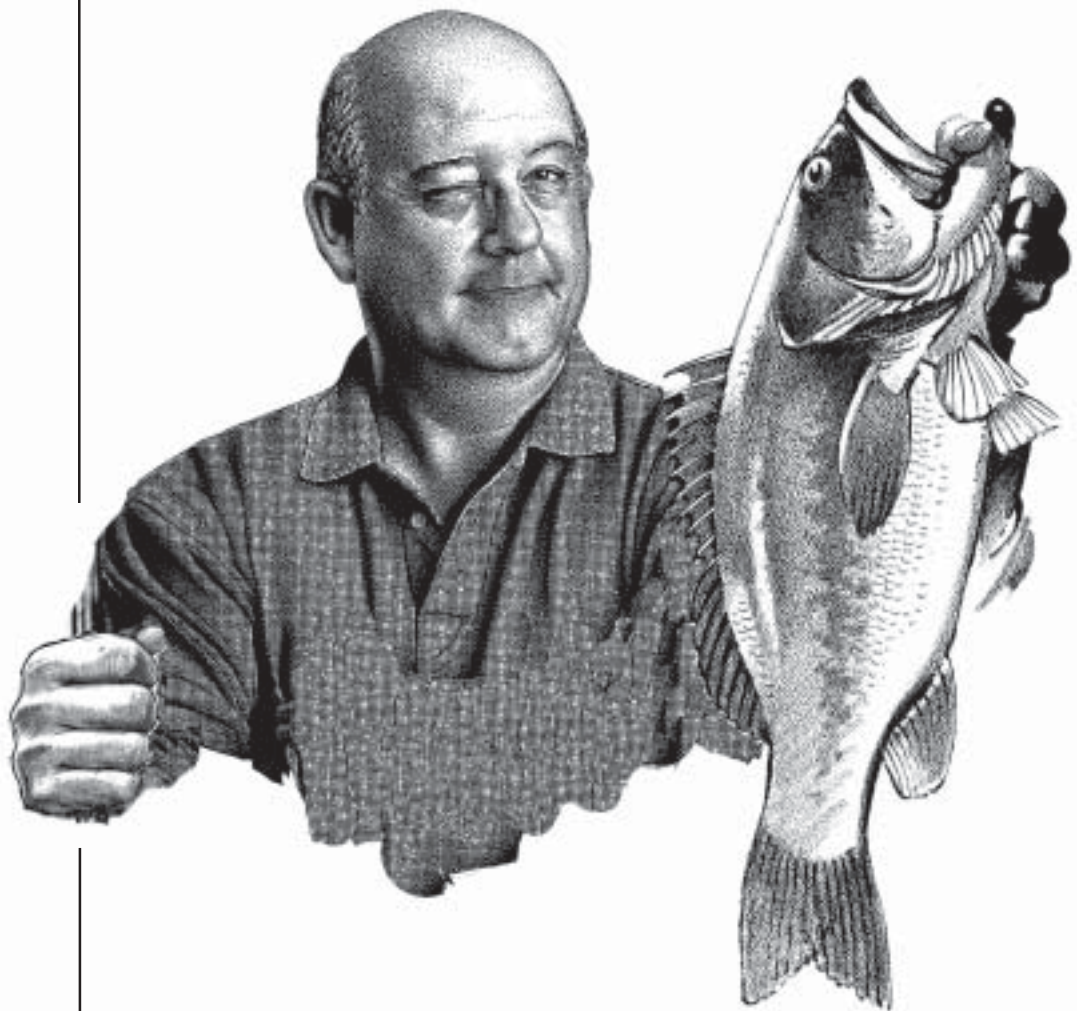
Learning to Hunt

What new reasons do they have, if their decision changed?

Did they decide some of their reasons were not so good after the discussion? What were they?

What is the most important value they used to decide what Bob should do?

The next several pages contain more dilemmas. Choose them as time allows, and have groups discuss the possible answers. Again, encourage them to think about facts, inferences, what is right and wrong (values), what is important and what is best.



Dilemma 3

During the goose hunting season, you have been out several times, but the marsh where you hunted was very crowded and you weren't able to bag any geese. Your neighbor, a non-hunter, owns all the land around a small lake. No one hunts on this lake, and you know the lake is used by a large number of geese because you see them fly in and out every day. In fact, you might be able to shoot some if you were to stand on your neighbor's fence line about one hundred yards from his house. You'd like to ask your neighbor for permission to cross his land to get to the lake, but you are afraid he'll say no. You also know that when your neighbor is at work, you could go down to the lake and shoot some geese without being noticed.

What do you do?

Ask for permission and abide by his decision.

Go to the lake when your neighbor is at work. After all, he doesn't own the lake or the geese, so you won't be violating any game laws. Besides, he'd never know you were there.

Stand on his fence line and shoot at geese as they fly to and from the lake. If so, what would you do if you knock down a goose and it falls on his side of the fence?

Ask him if you can go down there birdwatching some morning when he's away at work, then take your gun to hunt geese.

Hunt on the fence line but make sure that any geese you shoot will fall on your side of the fence.
Something else?

At this point, review the **Tips on Landowner Relations**. Stress to participants that they must learn how to act responsibly when hunting on private lands. These tips should help your participants build a foundation of proper behavior and help them develop a positive attitude toward the owners of the land and the land itself.



Dilemma 4

It's the sixth day of the duck season. Your neighbor and family friend has given you permission to hunt on her private pond. She is also a duck hunter, but has gotten her limit of ducks for the past five days and is finished hunting for the season. She tells you to use her blind on the edge of the pond. When you get to the blind, you notice corncobs along the edge of the pond and floating in the water. You know that baiting ducks with corn is illegal, but there is no corn left on the cobs that you can see.

What do you do?

Go ahead and hunt from the blind as you had intended.

Go to the other side of the pond so that you will be hunting away from the corncobs.

Forget about hunting on this pond.

Go back to your neighbor and ask her if she used corn to bait ducks and ask her if she was aware that baiting ducks is illegal in Wisconsin.

Go back home across the field and call the local warden. Tell him that your neighbor's pond is baited.

Something else?



Dilemma 5

You and a friend are hunting ducks. Your friend is an experienced hunter but you are only a beginner. While you sit in your blind, your friend explains how he expects you to hunt. He says that both of you should wait until the ducks land in your decoys. Then you should each try to line up two ducks so that you can get both of them with one shot while they sit on the water. He will give the signal to shoot. After your first shot, you should shoot at other ducks as they flush.

What do you do?

Do what your friend tells you to do. After all, he is an experienced hunter, and what difference does it make how you kill a duck? Besides, you'll be saving on shotgun shells.

Tell your friend that it is not sporting, challenging, or in the name of fair chase to shoot ducks on the water and refuse to go along with his plan.

Shoot the ducks as they are coming into the decoys, but before they settle on the water, even though your friend will be upset and won't invite you hunting again.

Let your friend shoot ducks on the water, but wait until the ducks flush before you shoot at any.

As an inexperienced hunter, you would feel more confident if you shot a duck on the water rather than on the wing, however, you want to focus on only one duck at a time, not two, as your friend suggests.



Station 8

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Learning to Hunt

Dilemma 6

It's Saturday morning and you're looking forward to your first goose hunt of the year. You've scouted a couple of good marshes and you know there'll be plenty of geese flying today. You pull your car into a crowded parking lot of the public hunting ground you planned on hunting. The lot overlooks the marsh and makes for excellent viewing of the geese from a distance. In the parking lot a group of hunters are unloading their gear. You see a couple of families with young children who are enjoying watching the geese and ducks flying into the nearby marsh. As you get out of your car, a flock of geese flies over the parking lot. Even though the geese are about one hundred yards up, the hunters in the parking lot shoot at them. The shooting startles a little boy watching the geese. He begins to cry and runs to his mother.

What do you do?

Shake your head sadly, get out your gun and walk into the marsh to find your hunting spot.

Get back in your car and drive an hour to another hunting spot you know about.

Walk over to the hunters who were "skybusting" and point out that the birds were too high to hit, and that their taking shots in the parking lot has frightened a small child. Tell them this may leave a bad image of hunters in the mind of that little boy, who probably won't join the ranks of hunters when he grows up.

Walk over to the family and apologize for the other hunters' behavior on behalf of the members of your hunting "fraternity." Explain that skilled, experienced and dedicated hunters would never have taken such a shot, and say that you hope they will not let the image of a few hunters tarnish the image of all hunters.

Something else?



Dilemma 7

You have never hunted ducks before. Three of your friends invite you to hunt with them and you agree. The ducks are really flying that day. Your friends shoot at every duck that flies by, even though most of the ducks appear to you to be well out of range. For every duck they kill, they hit and cripple one or two others that land in the thick cattails. Your friends make no attempt to retrieve the crippled ducks. One of your friends notices that you haven't been shooting. She tells you that you are out here to kill ducks, and if you don't start shooting, you won't have a good hunt.

What do you do?

Start shooting at the ducks, even though you know that they are out of range and you will probably not be able to recover the ducks you cripple.

Tell your friends that they should be waiting for the ducks to come closer.

Suggest that some of you go out to find the crippled ducks.

Say nothing, but continue not to shoot and never go hunting with these friends again.

Something else?



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What Should I Do?

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Dilemma 8

You've been out deer hunting with your best friend Mark. You had a good day and each of you shot one buck each. The next day, you listen to Mark as he boasts to some friends about the great deer hunt you two had. He tells your friends how you and he "blasted" several does even though you didn't have a Hunter's Choice Permit. This is a complete lie. Some of your friends are envious of you and Mark because you were able to kill so many deer. Other friends, especially your non-hunting friends, are obviously disgusted by Mark's story. After Mark takes off, some of your friends congratulate you on your great hunt. But some of your other friends let you know that they don't think it was right for you to shoot more deer than is legal.

What do you do?

Go along with Mark's story because it makes you popular in the eyes of some of your friends. So what if some of them are furious with your alleged behavior? You've never really been sure they were close to you anyway.



After Mark's gone, tell your friends the truth. Even though Mark will be mad at you when he finds out, and even though you know you won't be as popular with some of your friends, it's important to tell the truth.

Go along with Mark's story this time, but tell him not to boast anymore.

Before Mark goes, tease him about telling such a whopper of a story. Tell the group that Mark and you really only bagged one deer each. Later on, talk with Mark privately about the problems he creates for you when he tells such stories.

Something else?

The Mind of the Hunter

This activity tries to determine what makes a hunter violate a game law. From the following 15 factors, select the top 4 factors which you think give hunters the greatest reason or temptation to violate. Write a G next to those four items. Then select 4 factors that you think give hunters the least reason or temptation to violate. Put an L next to those four. Do this individually first. Then select a group chair whose job it is to reach group consensus.

1. _____ Hunter is hunting a long distance from home.
2. _____ Hunter is from out of state.
3. _____ Game animals are abundant.
4. _____ Game animals are scarce.
5. _____ It's opening day.
6. _____ Hunter doesn't believe the law is necessary.
7. _____ Hunter is alone.
8. _____ Hunter is with his or her kids.
9. _____ Hunter has just consumed alcohol.
10. _____ Hunter owns the land he or she is hunting on.
11. _____ Hunter is hunting on public land.
12. _____ Hunter doesn't know the landowner.
13. _____ Hunter knows the landowner.
14. _____ Hunter believes he has a low probability of getting caught.
15. _____ Hunter experiences heavy hunting competition in the vicinity.

After your group has reached consensus on the top four reasons for hunters to be tempted to violate, discuss the following questions as a group:

Do you think you will be more likely to violate 10 years from now?
Why or why not?

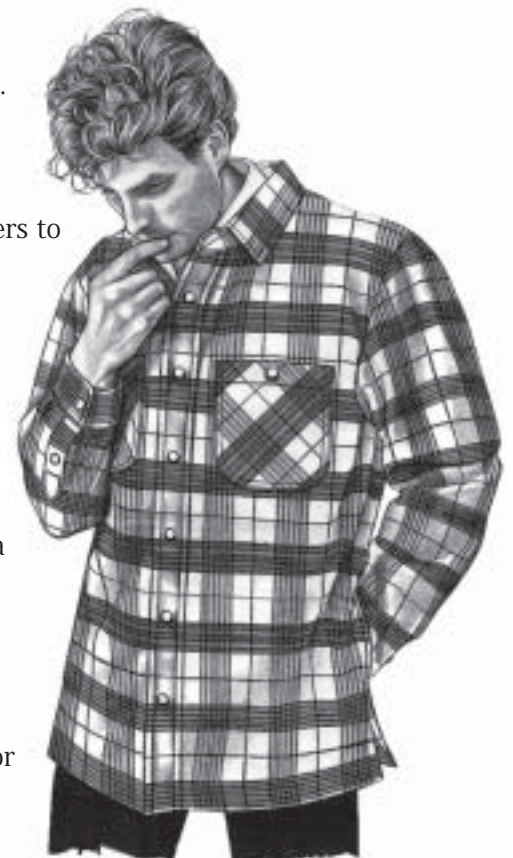
Violations drop dramatically for hunters over 40 years old. Why do you think this is true?

Why might you be more likely to violate a game law while hunting in a group?

Do violators affect the success and enjoyment of other sportsmen or sportswomen? How?

Have violators ever affected the enjoyment and success of your hunt or an acquaintance's hunt?

Activity B



Activity C

Legal versus Ethical

Ask your participants to list some examples of unlawful hunting activities. Now have them list some unethical hunting activities.

Have participants read the following:

Mary, Kay, Kenny and Jim all grew up together in rural Wisconsin. Each of them learned to hunt from their dads, who were avid hunters. Though they went to the same high school they were never close friends. All went their separate ways when they graduated. As adults they continue to enjoy hunting, but the way they hunt and the reasons why they hunt are all very different.

Mary, now a single parent, has five children and has had trouble finding a decent-paying, steady job. She admits that she sometimes takes some grouse, wild turkeys and occasionally a deer out of season or keeps more fish than the limit. But she needs the food for her family. Times are rough for her, she says, and she has to feed her children anyway she can. She'd rather fend for herself and her family than accepting public assistance.

Kay is a feminist at heart and was always very competitive with the boys in school. She always prides herself in doing better than anyone else does. She loves to hunt, but she always wants the biggest and the most. She also likes to brag with her male counterparts at work that she always takes her limit. What she doesn't need she leaves in the field, throws away, gives to friends or sometimes sells.

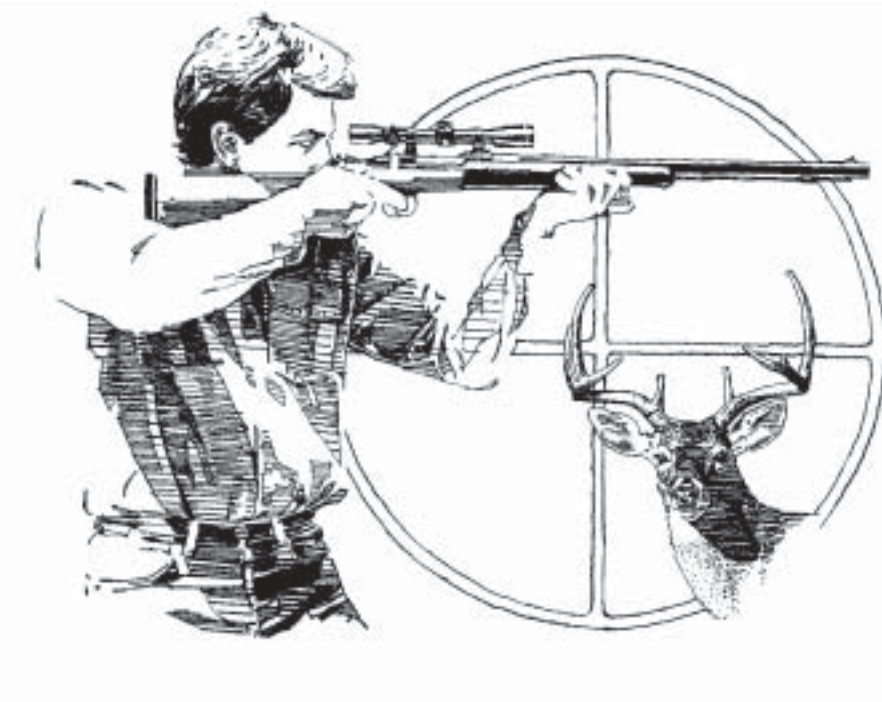
Kenny lives in an expensive home and drives an expensive car. He is an avid waterfowl hunter. He pays a large sum in dues to belong to an exclusive duck-hunting club. He also buys the Conservation Patron license because it is a status symbol. He feels he contributes a great deal of money toward wildlife conservation and so when he's duck hunting he often shoots more ducks than the legal limit. He feels he's earned that right, more than the average hunter. He feels this is owed to him. But, of course, his underlying philosophy is not to get caught.

Jim owns a farm in the heart of deer country. He has some major losses of crops due to the overabundant deer eating his corn. He has worked with the Animal Damage Program and received suggestions of what to do, but he still feels that deer are overabundant and nothing but "hoofed rats" that need to be destroyed. At night he spotlights deer and shoots them, whenever

he can. He throws them into a ditch behind his barn. He says every deer he kills is one less deer eating up his profits.

Now divide your group into teams of five or six. Tell them that while the actions of all four of these individuals is illegal, the groups should discuss whether the behavior is ethical or unethical. Have each group rank the four people's behavior. Allow about 10 minutes for the participants to complete this part of the activity.

After their discussion, write the names of the four people in the story on an easel. Ask each team to describe how the characters ranked and list the rankings after each name. Did the teams agree on whether or not the characters acted ethically or unethically? Did their rankings agree or disagree? Did any character rank consistently the same? Have the teams defend their choices. Point out that rarely is there a black or white line when it comes to making ethical judgments. These types of judgments are based on values and we all have different value systems. Therefore, there may be no right or wrong answer to the activity.



Station 8

What Should I Do?

Activity D

Learning to Hunt

The Slob Hunter

Write the following words on a chalkboard or flip chart and ask students which words best describe a responsible hunter:

Safe	Understanding	Competitor	Has Integrity
Environmentalist	Quickshot	Woodsmen	Knows Game Laws
Responsible	Experienced	Prepared	Marksman
Law Abiding	Respected	Neat	Well-known

Hand out copies of “A Hunter’s Personal Code of Ethics” and discuss each point with your group.

Ask your participants to define “Responsible Hunter.”

Discuss the importance of hunting ethics. Tell your participants that their future opportunity to enjoy hunting in North America hinges upon the hunter’s public image. Some hunters are viewed by the public as “slobs.” They are the ones who shoot up the countryside, vandalize property and disregard the rights of landowners. Stress the importance of following the honorable traditions of hunting and following a personal code of hunting ethics that meets public expectations.

Ask your group to list characteristics of good, responsible hunters and those that the public considers “slob” hunters.

Characteristics may include:



What Should I Do?

Good Hunters

Responsible
Neat
Considerate
Experienced
Fair
Friendly
Good shot
Respectful
Nature lover
Polite
Kind
Law-abiding
Conscientious
Courteous
Sharing
Honest
Thankful
Concerned
Helpful
Safe
Reliable
Belongs to Conservation
Groups

Slob Hunters

Irresponsible
Messy
Inconsiderate
Inexperienced
Unfair
Moody
Poor shot
Disrespectful
Degrader of Nature
Impolite
Mean
Law-breaking
Thoughtless
Rude
Selfish
Dishonest
Thankless
Could care less
Looks out for himself /herself
Hazardous to others and to self
Unreliable
Belongs to no Conservation
Groups

End this session with the request for everyone to try his or her best to be a good, responsible hunter.



End of Teaching Station

Station 8

What Should I Do?

Learning to Hunt

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