



## Deer Hunting Session Outline For the Outdoor Skills Program

- I. Welcome students and ask group what they remember or learned in the last session.
  
- II. Deer Hunting Lessons
  - A. Activity: Deer Gear
  - B. Activity: Be a Deer
  
- III. Review: Ask the students what they enjoyed most about today's session and what they enjoyed the least. (Another way to ask is "what was your high today, and what was your low? As the weeks progress this can be called "Time for Highs & Lows".)

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.



# Inventory

## Activity: Deer Hunting

### Kit Materials & Equipment

- Grunt tube
- Rattling bag
- Deer antlers
- Deer scent
- Cover scent
- Camo clothing
- Blaze orange
- Safety harness
- Shooting stick
- Headlamp
- Play knife
- Estrus call (can call)
- Wind direction indicator
- Example permit
- Example hunter education card
- Arrow
- Dummy ammo
- Rubber gloves
- Binoculars
- State seal
- Key index gear cards.
- Trail camera
- Deer maps (laminated)
- Marker board
- Deer habitat magnets
- Deer hunt plan sheet
- Batteries
- 8 GB SD card

### Supplies Instructor Provides

- Copy of gear worksheet for student notebook

### Extended Activity Supplies Provided by Instructor (Optional)

#### Activity – Be A Deer

- Private land access (obtain permission)
- Extra batteries



# Session: Deer Hunting

## Activity: Deer Gear

### Objectives:

1. Explore the many tools hunters use to get close to deer in NE.
2. Discover how much fun these tools can be to master.

**Method:** Students will identify key deer hunting gear, present to the class what it is, how it works, and how hunters use them by developing a commercial that will explain each.

**Field Day Activity:** Students will learn target archery skills and go through a simulated deer hunt.

### Materials Contained in Kit:

- 1 each: (gear) grunt tube, rattling bag, deer scent, cover scent, camo clothing, blaze orange, range finder, safety harness, shooting stick, headlamp, knife, estrus call (can call), wind direction indicator, permit, Hunter Education Card, arrow, dummy ammo, rubber gloves, binoculars, state seal.
- Key index gear cards.

### Materials Needed to Conduct Activity:

Pencils, copy of gear worksheet

**Duration:** 60 minutes

**Group Size:** 12 students

**Setting:** Indoors or outdoors

**Key Terms:** Deer hunting, safety, gear, calling, equipment, aerial map, deer behavior, Hunter Education,

**SET Abilities:**

**Fair Project:**

### Background Information:

Deer hunters utilize many skills and tools that add to their hunting experience. Deer hunters master many tools that help them to get closer to deer and harvest them. For many hunters, these tools and the skills necessary to master them are all part of the overall fun and experience.

#### Deer Hunting Tools

**Grunt Tube** – mimics the soft guttural grunts of male (buck) deer. When blown softly, a short 1-2 second grunt will mimic that of male deer.

**Estrus Call** – this call, most easily produced from the “Can” allows the hunter to mimic a bleat from a female deer (doe). Most easily repeated with a can call where the can is inverted and quickly flipped over allowing the call to work. Such sounds are used to attract other deer, especially male deer during the “rut” or breeding season.

***Estrus Bleat** – sound made by female (does) deer during the breeding season.*

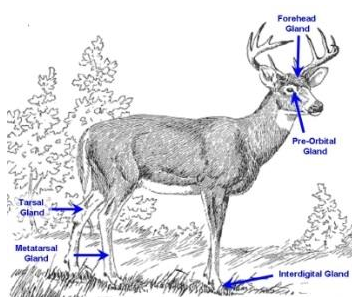
***Estrus** – female (doe) is sexually receptive “in heat”. She exhibits a sexually receptive behavior, such as the bleat sound.*

**Rattle Bags** – contain several wooden bars that when clashed together using both hands can mimic the fight of two male deer clashing antlers together, usually heard in the fall during the mating season as bucks fight for does.

**Cover Scent** – usually a scent used to cover human odor. These include: scents that are favorable to deer (acorn, apple, earth, cedar/pine) or common scents such as fox, skunk or raccoon urine.

Deer Scent – can be any number of glandular scents such as male or female urine, scent glands found on specific locations of the deer, scat, etc. used to entice deer to an area.

### Deer Scent Glands



Blaze Orange – designed to make the hunter highly visible to other hunters. In NE, deer hunters hunting during a firearm season must display at least 400 in<sup>2</sup> on their torso (front and back) and head. Example: wear a blaze orange hat and blaze orange vest.

Full Body Safety Harness – part of a fall arrest system that prevents the hunter from falling out of a tree stand, causing injury. Harness allows them to climb back onto the stand should they fall.

Shooting Stick – a portable device used to help steady the firearm while shooting in the field.

Headlamp – a head mounted flashlight allowing the hunter to see while keeping his/her hands free. Used when walking to and from hunting location.

State Seal – a metal tag placed on deer once taken to a check station where biologists have collected data from the carcass for future management decisions.

Wind Direction Indicator – a small pocket held device that emits powder or fine silk-like hairs allowing the hunter to determine wind direction. Very important when trying to hunt down wind of deer as their sense of smell is much greater than our own.

Permit – the license that allows hunters, ages 10 or older, to legally hunt deer in

Nebraska. The funds generated from such revenue are used to develop more wildlife habitat and manage wildlife in Nebraska as well as support education programs. Must be carried at all times while hunting.

Hunter Education Certificate – proof of completion of the Nebraska Hunter Education Program allowing hunters ages 12-29 to hunt with a firearm in Nebraska. Bowhunter Education is required for all bow hunters ages 12-29 pursuing deer, elk, antelope or mountain sheep in Nebraska.

Binoculars – Device used to magnify distant objects helping the hunter to see deer at longer distances.

Arrow – Used to harvest deer by being launched from a bow during the archery deer season.

Cartridge – used in firearms (rifle or muzzleloader) to launch a bullet to harvest deer (*only dummy ammo used in classroom*).

Rubber Gloves – used by hunters when field dressing deer (remove entrails) after the harvest to take to a check station.

Camouflage Clothing – designed to help the hunter hide their outline and blend into the natural surroundings so that they remain hidden from deer. Clothing should keep you warm and dry.

Knife – used for field dressing deer and cancelling deer permits.

## Career Focus

**Wildlife Biologist** – research and monitor animal habitats to determine various environmental and population dynamics. Wildlife biologists must understand deer hunting techniques, how various tools contribute to hunter success and the important impact hunters make to conservation. Biologists must work with the general public to maintain adequate wildlife habitat to support healthy wildlife populations.

## Activity

### *Before the activity:*

Spread gear out on a table in a line. Place the corresponding note card in front of the gear. The number should be faced up, with the picture, gear game and definition faced down. May want to tape the top of the card so it stays in place. Have a copy of the gear worksheet for each student (also found in the journals).

### *Procedure:*

1. Place one student for each of the gear item. Or consider drawing number out of a hat to assign a gear item to a student. Have larger groups work in pairs.
2. Give the students two minutes to analyze their item. Do not allow them to look at the answer key, share with other groups or give them the name. Keep reminding students not to give each other answers. Not knowing the answer will make this activity more fun.
3. The classroom has now become a mock infomercial show selling deer hunting gear. Each student will have three minutes to sell their product to the group. Keep in mind that the students still has not been given answers to the gear. Inform the students that it is ok if they don't officially know the gear or what it is used for. This is to be a fun activity.

The sales pitch should include;

- Demonstrate the product
- Why should the listener use (buy) the product
- Cost

4. When everyone has completed sales presenting, have the group flip over

the corresponding gear key card. Have each person hold up the gear, say the name and read the definition/use to the group. Have students fill in the answers on their worksheets/journal pages as the answers are read.

5. Before wrapping up the activity, be sure to stress that not all the gear in this activity is needed to be a successful deer hunter. Each hunter has their own preferences to gear. The main importance of successful deer hunt is to be safe and have fun.

**Instructor Note – for more information visit [www.outdoornebraska.org](http://www.outdoornebraska.org) and look under conservation.**

## Wrap Up

Toss the beach ball around the room – the student that catches the ball will go grab a gear item state the name and what it is used for.

At the conclusion of either activity, students should be encouraged to participate in a Hunter or Bowhunter Education course in their region. Class information can be found at [www.huntsafenebraska.org](http://www.huntsafenebraska.org)



**Student Notebook**

- Gear worksheet





# Deer Gear Check List

Are you ready to go hunting?



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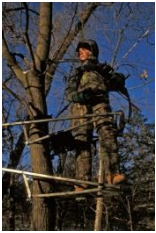
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# Session: Deer Hunting

## Activity: "Be A Deer"

**Objectives:** Students will explore how deer habitat use & movement patterns can be used to create a hunting plan.

**Test:** The preparation of the hunt plan will determine the success of the hunter/student

**Method:** By exploring deer needs & discovering pattern-able behaviors students will identify best-method deer hunting opportunities.

### Materials Contained in Kit:

Marker board                      Batteries  
Trail camera                      8 GB SD card  
Deer plan hunt sheet      Habitat magnets  
Deer habitat maps (laminated)  
Explore Bow Hunting Student Manuals

### Materials Needed to Conduct Activity:

- Download an aerial map of your town or area or use the provided Deer Maps.
- Copy of deer plan hunt sheet (one for each/pair of students)

**Field Day Activity:** Students will go through a simulated deer hunt.

**Duration:** 40 minutes

**Group Size:** 12 students

**Setting:** Indoors or outdoors

**Key Terms:** habitat, deer behavior, deer hunt plan, Hunter Education, crepuscular, deer funnel, deer rut

**SET Abilities:**

**Fair Project:** Using Google Image picture – map out a deer hunting location.

### Background Information:

To successfully harvest a deer, hunters must be able to decipher how deer needs & behaviors shape the deer's use of a hunting area. In essence the hunter needs to "think-like-a-deer". This allows the hunter to plan his/her hunt to take advantage of the right time and conditions.

Using both knowledge and experience hunters read the habitat of their hunting area, make predictions of how the area fits into a deer's needs (survival & behavioral) and determine the best conditions & methods to successfully hunt the area.

Things a hunter may consider can include:

- Does the area provide food, shelter (bedding/loafing), and/or water during the hunting season?
- Do any human activities influence deer use of the area?
- What are the likely travel corridors on the property?
- Are there any spots where deer travel are restricted (funneled)?
- How might the fall breeding season affect deer use of the area?
- What signs can support the hunter's predictions
- What spots might provide the best chance of harvesting a deer?
- What hunting methods lend themselves to hunting the chosen spot(s)?
- What considerations should the hunter take to avoid detection by deer in the area?

Deer do follow somewhat predictable patterns. Hunters need to learn about these patterns to recognize the best times to hunt near food sources or bedding areas (shelter). They also realize that deer are crepuscular, meaning they are most active at dawn & dusk. So hunting often centers

around those times to catch deer as they are active. However, the deer rut (or breeding season) & weather can influence this activity and cause deer to move around more during full daylight.

Many hunters find that travel corridors can be a great place to hunt as the deer move between food, water and shelter – especially when the trail is pinched into relatively narrow areas and funnels deer movement through a spot easily within range of the hunter. These spots – called deer funnels - can be caused by terrain (deep ravines, water, etc.), changes in habitat (open crop field, pastures, dense grasses, etc.) and human structures (fences, roads, etc.).

Hunters need to address the adaptations deer possess to avoid predators – including 2-legged ones. The sense of smell is the deer's best defense – followed closely by sight & sound. Hunters have created all sorts of things to battle a deer's nose but the best method remains using the wind to their advantage. Same goes for the hiding from a deer's eyes. Deer eyes are designed for low-light conditions – they can see yellows & blues, but not much green or red (close to color-blindness in humans) so it is the shape and movement of the hunters that is biggest give-away to deer. As for sound, it's unnatural sounds such as metal on metal or squeaking plastic that can alarm deer.

## Career Focus

Wildlife Biology, Mammalogist

## Activity

Inform the students they must plan their deer hunt. To be effective they must figure out the day to day life of the deer making use of their property, during the November hunting season, and come up with a plan of attack. To help they may have to think like a deer and view the habitat from a deer's perspective - *become the deer!*

To start review with the students the basic needs of white-tailed deer – Food, Water, Shelter/Cover &

Space. Have the students fill out the “Become a Deer” outline worksheet. You may want to have students fold a piece of paper in fourths to provide more space to illustrate or define habitat.

Be sure to talk specifics:

- What foods do deer eat?
- What water sources do deer utilize?
- What does shelter look like for deer & how do they use it?
  - Bedding areas
  - Travel Corridors (route) or Staging Area

(Consult the Explore Deer Hunting Manual & Habitat Pictures for more info.)

Discuss how deer get from feeding areas to shelter (i.e. bedding areas) to watering sites – called travel corridors. Travel corridors that get used repeatedly become deer trails and can be very noticeable. Ask them how these travel corridors/deer trails may be influenced by terrain or human activities?

November is the breeding season for deer in Nebraska – will this affect how deer use the area or how they should be hunted?

Be sure to remind them that deer possess several adaptations that help keep them alive. Hunters need to recognize what these are and how they can take steps to overcome them.

- 1) Split the students into two different groups. Each group will work on a different deer habitat hunting map. (*Extended activity – print a google map of a deer habitat in your area*)

(Using different map types will allow for unique scenarios)

- 2) Provide each student with deer habitat magnets.
- 3) Students will use the magnets to identify the deer habitat found on their map. (not all maps may contain all habitat components)

- 4) Next, provide each student with the deer habitat magnet (limit to those indicated)
- 5) Using these magnets have the students identify how & where they would hunt the property (image provided).
- 6) Finally, hand each student a Hunt Plan Form. They need to complete the form to better describe the details of the hunt. They need to include wind directions, how to get into their hunting spot and use of calls, scents, etc.
- 7) If time permits, have students present their findings & hunt plan to the rest of the group to see if anything is missing or could be added.

### Extended Activity

- 1) Use aerial pictures or maps from a local park, wildlife area or private land your class can access (obtain permission). Once the Hunt Plan(s) is finished visit the site and locate the provided trail camera at the designated hunt site to test out the plan. Success means getting deer on film!
- 2) Take part in a District Deer hunt with the local Conservation Officer. Use aerials of the hunting area to help complete a Hunt Plan and then

hunt the area as planned. Measure the results by deer seen.

### Instructors

Instructors will need to familiarize themselves with the Habitat Pictures & Explore Bowhunting Manual prior to the session. Extension Activities will need further planning by visiting with local NGPC personnel and/or visiting [www.OutdoorNebraska.org](http://www.OutdoorNebraska.org)

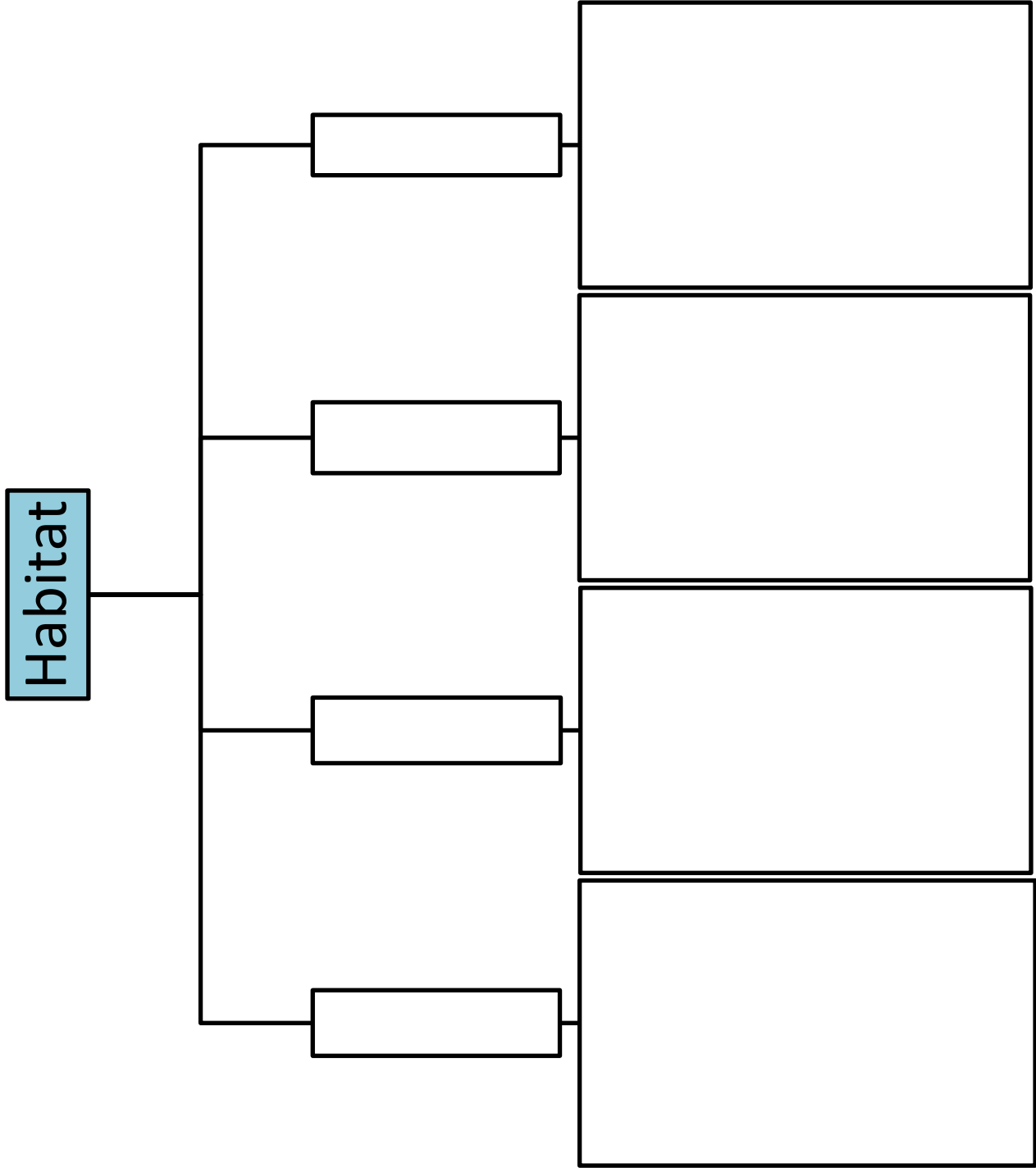
### Wrap Up

At the end of the workshop, instructors should provide a quick review of the various “gear” students used that day. Explain why such equipment is helpful to the hunter and why mastery of each is fun. Main “gear” items to focus your review on include: calls, maps, arrow, cartridge, camouflage, blaze orange, permit and Hunter Education certificate.

At the conclusion of either activity, students should be encouraged to participate in a Hunter or Bowhunter Education course in their region. Class information can be found at [www.huntsafenebraska.org](http://www.huntsafenebraska.org)



# Become a Deer Worksheet



Travel Corridors can include:

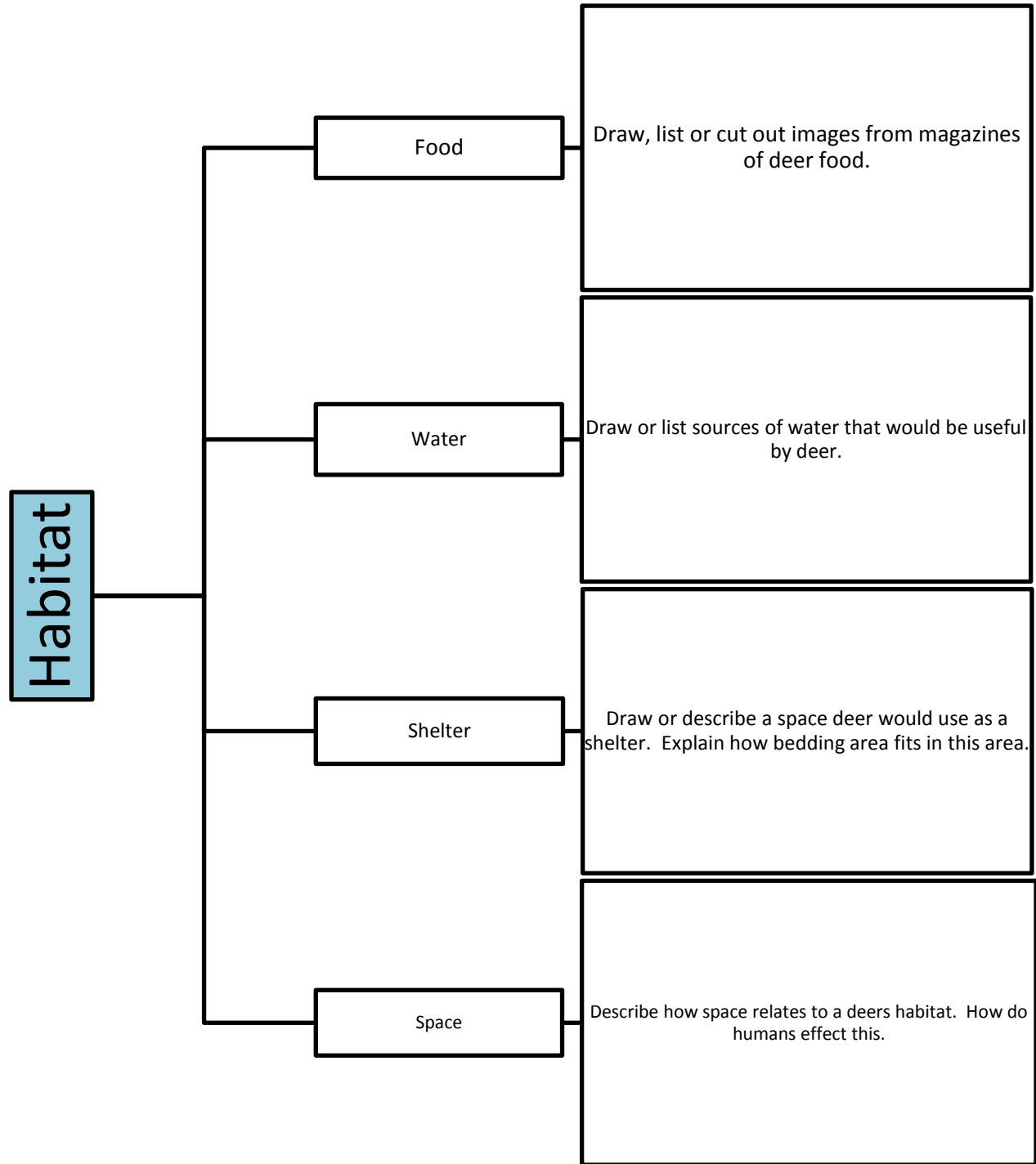
- 1.
- 2.
- 3.
- 4.

Define a Deer Funnel:





# Become a Deer Worksheet



## Travel Corridors can include: (examples)

1. Fence lines
2. Crop field edges
3. Waterway like stream and creek beds
4. Tree lines or grassy strips

**Define a Deer Funnel:** A narrow area or spot in a travel corridor that pinches deer movement into a reduced area. These funnels still provide safety and easy travel from point A (shelter/bedding) to point B (feeding/water)

*Activity Substitute* – divide a legal size paper into fourths to define the four sections of a habitat.