**Making your Program Locavore-Friendly**

**Whitetail Deer Hunting Class Outline**

**Exercise 1:** Cross off any unnecessary topics. Add any missing ones

**Exercise 2:** Highlight the most important topics in green

**Exercise 3:** Highlight the topics a “new adult” hunter might be sensitive to in red

* Hunter Education
	+ Regulations
	+ Equipment and Clothing
* Selecting Firearms, Crossbows, Muzzleloaders or Conventional Archery Equipment
	+ Firearm Resources
	+ Muzzle loading Resources
	+ Archery Resources
	+ Crossbow Resources
* Whitetail Deer Biology
	+ Preferred Habitat
	+ Fall Feeding Habits
	+ Breeding Behavior
	+ Senses
	+ Escape Behavior
* Agency management plans and objectives
	+ Role of hunters and hunting
* Scouting for deer
	+ Tracks and scat
	+ Scrapes and rubs
	+ Trails
	+ Terrain/habitat
	+ Forest “edges”
	+ Remote Scouting
* Safety principles and practices
* Hunting strategies, techniques, and methods
	+ Stand hunting (recommended technique)
	+ Ground blinds
	+ Shooting lanes, estimating distance
	+ Site selection, terrain and habitat preferences
	+ Scent control
		- Wind direction
		- Clothing
	+ Other hunting strategies
* Shot selection
	+ Vital areas of a deer
	+ How a broadhead kills
	+ How a bullet kills
* Field retrieval, handling and care of harvested game
	+ After the shot
	+ Blood trailing
	+ Tagging/checking requirements
	+ Field dressing/ gutting
	+ Getting carcass out of the woods
	+ Carcass disposal
	+ Cooling the carcass/ ageing
* Butchering and preservation techniques (lecture session)
	+ Freezing/Marking
	+ Cooking Venison
* Participants go deer hunting
* Program identifies "next steps" for participants
	+ Books on Deer Hunting
* Evaluation
* "Participant Feedback" and Measuring Success (Post-Training Evaluations)
* Participants continue to deer hunt (Post-Season Feedback)

**Panfish Fishing Class Outline**

**Exercise 1:** Cross off any unnecessary topics. Add any missing ones

**Exercise 2:** Highlight the most important topics in green

**Exercise 3:** Highlight the topics a “new adult” hunter might be sensitive to in red

* Types of panfish
	+ Resources on Bluegill (bream)
	+ Resources on Redear sunfish
	+ Resources on Crappie (black & white)
* Seasonal behaviors
	+ Spring/Spawning
	+ Other times of the year
* Where to find fish
	+ Anatomy of a lake
	+ Anatomy of a river
	+ Structures
	+ Bank Fishing
	+ Fishing piers
	+ Boat Fishing
* Fishing equipment
	+ Selecting a rod and reel
	+ Hooks, Lines and Sinkers
	+ Floats and bobbers
	+ Live bait
	+ Artificial Bait
	+ “Float and Fly”
* How to play and land a fish
* Handling fish
* Keeping your catch fresh - stringers, baskets, live wells, etc.
	+ Fish Consumption Advisories
	+ Cleaning Fish
	+ Safety Considerations
	+ Cooking Fish
* Class pan fishing trip(s)
* Program identities "next steps" for participants
	+ Books on fishing for panfish
* Evaluation
	+ "Participant Feedback" and Measuring Success (Post-Training Evaluations)
	+ Participants continue to fish (Post-Season Feedback)

Take a look at our hypothetical outline for a hunter or angling curriculum.
What topics might need to be made more locavore friendly?

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

How?

#21 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

How?

#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

How?

#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

How?

#5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why?

How?

Think of existing programs in your state. What topics on our curriculum outline might you be able to borrow from your state’s existing programs? Make notes on the outline to remind you where to gather up that material for your new locavore curriculum.

What are a few homework assignments (other than reading) that you could give your students between classes?

What lessons might give you a chance to get the students out into the field (or some other environment) for a class?

What homework could you give your students specifically to get them into the field?