

# 4-H

## Firearms and Hunters Education

### Proficiency Program

#### A Member's Guide

#### OVERVIEW

The Firearms and Hunters Education Proficiency program helps you learn what you need to know about your 4-H Shooting Sports project.

Your project leader will assist you in setting and achieving your goals. Throughout your project you will obtain the general knowledge of firearms and hunting safety. You will also participate in competitions and interact with your community on firearm and hunting topics and activities.

There are many resources to help you learn more about your project:

- ❖ The *4-H Educational Resources and Lending Library* at your county 4-H office includes other books, videos and reference materials that can be checked out by members and leaders.
- ❖ Check to see if there are any local Hunting and Firearms Clubs or associations in your community that conduct educational activities and shows. Local associations are excellent sources of help and information.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- **Level I - “Explorer”**, you begin to learn about many different aspects of Firearms and Hunters Safety
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- **Level II - “Producer”**, you learn more about the care and safety involved in Firearms and Hunters Safety.
- **Level III - “Consumer”**, you become involved in Firearms and Hunters Safety competitions, activities and lectures.
- **Level IV - “Leader”**, allows you to show your own leadership potential.
- **Level V - “Researcher”**, you carry out a demonstration or experiment on some aspect of Firearms and Hunters Safety.

As you work through the Firearms and Hunters Safety proficiency program, have your leader sign and date each skill item as you complete it. When all items are completed, have your leader sign the bottom confirming completions of that proficiency level. Place the completed proficiency level in your record book with your APR. You will be awarded your Proficiency Medal at the Annual 4-H Achievement Program.

# Firearms & Hunter Education Proficiency

## Level I - Explorer

Date Completed:  
(Leader initial and date)

- \_\_\_\_\_ 1. Why was Hunter Education Created?
- \_\_\_\_\_ 2. List 3 Sources of funding for Hunter Education
- \_\_\_\_\_ 3. What other name was given to the Federal Aid in Wildlife Restoration Act in 1937?
- \_\_\_\_\_ 4. Name 2 sources of funding for this program.
- \_\_\_\_\_ 5. Name the 4 parts of a cartridge.
- \_\_\_\_\_ 6. Explain why good marksmanship and accuracy is important.
- \_\_\_\_\_ 7. Describe 4 steps you should take to prepare for a hunt:
- \_\_\_\_\_ 8. Describe 3 posting/hunting strategies
- \_\_\_\_\_ 9. Describe 2 types of primitive hunting
- \_\_\_\_\_ 10. List 3 types of bows used for archery hunting.
- \_\_\_\_\_ 11. Demonstrate how to safely hand a firearm to another person.
- \_\_\_\_\_ 12. Explain three Primary Rules of Firearm Safety
- \_\_\_\_\_ 13. Explain how you legally transport your rifle or shotgun in a vehicle.
- \_\_\_\_\_ 14. In preparing to hunt, when do you load your firearm?
- \_\_\_\_\_ 15. How many shells can your shotgun hold while hunting?

Member's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.**

# Firearms & Hunter Education Proficiency

## Level II - Producer

Date Completed:  
(Leader initial and date)

- \_\_\_\_\_ 1. Describe the various types of firearms and their uses (rifle, shotgun, handgun).
- \_\_\_\_\_ 2. Explain the 2 main precautions for storing firearms in the home.
- \_\_\_\_\_ 3. Explain the 3 main rules of firearms safety.
- \_\_\_\_\_ 4. Demonstrate the 3 methods of carry while hunting with a group.
- \_\_\_\_\_ 5. Explain how hunters contribute to wildlife management and conservation.
- \_\_\_\_\_ 6. Explain 3 ways game laws help game conservation.
- \_\_\_\_\_ 7. What is the definition of Hunter Ethics? List the 5 rules in The Hunter's Ethical Code.
- \_\_\_\_\_ 8. Complete a community service activity related to your project.
- \_\_\_\_\_ 9. List 5 steps in planning for a hunting trip.
- \_\_\_\_\_ 10. What is a "bag limit"?
- \_\_\_\_\_ 11. How soon do you need to place your tag on game and list the 3 factors for game spoiling?
- \_\_\_\_\_ 12. Describe the difference between commercial and sport hunting.
- \_\_\_\_\_ 13. Describe how you safely cross a fence while hunting.
- \_\_\_\_\_ 14. While hunting on line with others, what is the most important thing to be aware of?
- \_\_\_\_\_ 15. What is your main safety concern when taking a shot at game?

Member's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# Firearms & Hunter Education Proficiency

## Level III - Consumer

Date Completed:  
(Leader initial and date)

- \_\_\_\_\_ 1. Alone or in a group, plan and complete a community service activity related to your project.
- \_\_\_\_\_ 2. Invite a guest speaker to one of your meetings and introduce them to the group.
- \_\_\_\_\_ 3. Keep a personal reference library of literature that will be helpful in your project.
- \_\_\_\_\_ 4. Take part in a project related presentation or judging contest.
- \_\_\_\_\_ 5. Report the history of one aspect (origin, equipment, material, technique, etc.) of firearms or hunter safety.
- \_\_\_\_\_ 6. Contact a local, state or national association related to your project.
- \_\_\_\_\_ 7. Explain to your project group what this association has to offer to its members and other interested individuals.
- \_\_\_\_\_ 8. Attend a trade show or demonstration related to firearms or hunting, and report back to your group.
- \_\_\_\_\_ 9. Visit and expert in the field of an area of Shooting Sports and report what you learned at a project meeting.
- \_\_\_\_\_ 10. Describe four ways to save money and be economical in obtaining materials for use in your project.
- \_\_\_\_\_ 11. Design an item or piece of equipment that could be used in a Shooting sports activity. Come up with a product name and convince your project group of the usefulness of this product.
- \_\_\_\_\_ 12. Create a list of 10 or more practical rules for safety related to Shooting Sports activities and find a way to share them with others.
- \_\_\_\_\_ 13. Participate or attend at least three different Shooting Sports activities or competitions with your family or project group.

Member's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Firearms & Hunter Education Proficiency

## Level IV - Leader

Date Completed:  
(Leader initial and date)

- \_\_\_\_\_ 1. Serve as a Junior or Teen leader in this project for one year.
- \_\_\_\_\_ 2. Assist younger members in designing and constructing needed equipment.
- \_\_\_\_\_ 3. Prepare teaching materials for use at project meetings.
- \_\_\_\_\_ 4. Develop and put on a demonstration or judging event or train a junior team for an event.
- \_\_\_\_\_ 5. Speak on a project-based subject before an organization other than your 4-H group.
- \_\_\_\_\_ 6. Assist younger members in actually learning a specific topic in the project.
- \_\_\_\_\_ 7. Develop your own special project related activity. Chart your progress, plan the activity, analyze successes and problems, and report on findings.
- \_\_\_\_\_ 8. Assist a leader in a Shooting Sports activity, organizing the group so that the chores/tasks are evenly distributed among the members.
- \_\_\_\_\_ 9. Observe and evaluate another members targets/activity and recommend actions for improvement.
- \_\_\_\_\_ 10. Alone or in a group, select a Shooting Sports topic you would like to know more about, research this topic, and share information with others in two or the following ways: bulletin board display, written pamphlet, news article, club/group discussion, judging kit, poster, and radio spot.

Member's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# **Firearms & Hunter Education Proficiency**

## **Level V - Researcher**

Date Completed:  
(Leader initial and date)

- \_\_\_\_\_ 1. Report on the results of a demonstration comparing measurable differences in some aspect of your project (experiment).
- \_\_\_\_\_ 2. Prepare a paper of 300 words or more on one of the following topics:
- Evolution of techniques used in a Shooting Sports area.
  - History of a specific topic related to your project area.
  - Markets and methods of marketing Shooting Sports products.
  - Development of equipment used in the project area.
  - Cultural influences in a specific topic related to your Shooting Sports activity.
  - Ecology of a specific geographic area, terrain, locale, etc.
  - Other
- \_\_\_\_\_ 3. Prepare a speech or illustration talk to orally summarize your findings and present at a club project meeting or other educational event.

Member's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**KEEP IN YOUR RECORD BOOK WITH YOUR PROJECT RECORDS.**

# Certificate of Achievement

*This certifies that*

*has completed the \_\_\_\_\_ Proficiency*

*in \_\_\_\_\_ County.*

*Explorer*

*Producer*

*Consumer*

*Leader*

*Researcher*

\_\_\_\_\_  
*Date*

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*Leader's Signature*

# NOTES

*Adapted from the North Region Project Proficiency Guidelines*  
**Acknowledgments:**

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# Leader Tips for Utilizing the 4-H Project Proficiency Program

The goal of the Lake County 4-H Proficiency program is to give members recognition and rewards in a timely manner and in a variety of ways to meet the diverse needs of today's youth.

It is also designed to assist youth in measuring themselves against 'standards of excellence' Each proficiency is comprised of five skill levels and should be designed to increase in scope and difficulty. The levels are:

- ◆ Level I – Explorer
- ◆ Level II – Producer
- ◆ Level III – Consumer
- ◆ Level IV – Leader
- ◆ Level V – Researcher

The proficiencies are three-fold in purpose:

- 1) To provide youth opportunities to sample a broad array of experiences, measure personal progress, and become self-directed learners.
- 2) To provide a standard of excellence where members are recognized for knowledge and skills they have mastered.
- 3) To provide guidelines for leaders to enhance and expand project content and experiences.

The Proficiency program is **not** designed to be an award, or a prize for the best in competition. Instead, members are **rewarded** for their personal progress. The intent of the proficiency program is to increase performance, while allowing members to be motivated, to be creative and to take risks.

The proficiencies are not a test. Youth should not be quizzed at the end of each 4-H year to determine how much they have learned. The proficiencies should be given to each youth member as a set of goals that they, as individuals, can work toward over one or more years. Completion of all five levels of a proficiency indicates "mastery of a subject.

The proficiency program is voluntary. Not all youth will find this type of activity rewarding. Many youth enter projects with their own goals. They join to learn a specific skill or group of skills, but not to achieve mastery of a subject. Additionally, not all project leaders will choose to go into such depth for each subject area. Completion of Level I – **Explorer**, may be all that is offered by a particular project leader.

We encourage leaders to give proficiency guides to members sometime during the first or second year in a project. At this point, the leader allows the member to determine which skills and/or knowledge areas he or she wants to master. Youth members can work on skills in several levels at the same time. The leader's job is to check each item in a level when the member has completed it.

For the skill areas which require demonstration, youth members may demonstrate individually to the leader (project or teen), the group, or the club at a local meeting. Members are not required to demonstrate in front of a group as we are measuring mastery of a subject, not public speaking ability. Some leaders leave time at the end of each project meeting for members to work on their proficiencies.

Leaders are cautioned not to accept a questionable answer. This indicates an incomplete mastery of the particular skill or body of knowledge. If the youth member is unsure of the correct method or term, use this time to teach the individual and allow member a month to think about it and review. The youth member will return with the knowledge learned and present it with confidence.

Allow a significant amount of time (one month) to lapse between the time a skill is taught and a member demonstrates mastery. This allows time to practice and achieve mastery, not merely reflect on a newly learned skill.

Reward immediately! Recognition is most meaningful when it is presented immediately following a learning experience. Initial and date each item as the member completes the skill. When all items in a level are completed, sign the Certificate of Achievement and notify your County 4-H Office.

A Proficiency medal, will be sponsored by the Lake County Council and awarded at the county achievement program when a skill level is completed. Youth may receive more than one medal per year. They may do this by completing two or more consecutive levels in one project area, or by completing one level in two or more projects.

For members to qualify for proficiency awards they must complete all the requirements below and give a 4-H presentation during the 4-H year.

- ❖ Have up-to-date and complete enrollment packet and enrollment fees on file at the 4-H office.
- ❖ Attend 80% of club and project meetings.
- ❖ Members must provide 4-H Records to the club leader for project completion verification. Records must include **Personal Development Report** and **Annual Project Report** form for each project a member is applying for a Proficiency Award, and the completed Proficiency Form.